

L.K.L.P Head Start Annual Report 2023-2024

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L.K.L.P. CAC/HEAD START

412 Roy Campbell Drive, Hazard, KY 41701

A copy of the annual
report is available to the
public on our website at
lklp.org

L.K.L.P Head Start

This report has been prepared in order to comply with the Head Start Reauthorization Act of 2007.

LKLP Head Start Mission:

LKLP Head Start is a comprehensive child development program that seeks to enrich the lives of our families and strengthen self-sufficiency by giving roots and wings to our children.

* Roots so they have a sense of self

* Wings so they can follow their dreams.

We endeavor to do this by celebrating our Appalachian Culture. We value families for their strengths and contributions and enter into a partnership with the families to nurture, improve, advocate and educate their children.

LKLP Head Start has close ties with community agencies, Boards of Education, Civic organizations, and local governments. We work with groups to improve our community for families and children. We are proud of our collaborative agreements with schools, local officials, social services, law enforcements, businesses, mental health agencies, health departments, health providers and families.

The Head Start program employs 166 people when fully staffed, however, we were not fully staffed this year. Positions include Lead Teachers, Lead/Family Development Assistants, Associate Teachers, Teacher Assistants, Family Development Assistants, Nutritional Service Assistants (Cooks), Coaches, Resource Assistants, Coaches, Child Development/Mental Health Specialists (Infant/Toddler & Preschool), Disabilities/Family/Child Development Specialist, Health and Nutrition Specialist, Maintenance Workers, Transportation/Coach Specialist, Family & Community Partnership Manager, Education, and Head Start Director.

(A) The total amount of public and private funds received and the amount from each source.

The total amount of Federal funds LKLP. Head Start has received is \$8,042,638.27

- Head Start \$4,955,091.00
- Early Head Start \$2,407,716.00
- Disaster Relief \$329,594.00
- USDA \$350,237.27

LKLP. Head Start has received Non-Federal funds from the following: \$153,183.31

- KERA \$132,632.25
- Stars \$20,551.06

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

	Project Ending Date	Budget	Expenditure	Balance
Federal:				
Head Start	5/31/2023	4,955,091.00	4,955,091.00	0
Early Head Start	5/31/2023	2,407,716.00	2,407,716.00	0
Disaster Relief	5/30/2023	329,594.00	329,594.00	0
Am. Recovery (Was Role-over amt of 187,595.24)	7/30/2023	187,595.24	187,595.24	0
USDA	10/31/23	350,237.27	350,237.27	0
Total Federal Funds		8,230,233.51	8,230,233.51	
Non-Federal Share				
Head Start In-Kind	5/31/2023	1,791,657.00	1,791,657.00	Possible Waiver
KERA Cash In-Kind	Roll-over	132,632.25	0	132,632.25
Total Non-Federal Share		1,924,289.25	1,791,657.00	132,632.25
Total Federal & Non-Federal Share		10,154,522.76	10,021,890.51	132,632.25
Other Funding:				
Stars	Roll-over	352,403.06	198,633.85	153,769.21
HS CARES Sustainability (Role-over amt 253,558.16)	Roll-over	253,558.16	253,558.16	0
American Rescue Plan	Roll-over	881,706.96	368,008.90	513,698.06
Total Other Funding		1,487,668.18	820,200.91	667,467.27
Totals		11,642,190.94	10,842,091.42	800,099.52

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment) and the percentage of eligible children served.

- Funded Enrollment – Preschool – 452, Infant/Toddler - 144
- Number of Children served – Preschool 514, Infant/ Toddler -242
- Average monthly attendance – Preschool 76.55 %, Infant/Toddler 74.60 %

(D) The results of the most recent review by the Secretary and the financial audit.

Review by the Secretary

L.K.L.P. Head Start Federal Review was conducted for year end of June 30, 2023; the report was issued January 25, 2024. Based on the information gathered during the review, Head Start was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations and policy requirements.

The Financial Audit was performed by RFH, PLLC and issued on January 25, 2024. The information presented is in accordance with auditing standards generally accepted in the United States of America; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and the Audit Requirements for Federal Awards (Uniform Guidance). As part of obtaining reasonable assurance about whether LKLP Community Action Council, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. In our

opinion, LKLP Community Action Council, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

(E) The percentage of enrolled children that received medical and dental exams.

We have been most fortunate since 2006, to have the University of Kentucky North Fork Valley Community Health Center dental outreach program to provide on-site preventive dental care at every LKLP Head Start center. A Dental Report Card is sent home informing parents if their child has urgent, early, or no visible dental needs. A total of two visits are provided during each school year. Below is a chart indicating the number of children who received care with dental and other treatment.

Health Services	Head Start	Early Head Start	Percentage	
			H.S.	EHS
Preventative Health	390	102	93%	71%
Need Medical Treatment	187	64	45%	44%
Received Medical Treatment	75	15	18%	10%
Completed Dental Exam	391	84	93%	58%
Needed Dental Treatment	121	4	29%	3%
Up-to-Date Immunization	411	142	98%	99%

F) Information about parent involvement activities.

Parent involvement continues to be a strength of LKLP. Head Start. At least half of our staff is a current or former Head Start parent. Our program has met the mandate of professional development while training and empowering parents. We continue to recruit families to become a part of our Head Start staff.

Parents become involved with our program during parent orientation which invites the parents to participate in a Head Start day with their child; this in turn leads parents to volunteer, gives impact to the curriculum via theme notes, home activities, parent meetings, policy council representation, and training opportunities. Parents welcome staff into their home for home visits so the teacher and family development assistant can give individual attention to the child and family. Parents are encouraged in leadership development by giving them a voice and opportunity to lead meetings, provide training/s, and even as simple as sharing ideas for the classroom or program.

LKLP Head Start continues to have grandparents raising their grandchildren because of drug issues and incarceration. As our economy continues to decline, more children will be living with grandparents. Our staff is aware of these grandparents in the communities and seeks them out to enroll their grandchildren and to offer information on available resources. Our program provides them with resources and helpful information in our newsletters each month and when necessary and appropriate, we can even connect them to other resources as well.

We have been using the Ready Rosie parent curriculum for the past three years. The parent curriculum gives step by step directions on how to do a child and parent activity, while also working on the child outcomes along with the PFCE outcomes with families. Ready Rosie also offers parent workshops providing information to families to help with transition needs, school readiness, and parenting skills.

(G) The agency's efforts to prepare children for Kindergarten.

LKLP Head Start program is preparing children for School Readiness in many ways. The program is focused on literacy and mathematics as some of the most important aspects of school readiness. The lending library allows children the opportunity to check out books to take home and enjoy with their families. The classrooms are stocked with an abundance of lending library books. Staff encourages families to get involved in literacy and math as much and as often as possible. A child accessing the lending library is one way to enhance family literacy. Another way is by providing parent trainings and workshops regarding literacy, child development, and school readiness, etc. While open, we had read aloud guests to come into the classrooms to read to children, which enhanced the knowledge of print; it also prepares the children for kindergarten by the way in which they are listening to stories being read to them. There are many read aloud guests that have visited the classrooms throughout this year. A few of the read aloud guests were parents, grandparents, foster parents, First Steps, Family Resource center staff, folk artists, firefighters, police officers, principals, kindergarten teachers, nurses, miners, farmers, beauticians, bankers, and community members. The children really enjoy re-reading the books that a special guest read to them.

Transition is also a factor for supporting children's school readiness. There are many activities/events that our program offers for transition, both from home and to the next setting. The child's teacher performs an entry home visit to introduce themselves as well as to get acquainted with the child and family. The centers also provides a transition day for children which offers the opportunity for children and families to become familiar with the Head Start atmosphere. This allows children to get introduced to the environment. During the transition day the parents are oriented by being introduced to the program, providing them with opportunity to become familiar with the setting as well as to ask questions. Other transition

activities follow in the school year, include visiting the kindergarten classroom, meeting the kindergarten teacher, visits to the principal's office, playground, cafeteria, library, and the 'big buses as well as visits from principals and teachers to the Head Start classroom.

LKLP Head Start has a School Readiness Committee composed of the Education Committee as well as partners from LEA's and other community representatives. This committee helps ensure that our children and families are school ready. This committee meets twice per year to discuss hot topics in relation to regulations and expectations.

