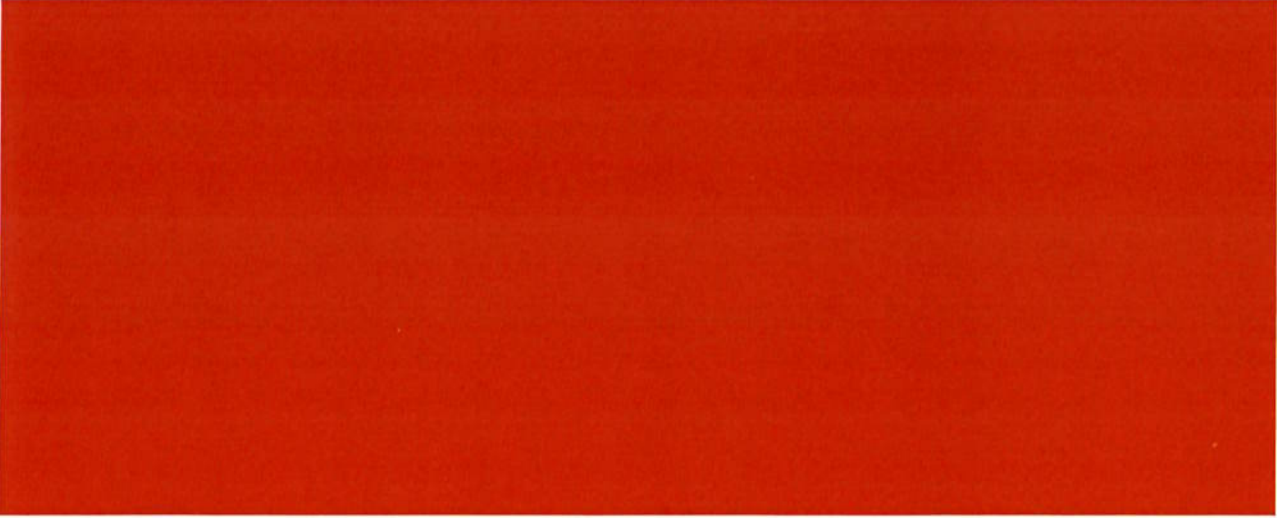




# **LKLP Head Start Annual Report 2024-2025**



Executive Director: Tawny Acker

Head Start Director: Justin Collett

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](http://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 L.K.L.P. Head Start has received is \$8,760,856.72**

- Head Start \$5,721,841.00
- Early Head Start \$2,661,569.00
- USDA \$377,446.72

**L.K.L.P. Head Start has received Non-Federal funds from the following: \$167,414.98**

- KERA \$162,320.25
- Stars \$5,094.73

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

	<b>Project Ending Date</b>	<b>Budget</b>	<b>Expenditure</b>	<b>Balance</b>
<b>Federal:</b>				
Head Start	5/31/2025	5,721,841.00	5,721,841.00	0
Early Head Start	5/31/2025	2,661,569.00	2,661,569.00	0
USDA	10/31/25	377,446.72	377,446.72	0
<b>Total Federal Funds</b>		<b>8,760,856.72</b>	<b>8,760,856.72</b>	
<b>Non-Federal Share:</b>				
Head Start In-Kind	5/31/2025	1,869,939.41	1,869,939.41	0
KERA Cash In-Kind	Roll-over	165,845.59	165,845.59	0
<b>Total Non-Federal Share</b>		<b>2,035,785.00</b>	<b>2,035,785.00</b>	<b>0</b>
<b>Total Federal &amp; Non-Federal Share</b>		<b>10,796,641.72</b>	<b>10,796,641.72</b>	<b>0</b>
<b>Other Funding:</b>				
Stars	Roll-over	222,079.09	65,971.19	156,107.90
DCC Stabilization	Roll-over	68,053.44	68,053.44	0
American Rescue Plan	Roll-over	139,759.28	101,551.28	38,208.00
<b>Total Other Funding</b>		<b>429,891.81</b>	<b>235,575.91</b>	<b>194,315.90</b>
<b>Totals</b>		<b>11,226,533.53</b>	<b>11,032,217.63</b>	<b>194,315.90</b>

**(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 – 400, Infant/Toddler - 144
- Number of Children served – Preschool 461, Infant/ Toddler -227
- Average monthly attendance – Preschool 81.09 %, Infant/Toddler 76.61 %

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

**Review by the Secretary**

The Financial Audit was performed by RFH, PLLC and issued on January 25, 2025. 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, 2024.