Our program has an Education Committee made up from classroom staff from each of the four county service areas as well as representatives from the early Head Start. This committee meets quarterly to discuss hot topics and priorities of the program. LKLP Head Start uses Teaching Strategies GOLD as our assessment system, which aligns with the Head Start standards as well as the Kentucky Department of Education Early Childhood Standards. School readiness depends on making plans and adjustments to meet the individual needs of children.

In Kentucky, School Readiness means that a child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The assessment system, Teaching Strategies GOLD helps in the process of school readiness in the fact that it is seamless, in assessing the children in our program from infant and toddlers to preschool age. The Teaching Strategies GOLD® assessment system measures the knowledge, skills, and behaviors that are most predictive of school success.

To assess a child's skill level, the teacher reads a progression to determine which indicator best describes a child's knowledge, skills, and/or behaviors based on what she has observed in everyday experiences. The teacher seeks to answer questions: what does the child know, what is he or she able to do? Teachers using the Teaching Strategies GOLD® assessment tool follow a systematic process, or cycle in order to collect the data needed. An important part

of this cycle is evaluating scores by comparing them to research-based indicators of development and learning.

LKLP HEAD START

2023-2024

Program Evaluation/Self-Assessment Summary

LKLP Head Start's self-assessment for the 2023-2024 program year was conducted beginning in August 2023 and running through May 2024. This year, the self-assessment is divided up into segments; fall, winter and spring. The first segment to aggregate was completed in November, 2023. The 2nd segment completed in February of 2024 and the final segment completed in May 2024. The self-assessment looks at data through the whole year. The self-assessment includes a program-wide review of weekly plans, portfolios, children's records, classroom visits, center visits, curriculum fidelity, health & safety, classroom observations, CLASS and Infant Toddler observations and the aggregation of child assessment data.

The program utilizes all stake holders in the assessment process. Members of the management team visited all the Head Start centers completing monthly classroom, center, bus, folder, portfolio and health and safety reviews. Family/community representatives, made up of family members, community members, policy council members, board members and other staff members from other programs, took part in the self-assessment through classroom observations to review interactions and to ensure a safe and healthy classroom environment. Teaching staff assisted by completing the Curriculum Fidelity Tool and the health and safety protocol checklist.

One objective in our program goals this year is that 80% of our centers score an average of 95% or higher on the self-assessment. During the fall segment of the self-assessment, the program's overall average score for all centers was 94.4%. The program had 6 out of 13 centers or 46% scoring 95% or higher for this fall segment. The scores from this fall segment is the baseline data for the year. The winter segment shows the program average at 96.41% with 10 out of 13 centers scoring 95% or higher which increased our totals from 46% to 77%. The spring segment shows the program average to be 96.94% with 10 out of 13 centers at 95% or

higher. Overall, as a program, our average is 95.91% with 77% of our centers meeting 95% or higher. This is an improvement from years past and only slightly below our objective goal.

As monitoring occurs, any identified needs are addressed immediately. Any findings of concern found during the first assessment is followed up on at the center with an improvement plan. Then, at the winter segment, progress is noted and the improvement plan is adjusted to meet the needs of the center. LKLP Head Start gathers a wealth of information on each child and his/her family. The program seeks to enrich the lives of our children and families by providing roots and wings. Roots, so they have a sense of self and wings, so they can follow their dreams. The program is able to provide those roots and wings by implementing a quality program.

Center Program Averages

Center	Fall	Winter	Spring	Total
Beaver	95	99.285	100	98.09
Carr Creek	94.1	92.57	93.78	93.4
Cowan	92.8	98.57	97.71	96.36
Hayes Lewis	97.2	96.71	98.71	97.54
Jenkins	89.6	90.32	91.57	90.49
Leslie Early	93.87	94.33	97.16	95.12
Mayking	94.66	97.07	97.42	96.38
Mtn. Heritage	93.55	98.21	98.28	96.68
Mtn. View	93.77	99	99.285	97.35
Perkins	93.22	97.85	97	96.02
Perry	97.2	96.928	98.285	97.47
Stinnett	94	95.07	92.57	93.88
WB Muncy	98.3	97.42	98.5	98.07
Totals	94.4	96.41	96.94	95.91

The next table shows the overall scores as the year progressed for the program in each area for the self-assessment.

Area	Fall	Winter	Spring	Total
Center Review	98	98	98	98
Classroom Review	95	96	98	96.33
Health and Safety	100	98.4	99	99.13
Transportation	96	96	98	96.66
Lesson Plans	98	94.8	96	96.26
Portfolios	91	94.5	95	93.5
Folder Checks	92	91	93	92

Curriculum Fidelity	88			
Parent/Community observation	89			
Total	94.11	95.5	96.71	95.44
School Readiness Aggregation (% of children meeting/exceeding widely held expectations)	63%	70%	77%	
CLASS	Fall		Spring	
Emotional Support	6.35		6.55	
Classroom Organization	5.2		6.15	
Instructional Support	3.41		4.1	
Infant Toddler Observation	Fall		Spring	
Discipline	6.4		6.8	
Staff-Child interactions	6.6		6.9	
Peer Interactions	6.5		6.6	
Helping children understand language	6.4		6.8	
Listening and talking	6.4		6.4	

2023-2024 Aggregation for School Readiness

This report presents the assessment data gathered for 533 children in LKLP Head Start for the 2023-2024 school year. Teachers at LKLP Head Start used 64 objectives in Teaching Strategies GOLD® to report the children's skill levels for the selected criteria.

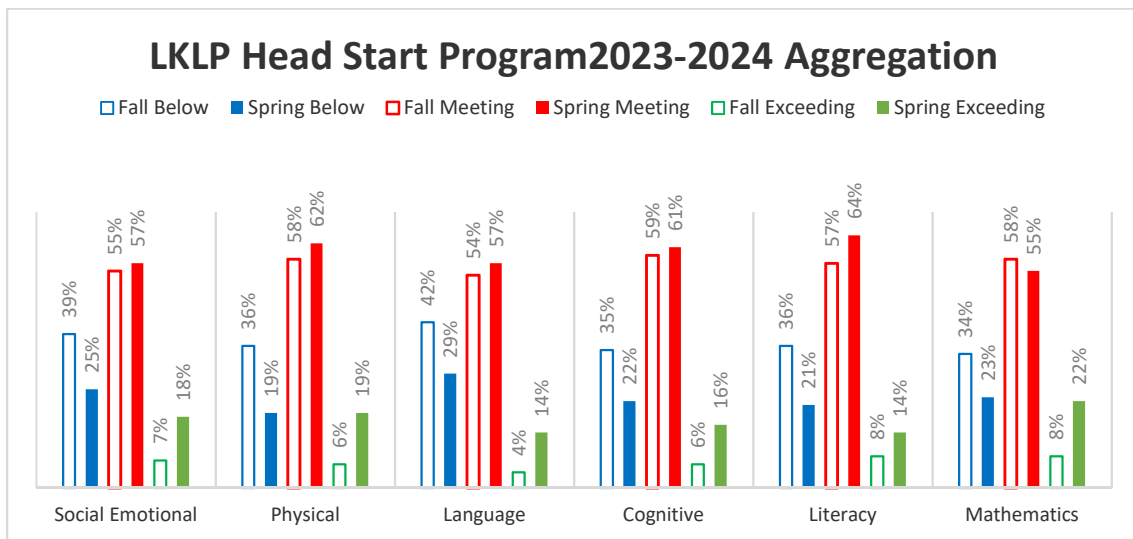
The Teaching Strategies GOLD® assessment system measures the knowledge, skills, and behaviors that are most predictive of school success. 36 objectives are organized into nine areas of development and learning. The first four are major areas of child development: social-emotional, physical, language, and cognitive. The content learning that is usually identified in early learning standards is organized into the following five areas: literacy, mathematics, science and technology, social studies, and the arts. Teaching Strategies Gold aligns with the Head Start Early Learning Outcomes Framework.

To assess a child's skill level, the teacher reads a progression to determine which indicator best describes a child's knowledge, skills, and/or behaviors based on what she has

observed in everyday experiences. The teacher seeks to answer questions: what does the child know, what is he or she able to do?

Teachers using the Teaching Strategies GOLD® assessment tool follow a systematic process, or cycle in order to collect the data needed. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning.

The children included in this report are in 42 classes in 13 sites and have the following demographics: The children were 50/49% ratio of male to female; 91% White, 2% Black or African American and 3% had no response; 94% identified not being Spanish/Hispanic/Latino and 4% with no response; 3% have an IFSP and 11% have an IEP. 24% of the children included in this report make up the infant and toddler category (birth to three). Preschool, ages 3 and 4 make up 76%.



While comparing data for the 2023-2024 program year, an increase is noted in all areas program wide of children meeting and/or exceeding widely held expectations. We feel that targeted trainings with teachers and staff have contributed to the overall increase of the children’s success. The children’s data shows that on average 77% are meeting and/or exceeding widely held expectations which is a 14% increase from fall to spring. The number of children meeting and exceeding widely held expectations in social emotional is 75%, physical is 81%,

language is 71%, cognitive is 78%, literacy is 78%, and mathematics is 79%. The data shows an increase in meeting and exceeding widely held expectations across the board. The data reveals that learning is taking place in all areas.

The data shows that 84% of the children in Early Head Start, birth to age three, are meeting and exceeding widely held expectations and that 74% of the children in Head Start, preschool, are meeting/exceeding expectations. 79% of the females are meeting/exceeding widely held expectations while 74% of the males are meeting/exceeding expectations. 68% of the children with an IEP or IFSP are meeting/exceeding widely held expectations as compared to the children without an IEP/IFSP at 79% meeting/exceeding expectations. This shows a need for training on meeting the individual child's needs. 70% of the children identified as white are meeting/exceeding widely held expectations as compared to 90% of the children that identified as black/African American are meeting/exceeding expectations. Overall, the program is meeting the needs of children equally. The data does indicate that a more focused approach to children that have an IEP/IFSP needs to be taken and trainings planned. The data shows that we need to continue to target language and social-emotional needs in our everyday activities and that we need to individualize more intently for children that have an IEP/IFSP.

Center Review

Embedded within the self-assessment are aspects of basic expectations for each of the 13 Head Start and Early Start centers. Those basic expectations ensure that the center runs smoothly, efficiently and properly. Many of the expectations are requirements for licensure and for health and safety within the environment.

Those basic expectations are centered around the following physical environment:

- General: the number of children enrolled, number of children with special needs and the aesthetics of the classroom; first look of smell, appearance and sound.
- Required Posted Documentation: current licensure date, disaster plan, transportation plan and policy, current emergency medical plans, monthly and quarterly drills, indoor and outdoor checklists, therapy logs, monthly/tri-monthly bus inspections and Division of Transportation bi-annual inspection of the buses.
- Facility: lighting, temperature, safety measures, cleanliness, confidentiality practices and a welcoming environment for the program families.
- Kitchen: current and complete menus, health inspections, cleanliness and required permits for cooking centers.

Center Review Averages

Center	Fall	Winter	Spring	Overall
Beaver	94	100	100	98
Carr Creek	94	88	97	93
Cowan	100	100	100	100
Hayes Lewis	100	97	100	99
Jenkins	100	88	88	92
Leslie Early	94	100	100	98
Mayking	97	100	100	99
Mtn. Heritage	100	100	100	100
Mtn. View	100	100	100	100
Perkins	100	100	100	100
Perry	100	100	100	100
Stinnett	94	100	94	96
WB Muncy	100	100	100	100
Total	97.9%	97.9%	98.3%	98%

The summary of this graph tells that the program has 11 out of 13 centers are meeting the goal of 95% or higher. In conclusion, the center portion of the self-assessment shows the program is displaying a commitment to professionalism, safety and creating a welcoming environment for the children and families in the Head Start and Early Head Start program.

Classroom Review

LKLP Head Start and Early Head Start classrooms have basic expectations that include: Active supervision, required posted documentations (indoor checklist, outdoor checklist, licensing material), daily environment, adult-child interaction, lesson plans, required daily activities, meals, daily hygiene care, rest time, health and safety and daily observations (Teaching Strategies Gold). During on-going monitoring, these items are reviewed in each classroom to ensure safe and secure learning environments.

LKLP Head Start classrooms and the Early Head Start classrooms obtained an overall average of 96.43%. 11 out of 13 centers scored an average of 95% or higher. This data shows that the classrooms are safe, follow good health and safety recommendations and provide a high-quality learning environment for children. Staff have taken part in numerous health and safety trainings, trainings on learning environments and on engaging interactions within the classroom. The data proves that staff are implementing teaching practices and safety measures for the betterment of the classroom environment.

Classroom Review Average

Center	Fall	Winter	Spring	Overall
Beaver	99	100	100	99.6
Carr Creek	97	97	99.5	97.8
Cowan	93	99	100	97.3
Hayes Lewis	96	100	98	98
Jenkins	86	84.75	88	86.25

Leslie Early	97	99	100	98.6
Mayking	92	94.5	99.5	95.3
Mtn. Heritage	91	96.5	99	95.5
Mtn. View	99	99	100	99.3
Perkins	94	96	99	96.3
Perry	98	100	100	99.3
Stinnett	91	96.5	91	92.8
WB Muncy	98	97	98	97.6
Total	94.69%	96.09%	97.84	96.43

The data identified needed areas of improvement. These areas of improvement consisted of: use of the interactive daily schedules, use of job charts and observations not entered in Teaching Strategies Gold in a timely manner. Weekly and monthly reviews are conducted by program specialists and managers in an ongoing monitoring process to monitor classrooms and needed areas of improvement. Future trainings on the importance of and use of daily schedules and job charts will be planned as this is not only part of the classroom environment but also implementing the curriculum to fidelity. Sanitizing procedures will be monitored closely during classroom review visits along with reminders and planned health and safety trainings. Ongoing trainings will continue for documenting and entering in observations on Teaching Strategies Gold.

Parent/Community Member Self-Assessment Observation

LKLP Head Start conducted a parent/community member assessment observation at each facility using the Parent/Community Member Self-Assessment Instrument. Members from the policy council, governing board, community members and parents assisted in conducting the observation. This opportunity gave members a chance to visit the Early Head Start and Head Start classrooms. Members were able to observe different types of communication skills being

used to help children to feel self-confident, positive interactions between the teachers, children, and families, along with a variety of age appropriate materials and learning activities in the classrooms.

Each member answered a total of 38 questions surrounding communication, interactions and guidance. The scored system includes rating the classroom on each answer with a 1-4 (1 -not met, 2- partially met, 3-fully meet, and 4 level of excellence).

Classroom scores were totaled by adding the total amount of the 38 questions together and divided by total of 152 possible points. Next, all classrooms were totaled to get the percent for each center. The program has 5 centers that scored 95% or higher which shows a high level of excellence; 3 centers between 90-95% which is indicative of being fully met and 5 centers below 90% which would be partially met.

The following chart shows the center scores.

Center	Scores
Beaver	92
Carr Creek	100
Cowan	75
Hayes Lewis	95
Jenkins	76
Leslie	100
Mayking	100
Mtn. Heritage	86
Mtn. View	70
Perkins	89
Perry	95
Stinnett	91
WB Muncy	93
Total	89.38

The self-assessment data gathered from families and community members gives an outside view to the Head Start and Early Head Start classrooms. The data shows that the program provides a safe, secure and engaging environment and that trainings focusing on engaging interactions and behavior management are needed.

Health and Safety

The health and safety checklist shows that centers have an overall average of 99.14%. All centers had a 98% average or higher and one center with 100%. Program wide, this tells us that our Health and Safety Protocols are still being maintained and followed very well.

Health and Safety Review Average

Center	Fall	Winter	Spring	Overall
Beaver	100	97	100	99
Carr Creek	99	97	99	98.3
Cowan	100	98	100	99.3
Hayes Lewis	100	97	100	99
Jenkins	99	99	99	99
Leslie Early	99	99	100	99.3
Mayking	100	99	97	98.6
Mtn. Heritage	99	98	100	99
Mtn. View	100	99	100	99.6
Perkins	100	99	100	99.6
Perry	100	100	100	100
Stinnett	99	99	98	98.6
WB Muncy	100	99	100	99.6
Total	99.6	98.4	99.5	99.14

Annual trainings will continue to address health and safety requirements and reminders. Health and Safety Protocol will be monitored continually through monthly health and safety

inspections, using the Health and Safety Protocol Checklist. Also, centers will be monitored on health and safety practices during center and classroom site visits

Overall, centers are performing safe and sanitary practices and providing a safe and secure environment. Centers strive to create a safe environment to protect the physical health of the children, families and staff and implement practices and procedures that promote emotional and psychological well-being.

Transportation

LKLP Head Start has 11 centers that transport children on a daily basis and 1 center that uses the fleet for field trips only. The program has a dislocated center that was devastated by the 2022 flood that has never provided transportation. In order to continue to provide services for children and families, they currently transport to the temporary location that is out of their county. The transportation program has been imperative to these families and children during their time of displacement.

In pursuit of ensuring that the children are transported in a safe manner, a review is completed during ongoing site visits which includes required postings, bus cleanliness and safe transportation practices. During monthly inspections, annual state inspections and ongoing monitoring, the following is checked: current fire drills; current bus attendance sheets; documentation of current pick up and drop off times; current classroom sign in sheets that are initialed from bus run, current transportation reports; and parent emergency evacuation forms available for the orientation days which cover safe transportation practices.

The self-assessment data shows 8 out of 12 centers scored an average of 95% or higher with 5 of those centers scoring 100% of the required forms and practices in place. The 4 centers that fell below 95% had drills that were not current, buses were not clean and had missing inspections. This has been addressed during site visits and follow-up actions that were created to

correct the deficiencies. However, the overall scores from the assessment has shown that there have been improvements from the previous years. All issues will be addressed again at the annual CDL recertification training. All forms, procedures and safety equipment are required to be completed fully and consistently.

Transportation Review Average

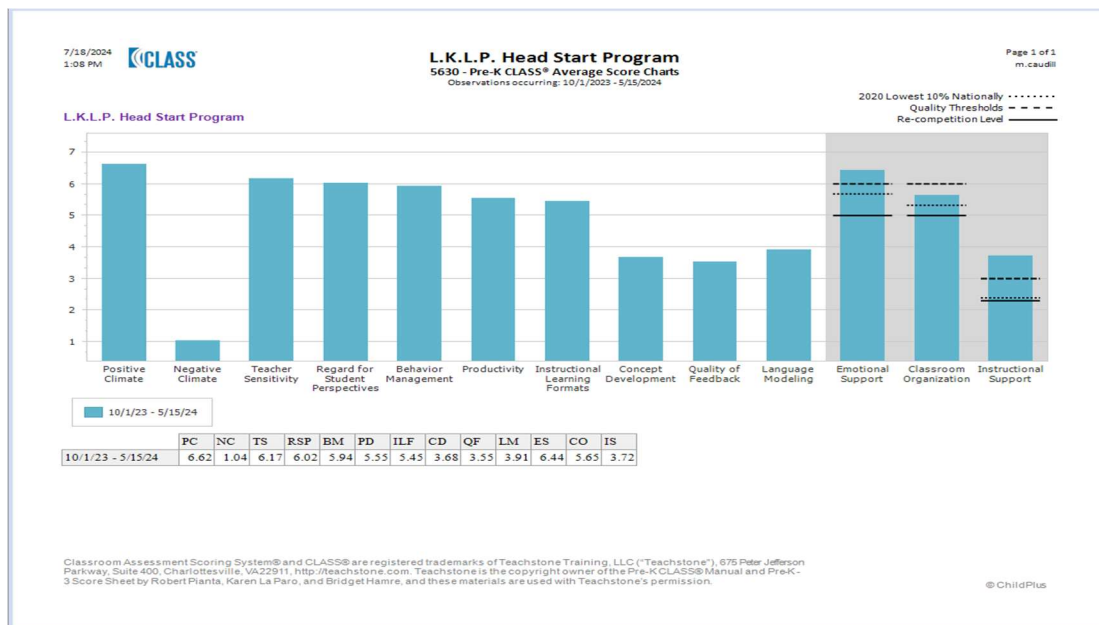
Center	Fall	Winter	Spring	Overall
Beaver	83	100	100	94.3
Carr Creek	100	100	93	97.6
Cowan	100	100	100	100
Hayes Lewis	93	93	100	95.3
Jenkins	93	87	100	93.3
Leslie Early	Na	Na	Na	na
Mayking	100	100	100	100
Mtn. Heritage	80	93	100	91
Mtn. View	100	100	100	100
Perkins	100	100	Na	100
Perry	100	100	100	100
Stinnett	100	87	86	91
WB Muncy	100	93	na	96.5
Total	95.75	96.08	97.9	96.58

The results of the transportation evaluation show that the program has all of the procedures in place to provide a safe and secure method of transporting children to and from the Head Start centers. The evaluation provided information to the management team to monitor the 33% of centers that had 1 or more pieces of information missing or incomplete, more often. percentage of required transportation forms, drills, inspections and safety equipment are completed, current and available.

C.L.A.S.S. Analysis

The C.L.A.S.S. observation for spring 2024 was conducted on the preschool teachers and their classrooms during the months of March and April by 12 C.L.A.S.S. reliable observers. In the preschool setting, staff were evaluated using the C.L.A.S.S. (Classroom Assessment Scoring System) observation tool recommended and used by the Office of Head Start for reviews.

During the preschool observation, 24 teachers and classrooms from 12 preschool centers were evaluated. Within the group of 24 teachers and classrooms, there were 3 teachers and classrooms that were evaluated for the first time as being just recently hired in the preschool setting and 13 that was observed for the 2nd time this year. The chart below reveals the data captured from our C.L.A.S.S. observation for the year of 2023-2024.



The data collected indicates that all three domains: emotional support, classroom organization and instructional support are above the quality thresholds. The program increased in all areas from fall to spring. Even though there have been improvements in all areas, we are going to continue focusing trainings in the classroom organization domain as it was the lowest of the three domains. Upcoming trainings for the summer and fall will be in behavior management, productivity and instructional learning formats. Behavior management includes providing clear

behavior expectations, being proactive, redirecting misbehavior and student behavior.

Productivity includes: maximizing learning time, routines, transitions and preparation. The lowest of the three was in instructional learning formats which includes: effective facilitation, using a variety of modalities, student interests and clarity of objectives. We have a lot of teachers that are new to Head Start and the Creative Curriculum and with this being their first observation or only their second of their career. After getting some experience and coaching or professional development this year, we look for next year's scores to improve.

After the observation, classrooms are placed in tiers according to the coaching plan, to help with classroom development and coaching. Each tier has certain pre-set requirements per the coaching plan. The coaching plan was updated to follow the new guidelines in meeting the quality thresholds. There are four tiers: Tier 1 being of the highest quality; then Tier 2; Tier 3; and then Tier 4. Teachers/co-teachers/classrooms falling in tier 3 and 4 receive intensive coaching and support. All tier 4 classrooms will be receiving intensive, one on one coaching from a Coach throughout the year on a weekly basis. Of the 24 teachers and classrooms assessed, 12 classrooms scored in Tier 1. Tier 2 had 4 classrooms, Tier 3 with 4 classrooms and Tier 4 with 3 classrooms. The data shows improvement from the fall scores. Therefore, the coaching program is being implemented successfully.

All classrooms in the preschool program receive either intensive coaching or professional development support. In addition, new staff participate in TLC (Teachers Learning Collaboratively) groups that meet bi-monthly. The coaching plan includes all teaching staff in the classrooms, not just teachers. By providing support either through intensive coaching or professional development and targeting trainings in areas of need, the spring observations shall show improvement.

Infant/Toddler and Teacher Interaction Observation
Analysis

This report presents the data for 34 classrooms in LK.P Early Head Start for the spring 2023/2024 checkpoint period. Management staff used the Infant/Toddler Interaction Observation tool to collect data in 5 areas of classroom interactions. The instrument is intended for improving the quality of staff-child interactions in the Infant/Toddler classrooms. The average scores in each of the 5 areas included: Discipline 6.8, Staff-Child Interactions 6.9, Peer Interaction 6.6, Helping Children Understand Language 6.8 and Listening and Talking 6.4.

OBSERVATION	HIGHEST	LOWEST	AVERAGE
Discipline	7	5	6.8
Staff-Child Interactions	7	5	6.9
Peer Interaction	7	5	6.6
Helping Children Understand Language	7	5	6.8
Listening and Talking	7	5	6.4

Management staff provides each classroom teacher feedback from the observation. They immediately work together to develop an action plan with identified practice changes. The Spring Action Plan/Identified Practice Change form will be updated with the next observations.

The levels were rated on a scale from 1 to 7 with (1) being the lowest range and (7) being the highest range. The Infant/Toddler and Teacher Observation Instrument will be done 2 times per year in the same time frame as the CLASS observations.

The spring scores indicate that Staff-Child Interactions is the highest at 6.9. These scores indicate that staff have frequent positive staff-child interaction throughout the day. Staff and children are usually relaxed, voices pleasant, and frequent smiling. Lots of physical warmth is shown throughout the day. Interactions are responsive to each child's mood and need (soothing

with tired child, more active with playful child, reassuring with frightened child). Staff are usually sensitive about children's feelings and reactions (avoid abrupt interruptions, warn baby before picking him or her up). The second highest scores received were for Discipline and Helping Children Understand Language indicating staff is using positive methods of discipline. Staff react consistently to children's behavior. Staff have many turn-taking conversations with the children. Staff add more words and ideas to what children say. Staff ask the children simple questions. Staff maintain a good balance between listening and talking.

The lowest scores are Listening and Talking. Staff will talk to the children frequently throughout the day. Staff talk will be meaningful to the children (talk about things the children are feeling, use simple sentences children can understand). Staff will use simple descriptive words for objects and actions in communication with the children. Staff will use a wide range of simple exact words with the children (name many different objects and actions: use descriptive words). Staff will take part in verbal play with the children (repeat infant's sounds: rhyme words in a playful way).

Infant/Toddler classrooms will continue to implement the Creative Curriculum to promote child and teacher interactions. Our multi-age classrooms also promote interactions between older and younger children. Our children are always encouraged to express themselves and to learn independence.

Lesson Plans - Head Start/Early Head Start

As part of the self-assessment, the lesson plans were evaluated on the current week during each monthly site visit. Each of the 25 Head Start classrooms and the 18 Early Head Start classrooms were evaluated for having a completed plan submitted on time. As a program, the average overall score is 97%. There was a 1% decrease from the beginning of the year to the end. This is attributed to new teaching staff getting familiar with Teaching Strategies Gold. New

staff will continue to receive professional development and individual coaching for the Early and Preschool Head Start staff that are learning how to use the digital curriculum resources.

During monthly reviews, the lowest areas for the program were lesson plans being submitted on time and being incomplete. This information will help in planning trainings based on needed areas of improvement. One need, in particular, is for training new staff.

Education management staff continue weekly reviews of lesson plans and provide teachers with immediate feedback when lesson plans are submitted. The program will pursue more intentional trainings on use of lesson plans in the classroom and the importance of utilizing their plans and submitting on time.

Lesson Plan Review Averages

Center	Fall	Winter	Spring	Overall
Beaver	100	100	100	100
Carr Creek	100	92	95	95.6
Cowan	100	100	91	97
Hayes Lewis	100	100	100	100
Jenkins	100	98	98	98.6
Leslie Early	100	100	100	100
Mayking	100	94	97	97
Mtn. Heritage	100	100	96	98.6
Mtn. View	100	100	100	100
Perkins	86	95	91	90.6
Perry	90	90	98	92.6
Stinnett	100	92	100	97.3
WB Muncy	100	100	100	100
Total	98.1	97	97.3	97.48

Portfolios

In an attempt to make the assessment system seamless, the program utilizes the online assessment tool: Teaching Strategies Gold. This system spans birth through third grade.

Information can be passed to the child's next teacher as he or she moves from an Infant/Toddler classroom all the way through Head Start. The objectives are more predictive of future school readiness success and are aligned with the Kentucky Early Learning Standards and the Head Start Early Learning Outcomes Framework. The teachers are focusing on the objectives that are most important to children's development and learning. Each individual child's portfolio is maintained and documented by the use of Teaching Strategies Gold (TSG).

There are six areas of focus when evaluating the portfolio. Observation (written at varied times of the day, at varied settings, varied experiences and written by various staff). Portfolio entries (observations made in a timely manner). Profile (the materials and information gathered: match the child's development and learning report, the goals and strategies match child needs). Shared (evidence that the information from the portfolio has been shared with parents). Used (Was the information gathered used for future planning). Group tracking (the information tracked on the whole class).

Results from the program self-assessment indicate that more training is needed on managing portfolios and keeping them up to date as well as labeling photos and work samples. Overall, the program demonstrates a strong use of the Teaching Strategies Gold Online Assessment. Also, with a substantial increase in new employees, this is their first experience with utilizing TSG and observing children. It is expected that with gained experience and knowledge, the children's portfolios will improve in the coming year as this is incorporated into the programs onboarding process.

Data shows that the program scored an average of 93.9% for the year and 6 of the 13 centers scored an average of 95% or higher. This illustrates a very high quality of maintaining portfolios and the willingness to share gathered information with parents as well as how well they use gathered information for planning.

Portfolio Review Averages

Center	Fall	Winter	Spring	Overall
Beaver	90	100	100	96.6
Carr Creek	90	98.5	97	95.1
Cowan	93	93	93	93
Hayes Lewis	93	93	93	93
Jenkins	88	96.5	97	93.8
Leslie Early	93	95	100	96
Mayking	92	93	100	95
Mtn. Heritage	88	100	93	93.6
Mtn. View	93	95	95	94.3
Perkins	90	95	93	92.6
Perry	97	93.5	95	95.1
Stinnett	83	93	86	87.3
WB Muncy	100	93	93	95.3
Total	91.5	95.2	95	93.9

The following needs have been identified for the portfolio assessment: Classroom observations with labeled pictures and work samples in the areas of math, cognitive and literacy; timely computer entry; and group tracking. Future trainings will be targeting observations including required pictures and work samples, how to utilize the TSG tools for group tracking and brainstorming obstacles to overcome in order to have them recorded in a timely manner.

Folder Check

Upon completion of the self-assessment, the following results were found for each center during each segment. The winter segment folder check compared to the fall segment showed some centers had a decrease in the score while other centers remained the same or similar to the first quarter. Any center that had/has a concern has been given a plan of correction to work on

each concern. The program has 7 centers that scored on average of 95% or higher with one having 100%. Site mentors, coaches and staff are working together to support centers to ensure a plan of corrections for each center is being worked on. When comparing data from the fall to winter, we noticed some struggles with the 45-day health requirements completed on time, transition plans, and timely updating of family development paperwork. When comparing data from the winter to the spring we have seven centers who scored 100% on folder checks. The school year data shows that eight of our Head Start centers scored at least 95% or better. The chart below shows the averages for each segment and the overall average.

Folder Check Review Average

Center	Fall	Winter	Spring	Overall
Beaver	98	98	100	98.6
Carr Creek	74	75.5	76	75.1
Cowan	100	100	100	100
Hayes Lewis	100	97	100	99
Jenkins	84	79	77	80
Leslie Early	74	73	83	76.6
Mayking	96	99	89	94.6
Mtn. Heritage	98	100	100	99.3
Mtn. View	100	100	100	100
Perkins	91	100	99	96.6
Perry	99	95	95	96.3
Stinnett	91	98	93	94
WB Muncy	95	100	100	98.3
Total	92.3	93.4	93.2	92.95

Staff will continue to focus on the needs of the children from all areas of the file folder checklist to update and provide comprehensive services. Staff will be targeting areas for improvement that include checking and updating missing information from the communication,

assessment and planning tab for each child. Some areas to provide improvement will be maintaining up to date information relating to items listed; data on health forms/45 and 90 day, screening results forms, timely ARC meeting forms updated and filed, health records filed/including screening, exams and reports, and detailed home visit forms. Site mentors will continue to provide support and monitoring. We have put in a place a 45 and 90-day protocol in place at each center for guidance and to work with staff and families on achieving required health needs for the folder check system.

Curriculum Fidelity Tool

The program uses the Creative Curriculum as the sole curriculum and uses the Creative Curriculum Fidelity Tool to assess the curriculum's implementation. The Fidelity Tool was completed by center leads during October and November 2023. Data shows that the program is implementing the Creative Curriculum to fidelity with an average of 90% overall. This is currently higher than this past year's scores.

Every classroom, both early and pre, now have their own Creative Curriculum resources. Classroom staff are now utilizing the digital resources that goes along with the Creative Curriculum. Early classrooms also received Intentional Teaching Cards, Mighty Minutes and Highlights Hello to be implemented into the daily routines and plans. Trainings on Teaching Strategies are held during preservice to help staff learn how to implement the new materials into their planning and their daily routine.

Areas scoring the lowest at this time were in structure and physical environment. After gathering data, the lowest scores in the structure area was transitions and within the physical environment utilizing all the materials all the time.

The areas showing the highest at this time are again in Teacher-Child Interactions and Families. Due to the targeted trainings from the NCECDTL, our teaching staff are more involved

and aware of the importance of good positive interactions with children. Not only with children, but also the families, so they may become more actively engaged in their child's education.

Areas of concern for early classrooms were in use and structure as well. Just as preschool, the centers received new updated materials and are getting in the daily routine of implementing the Intentional Teaching Cards and Mighty Minutes into planning. Planning the experiences in the structure area shows an area of concern in early classrooms.

Areas that early classrooms scored higher in are: the physical environment and families. The classrooms were well organized and arranged with appropriate materials. Also, the relationships built with the families to get them engaged in their child's education was implemented well showing those open lines of communication with the families.

The areas of concern with implementing the curriculum to fidelity are being addressed during site visits by the site mentor and trainings shall be planned for any upcoming training events.

Center	Score
Beaver	99
Carr Creek	93
Cowan	75
Hayes Lewis	98
Jenkins	81
Leslie Early	94
Mayking	75
Mtn. Heritage	100
Mtn. View	82
Perkins	89
Perry	96
Stinnett	97
WB Muncy	99
Total	90.6

Identified Areas for Improvement
And
Improvement Plan

- **Improvement to Child Outcomes.**

- **2020-2021:** L.K.L.P. Head Start met the program goals in the desired child outcomes of language and literacy, mathematics and motor skills. During the self-assessment, the data shows that the lowest areas are language, social emotional and cognitive. Plans, such as training, were implemented targeting these areas. **2021-2022:** The program did not meet the program goal. This year, services were provided completely virtual to children and families due to the Covid-19 Pandemic. This year relied heavily on family participation to ensure the children are getting logged in to do virtual activities with the teachers as well as an increased engagement at home with at-home activities. The self-assessment data shows that language, social emotional and literacy were the lowest areas. It did show an improvement in the cognitive area compared to the year before. **2022-2023:** The program did not meet the program goal. Data does show a larger increase in children meeting and/or exceeding widely held expectations and an 8% increase from the previous year's data. The data shows that the lowest areas of development were identified as language, social emotional and mathematics. There was a larger increase in the literacy domain which improved from the previous year. This year's data was based on a year of services that was provided in a hybrid manner. Families could choose in-person or virtual services due to the continuing affects from the Covid-19 Pandemic. Trainings are being planned and will be implemented during in-service and at pre-service targeting these lower areas of concern. **2023-2024:** The program is back to full in-person services and the program is now looking at the year as a whole year. This is the first quarter of

the program evaluation. At this time the areas that we are lowest in are: Physical, Social-emotional and Language. Compared to this time last year, literacy has improved greatly and is now is one of the stronger areas as well as mathematics, due in part to the targeted trainings in that particular area. Trainings will be planned for the upcoming in-service trainings as well as NCECDTL which focuses more intently on language, physical and the social-emotional domains. Social-emotional continues to be one of the areas of concern. Since Covid, we have targeted this area as well by providing many trainings on trauma, behavior management and mental health. We feel that due to Covid, this is an area that is still suffering as the children that we have now were either born during that time or was very young and missed out on a lot of opportunities. The next checkpoint will be at the end of January and will see if the children are improving in those areas. **2024-2025:** Our program goal is for our children to show a 20% growth. We showed a 14% increase in children meeting and/or exceeding widely held expectations. Even though this increase did not meet our projected goal, it was the largest increase we have had since the pandemic. Good progress has been made in the social-emotional, language and mathematics domains. These areas will remain a focus of future trainings for all staff. Trainings are already planned and using the AL's Pals social emotional curriculum and Conscious Discipline should show increase for the future.

- Goal: To increase child outcomes in the areas of language, social emotional, and mathematics.
- Desired Outcome: for children to increase in meeting and/or exceeding widely held expectations throughout the year at each checkpoint period in the areas of language, social emotional and mathematics.
- Action Steps:

1. Staff will receive training during in-service and pre-service pertaining to language, social-emotional development and mathematics.
2. Staff will plan activities throughout the day implementing math into daily routines
3. Staff will plan social-emotional activities weekly using Conscious Discipline.
4. Staff in preschool will plan activities through AI's Pals that goes with the Creative Curriculum
5. Trainings planned for in-service includes trainings from our Mental Health Consultant on behavior management as well as training on physical and language.
 - Person(s) Responsible: Leads, Associate Teachers, and Management staff
 - Resources: Management Staff, Creative Curriculum, Teaching Strategies GOLD Objectives for Development and Learning manual, trainings
 - Dates: August 2024 – May 2025

- **Improve Centers**

- **2020-2021**: The L.K.L.P. Head Start Program looked at the overall health and safety of the program using the Health and Safety protocol checklist. The goal was met as the program scored an average of 99.6%. The program identified additional areas to consider such as licensing requirements that were often not included in the health and safety check. After evaluating the ongoing monitoring, the program has decided to include a center check of licensing documentation for future purposes. **2021-2022**: The goal was met with data showing the program average is 96.6%. Findings included missing licensing documentation that was to be posted and that classrooms first impressions were generally loud and some overall facility needs that needs to be updated. **2022-2023**: The

goal was met with data showing 98%, in which means we are providing a safe and secure environment while meeting required postings in the program. The increase the data shows is due to the increased ongoing monitoring of the program centers as we are more focused on those requirements. **2023-2024:** The goal was met with data showing that the program average was 96.43% which shows that health and safety is a primary focus of our program in order to provide a safe and secure learning environment. The following areas for the facility needs include continue with monitoring safety checklist for accurate documentation, up to date emergency drill documentation, and monitor organization for the classrooms. **2024-2025:** The goal is to continue on striving to be a program of excellence, we will continue with ongoing monitoring. Identifying classrooms that may be struggling and offer support in the form of coaching and professional development. Trainings will continue during pre and in-services to demonstrate appropriate teaching practices and setting up an optimal learning environment.

- Goal: to enhance the knowledge and skills of staff to improve the health and safety of the center including proper licensing documentation.
- Desired Outcomes: an improved health and safety culture at the center.
- Action Steps:
 - 1) Health and Safety protocol checklist completed bi-annually.
 - 2) Staff training on required licensing documentation.
 - 3) Evaluated improvements to add to program evaluation
 - 4) Updated ongoing monitoring for center identifying required postings
 - 5) Emergency Medical plan (2110) updated and posted monthly
 - 6) Fire drill practice evaluation will be completed by the 15th of each month.
- Person(s) Responsible: All Staff, Leads, Management Team.
- Resources: Data Say ongoing monitoring form for Center.

- Dates: August 2024 – May 2025

- **Improve Classrooms**

- **2020-2021:** The program used data collected from the overall Health and Safety of the facility including the classrooms. After review of the data, the program evaluation was improved by looking at the overall classroom as a whole, the learning environment, engaging interactions, daily routines, use of the curriculum, separate from the overall Health and safety look. The program met this goal based on the data from the Health and safety protocol, however, the forthcoming year will be improved on the quality of the classroom. **2021-2022:** Data shows that the program scored 96% overall in the classroom evaluation. Areas identified for improvement included use of the interactive daily schedule and the use of a job chart and some minor sanitary protocols not being followed. This year was the first time the doors opened back up since the Covid-19 pandemic as the program offered a hybrid approach. **2022-2023:** The data gathered shows the program scored 96% overall in the classroom review. This year the program is back to full in-person services and the data shows that overall we are providing a safe and healthy environment. Areas identified again are use of the job chart and interactive daily schedules. **2023-2024:** The program had an average of 96.43% for the year. This met our goal. Areas identified for improvement include updated weekly observation for children documented in TSG, correct sanitizing procedures followed, use of interactive and daily schedules. **2024-2025:** The program will continue to strive to meet this goal as we did this past year. Due diligence through ongoing monitoring has led to the improvement throughout the program. New materials are used in the classrooms as they arrive and keeping constant upkeep in the classrooms continue to improve the classroom environments.

- Goal: to strengthen the classroom learning environment.
- Desired Outcomes: to provide an optimal learning environment that is healthy and safe.
- Action Steps:
 - 1) To adjust the evaluation to identify classroom practices
 - 2) To adjust ongoing monitoring to include the classroom daily practices. With an emphasis on correct sanitization and handwashing procedures
 - 3) Incorporate the use of DataSay in the ongoing monitoring process.
 - 4) Provide trainings on the learning environment that includes interactive daily schedule and job chart procedures in the classroom.
 - 5) Tracking observations and updating on the TSG observation tracking form weekly including an updated tracking form.
- Persons Responsible: Management Staff, Leads, All Staff.
- Resources: Creative Curriculum Foundations manual, ECERS 3/ITERS manuals, Trainings.
- Dates: August 2024 – May 2025

- **Improve Daily Classroom Interactions**

- **2020-2021**: This program year the program was closed to in-person services due to the Covid-19 pandemic. This evaluation was adjusted to see how well the program provided services and engaging interactions while conducting virtual lessons. Areas for improvement that was identified, included sharing of information, lack of participants utilizing the homework packets and joining the virtual sessions. **2021-2022**: This year again due to the Covid-19 pandemic was adjusted to virtual classroom observations instead of in-person. The program provided a hybrid approach and the review was

conducted virtually through a classroom tour. 96% of the centers had a positive review during the virtual visit. Identified areas, included the continued use of technology for the students that opted for virtual services. **2022:2023:** This goal was met after reviewing data with a program overall average of 97% positive reviews. This year the program went back to full in-person services and reviews were conducted on-site by the families or community partners. Areas to improve on was primarily for daily routines. **2023-2024:** Our parent/community member self-assessment tool indicates that as a program our average score is 89.38%. This is lower than in years past. Some areas to strengthen include working on setting clear classrooms directions; related to children working on self-control, problem solving during play and adults continue to provide age appropriate materials. **2024-2025:** Striving to provide an engaging learning environment is very important to our program. This year we are gearing our focus on trainings to engaging throughout the day. As scores were quite lower than in years in the past, trainings are planned on increasing engagement. The needs assessment plans for teaching staff was updated to include engagement in the classrooms in several areas. All staff will be provided coaching or professional development based off of these needs assessments.

- Goal: to improve quality interactions in the day to day routine.
- Desired Outcomes: to improve interactions throughout the entire day in all activities...
- Action Steps:
 - 1) Training on use of technology for virtual services.
 - 2) Plan and implement learning activities virtually that are engaging.
 - 3) Train new staff during onboarding on appropriate interactions.
 - 4) Continued weekly planning of activities.
 - 5) Weekly rotation of age appropriate materials in the classroom.

6) Training on classroom routines, schedules and transitions.

7) All staff will receive coaching or professional development.

- Persons Responsible: All Staff, Leads, and Management Staff

- Dates: June 2024-May 2025

- **Improve Health and Safety**

- **2020-2021**: The data shows that overall the program scored 99.8% on the Health and Safety protocol review. This year the program was closed due to the Covid-19 pandemic. Classrooms and centers were to be maintained and ready to go. Areas identified were peeling paint. **2021-2022**: Data shows the overall average was 99%. This year the program offered a hybrid approach and the first time doors were opened to students. Areas identified was cleaning of carpets daily and stains on carpets. **2022-2023**: The goal was met as the data shows the overall average to be 99%. Areas identified were carpets not being cleaned daily, stains on ceilings, lights out and clutter. **2023-2024**: This goal was with a program average of 99.14% shows that the program has met the desired outcome. This shows that the Health and Safety of the children, families and staff is a top priority. Through continued ongoing monitoring, this goal should be met at all times. The program is in the process of undergoing water lead testing. Dates are in place for the company to come and test. **2024-2025**: The program prides itself in putting health and safety for all first. This year, we will continue with ongoing monitoring for health and safety issues. Office staff and center staff will work together collaboratively to support with any concerns or issues. All staff participate in annual health and safety trainings.

- Goal: to provide a safe and healthy learning environment for children, families and staff.

- Desired Outcomes: to have more safe and healthy learning environments to optimize learning.
- Action Steps:
 - 1) To update paint in the facilities
 - 2) To utilize a daily cleaning list including cleaning of carpets.
 - 3) Purchase vacuums and carpet cleaners for all centers.
 - 4) Utilize the health and safety protocol checklist more often.
 - 5) Utilize storage areas to prevent clutter.
 - 6) Dates are in place in late January to undergo water lead testing for all facilities.
- Persons Responsible: Lead Teachers, All Staff and Management staff.
- Resources: daily cleaning schedule, carpet cleaners, ongoing oversight.
- Dates: August 202 – May 2025

- **Improve Transportation**

- **2020-2021**: The data gathered shows that 100% of the centers had all pieces of required forms of documentation. The program was closed this year due to Covid-19 pandemic and due to those restrictions was unable to provide transportation. **2021-2022**: Data shows that the overall average for transportation is 95.9%. Areas identified were bus cleanliness. This was addressed as ongoing monitoring was adjusted to include bus inspections. **2022-2023**: The data shows that overall evaluation of transportation was 86%. Areas identified included daily cleanliness of the buses, and some missing items on paperwork pertaining to the transportation. The program identified the need to increase ongoing monitoring in this area by using the transportation review in DataSay. **2023-2024**: The data shows that the overall evaluation of transportation was at 96% for this

first quarter of the self-assessment. The areas identified in this quarter included not having the appropriate paperwork readily available. The program will continue to increase ongoing monitoring in this area. **2024-2025:** The program will continue ongoing monitoring to ensure that transportation is safe for all children, families and staff. Drivers, monitors, leads and office staff will work collaboratively to ensure that the buses are maintained well. CDL Recertification training will address any noted concerns.

- Goal: to maintain a safe and secure method of transporting students
- Desired Outcomes: to develop daily routines that ensures bus cleanliness and completed documentation.
- Action Steps:
 - 1) Plan shared daily cleaning duties of buses.
 - 2) Training during recertification.
 - 3) Add transportation review to ongoing monitoring.
 - 4) Have weekly checks by Lead on cleanliness of bus.
 - 5) Have leads to check bus paperwork weekly to ensure that it is completed and up-to-date promptly.
- Persons Responsible: Lead Teachers, All staff, and Management Staff. .
- Resources: Lead Signature on paperwork, DataSay transportation review.
- Dates: August 2024– May 2025.

▪ **Improve Teacher Child Interactions**

- **2020-2021:** This goal was not met due to the Covid-19 pandemic. The program provided virtual services to all participants. Coaches continued one on one coaching with staff based on previous CLASS and Infant/toddler observations. **2021-2022:** Data collected during the fall observations show that instructional learning formats within

classroom organization was identified as the lowest areas. Data shows in the infant and toddler observations that Helping Children Understand Language was the lowest area with a score of 5.8 out of a possible 7. Training will be planned for both preschool and infants and toddlers on implementing meaningful language into the daily routine. **2022-2023:** The data collected from the fall CLASS observation shows that Classroom organization is below the quality threshold. The infant and toddler observation shows that Listening and Talking as well as Discipline was the overall lowest areas at a 6.3. This year is the first full year of in-person services since the Covid-19 pandemic began. Trainings are planned on behavior management, productivity and engaging interactions. **2023-2024:** Data collected in the fall observation shows that Classroom Organization is slightly above the quality threshold but still the lowest areas with Productivity, in particular, being the lowest. NCECDTL trainings will be planned to foster productivity in the classroom as well as on-site oversight to encourage being prepared for the day and week ahead. For Infants and toddlers, the scores average was 6.46 which is an improvement this first quarter from the previous year. Behavior management and helping children to understand language are two of the lower areas at 6.4 which is still high considering 7 is the highest score possible. Behavior management will be addressed during in-service in planned trainings from our Mental Health consultant and this should also improve helping our little ones understand language. **2024-2025:** Classroom organization has been identified as an area to focus on for Head Start. This was identified through out fall and spring observations as well as identified from our federal review. Trainings will be taking place during pre-service focusing on productivity which is part of the Classroom organization domain. The bi-monthly trainings of the NCECDTL will also take place with a direct focus on classroom organization.

- Goal: to increase CLASS and Infant toddler observation scores to meet the quality thresholds.
- Desired Outcomes: to provide a learning environment rich in language and engaging interactions.
- Action Steps:
 1. Management team members, Coaches and Professional Development staff will observe classroom staff using CLASS or the Infant toddler observation tool to determine the level of coaching that is provided.
 2. Coaches will be assigned to staff that fall into tier 3 and 4 for intensive coaching.
 3. Coaches will coach teaching teams
 4. Needs Assessments will be completed based on the program identified needs and used for intensive coaching purposes.
 5. TLC's will be implemented for new staff to become acquainted with CLASS and the Infant/Toddler observations.
 6. NCECDTL's will occur every two months with a focus on productivity
 7. Ongoing oversight will be conducted at the center level with the site supervisor.
 8. All staff will receive coaching or professional development.
- Persons Responsible: Management staff, Specialists, Professional Development staff, Coaches.
- Resources: CLASS, Infant/Toddler Teacher Observation Tool, classroom resource

Materials.

- Dates: June 2024-May 2024

- **Improve Staff Documentation Skills**

- **2020-2021:** Data collected from portfolio reviews shows the following areas of improvement: Timely computer entry, group tracking and labeling pictures and work samples. Data collected from folder checks shows an 87% average overall. Areas identified include incomplete 45/90 day forms, EPSDT forms and missing screening result notes, and health documentation and follow up. Lesson plan data shows an overall program average of 90%. Areas identified include plans not being submitted in a timely manner. **2021-2022:** Data shows that portfolio documentation remains relatively the same as previous year. Data shows that folder checks remain the same with an 87% overall average. Areas identified are in follow-up to health screenings, missing screening result documentation. Lesson plans dropped to an average of 84%. The data shows that the decrease is attributed and falls to many new staff that has just started using and implementing gold into their classrooms. **2022-2023:** Data shows that portfolios are holding steady with the same identified areas to improve. Folder checks improved to a 93% average overall. Improvements were shown, areas identified continue to be follow up on health status and updating information on forms and child plus. Data from lesson plans improved to a 96% average. This improvement is indicative of the feedback from the child development specialists when plans are submitted. **2023-2024:** Data shows the program score for portfolios was 91%. The areas of concern, work samples were not labeled to reflect the detection of a picture or a work sample in the areas of math, literacy, and cognitive. Folder Check includes overall 96%, improving 3% from last school year. Some areas to work on include missing information in files and or accurate updating,

including health reports, screening, and ARC meeting. Lesson Plans increased by 2% to 98%. Some areas of concern included submission of lesson plans at the required time.

Will continue to provide and work on supporting the action steps below. **2024-2025:**

Trainings will be conducted this year focusing on documentation, especially pertaining to the identified needs to meet the 45 and 90 day screenings and assessments. Trainings include a new protocol and procedure that ensures that these things must be met.

- Goal: To provide complete and accurate documentation
- Desired Outcomes: to implement a system of quality follow up to improve children's health outcomes.
- Action Steps:
 1. Staff will receive training on paperwork accuracy.
 2. Staff will receive annual training on portfolio documentation and lesson planning.
 3. Staff will submit lesson plans weekly and will receive feedback from child development specialist as needed from submitted plans.
 4. Leads will follow-up with teaching staff weekly to maintain observations are accurate and up to date.
 5. Ongoing monitoring will address any immediate concerns.
- Persons Responsible: Management Staff, Lead Teachers, All staff.
- Resources: Teaching Strategies GOLD, The Creative Curriculum, Folder Checklists,
- Dates: December 2023 – May 2024

- **Improve Curriculum Fidelity**

- **2020-2021:** Data was not able to be collected using the Curriculum Fidelity tool due to the Covid-19 pandemic. The program services were conducted completely virtual. **2021-2022:** Services were provided in a hybrid manner this year. Data collected by staff completing the Creative Curriculum Fidelity tool, shows that the program is implementing the curriculum with up to a 99% average overall. Areas identified for improvement are in structure and physical environment. **2022-2023:** The data shows a decrease with an average of 87% overall implementing the Creative Curriculum to Fidelity. This shows a more accurate picture of the overall use of the curriculum than in previous years. Again, structure and physical environment were identified as areas of improvement. **2023-2024:** The data shows that overall 90.6% is the average program score showing that we are implementing the Creative Curriculum to fidelity. The fidelity tool checklist was completed by the lead site supervisor of the center. This is an increase from the previous year's data. Areas identified was use of the Creative Curriculum and the environment. **2024-2025:** We have identified that this tool is only being completed once by the leads, we have identified that this needs to be completed more than one time annually. This year we plan to train staff on completing the fidelity tool and having it completed at each segment. To incorporate staff into the assessment process, teaching staff will complete this tool at the fall segment, then site mentors at the winter segment and leads at the spring segment. Upon the first completion, any concerns can be added to the center improvement plan and they will get the proper support needed.

- **Goal:** To implement the curriculum to fidelity
- **Desired outcome:** implement a high-quality learning environment for children.
- **Action Steps:**

1. Plan training on the physical environment and the structure of the Creative Curriculum.
2. Include areas on lesson plans that will enhance the learning environment.
3. Provide direct feedback from Fidelity tools so staff can make an improvement plan for their classroom.
4. New Hire Onboarding will include reading through the Creative Curriculum Foundations book and other volumes as well to acquaint the new staff with the curriculum.
5. Have teaching staff to complete the Curriculum Fidelity Checklist.
 - Persons Responsible: Management Staff, Lead Teachers, All staff.
 - Resources: Teaching Strategies GOLD, The Creative Curriculum Volumes
 - Dates: December 2023 – May 2024.

ACTION TAKEN TO DATE:

Preservice training has been provided to staff that included Teaching Strategies training on developing quality learning activities that promote school readiness through intentional planning in math, literacy and language for both preschool and early staff. Lesson planning and observations, family engagement and disabilities were also addressed during pre-service training.

Early Childhood Council meetings, identify and share resource information for programs to enhance services. Health Services Advisory Committee meeting to obtain and share health information with other agencies. Transitions to schools allow establishment of rapport with children, families and staff. TLC groups have been implemented with new staff as an onboarding process to help new staff become confident and more knowledgeable. Coaches and Professional Development Support staff are assigned to teaching teams that have been identified

through the coaching plan. To best assist staff and to cause the least amount of disruption to the program, the management staff has provided on-site technical assistance for center staff. On-site support has included: mentoring practices, working with families, home visits and suggestions on assessment and planning practices. Technical assistance on assessment and planning addresses the need for developing a systematic approach for timely entry into the portfolio. Portfolio entries are monitored through site visits and GOLD tracking. Interrater Reliability Credentials will assure accuracy and consistency of teachers' judgements in assessing children. All newly hired employees attend training the first week of employment to become more prepared entering the classroom.

The Management Team discusses and plans trainings based on the results from this first quarter for our in-service in the spring as well as the NCECDTL trainings that are planned. There will also be discussion of program needs, plans, preparation and goal setting for the rest of the year. The next quarter will be assessed in February to compare to this first quarter and see if our targeted actions are improving.

In this first quarter, each classroom has had one CLASS observation or one Infant/Toddler and Teacher Interaction Observation. Data has been assessed to determine the staff's strengths and weaknesses. NCECDTL Trainings have been implemented bi-monthly to improve scores along with PLC (Professional Learning Community) meetings to identify resources and improve services to children and families. All new teaching staff is participating in the TLC (Teachers Learning Collaboratively) groups.

Our Mental Health Consultant has made at least one classroom observation in all the centers. As the year progresses, we are anxious to see the progress being made as this is the first time we are looking at the year as a whole instead of a moment in the year.

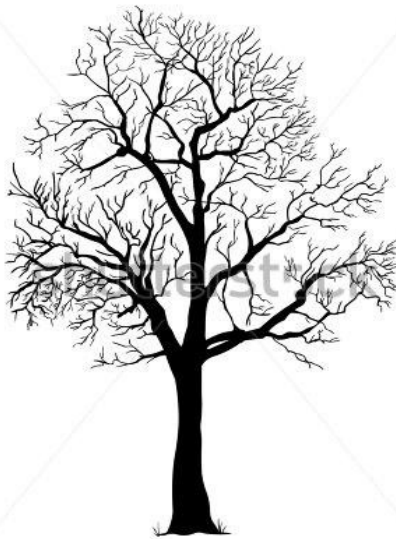
The Governing Body and Policy Council has reviewed and approved the 2023-2024 self-assessment and the improvement plan.



Our Mission

LKLP Head Start, a comprehensive child development program, seeks to enrich the lives of our families and strengthen self-sufficiency by giving roots and wings to our children:

Roots, so they have a sense of self;
Wings, so they can follow their dreams.



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