**(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. Along with UK Dental, LKLP Head Start has a partnership with Medical Comprehensive Health Care. They provide a medical mobile unit to each of our Head Start centers. Transportation is also provided for families to meet health and dental goals. 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	395	135	98%	94%
Need Medical Treatment	149	44	37%	30%
Received Medical Treatment	101	36	25%	25%
Completed Dental Exam	380	137	95%	95%
Needed Dental Treatment	118	9	29%	6%
Up-to-Date Immunization	399	140	99%	97%

**F) Information about parent involvement activities.**

Parent involvement continues to be a strength of LKLP Head Start. Families are provided with 12 workshops relating to the Head Start Performance Standards along with any interest or

need they request. We continue to recruit families to become a part of our Head Start staff. During the 2024-2025 school year, we have had a total of 123 staff members who were either a former parent or current parent. Families are our number one asset to having positive outcome in the program.

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 four 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**  
**2024-2025**  
**Annual Self-Assessment Summary**

LKLP Head Start's self-assessment was conducted beginning in August 2024 through May 2025. The self-assessment is divided up into segments (fall, winter and spring) which allows our program to monitor growth throughout the year. The fall segment was from August 2024 through November 2024. The winter segment was from December 2024 through February of 2025 and the spring segment was from March 2025 through May 2025. The self-assessment includes a program-wide review of weekly plans, portfolios, children's records, classroom reviews, center reviews, 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 a monthly classroom, center, bus, folder, portfolio and health and safety reviews. Family/community representatives, made up of family members, community members, and other staff members from other programs, took part in classroom observations during the fall to review interactions, guidance, communication and answered questions that were recorded on the LKLP Head Start Self-Assessment Instrument on DataSay. Teaching staff assisted by completing the Curriculum Fidelity Tool this fall. Families also participated in the winter segment by completing phone surveys and staff participated in the spring by completing the Creative Curriculum Fidelity Tool and the Health and Safety Checklist.

During the program self-assessment, in general, LKLP Head Start provides a safe, secure environment for children, which supports their growth and development. In particular, the atmosphere is relaxed and conducive to the development of independence, friendships, physical growth and intellectual stimulation through hands-on learning. The program, for the 2024-2025 year, shows an overall average of 96.69%. The program self-assessment for the fall segment was

96.68%. The winter segment was 95.56% and the spring segment was 98.02%. One program goal objective this year is that 70% of the centers will score 95% or higher on the self-assessment, this goal was met with 77% of the centers meeting 95% or higher. The scores from this fall self-assessment is our baseline data for the year. The data proves that by monitoring and evaluating continuously throughout the year, that it provides a better overall picture of the program. In addition, the use of DataSay to complete the visits enables the program to show real time data. As monitoring occurs, any identified needs are addressed immediately. Any findings of concern identified during each segment are followed up at the center with an improvement plan. 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. Below shows the overall average score for each center.

<b>Center</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Overall Average</b>
Beaver Head Start	99.67	98	100	99.22
Carr Creek Head Start	99.55	97.3	99.5	98.77
Cowan Head Start	92.86	90.6	92.98	92.15
Hayes Lewis Head Start	97.88	98.7	100	98.86
Jenkins Head Start	97.13	94.5	99.28	96.97
Leslie Early Head Start	96.45	95.8	98.75	97
Mayking Head Start	96.05	92.85	94.98	94.63
Mtn. Heritage Head Start	93.93	92.11	95.56	93.87
Mtn. View Head Start	94.96	95.77	97.82	96.18
Perkins Head Start	95.47	97	99.55	97.34
Perry County Head Start	94.58	95.2	98.01	95.93
Stinnett Head Start	99.14	97.4	99.06	98.53
WB Muncy Head Start	99.26	97.12	96	97.46
<b>Averages</b>	<b>96.68</b>	<b>95.56</b>	<b>98.02</b>	<b>96.69</b>

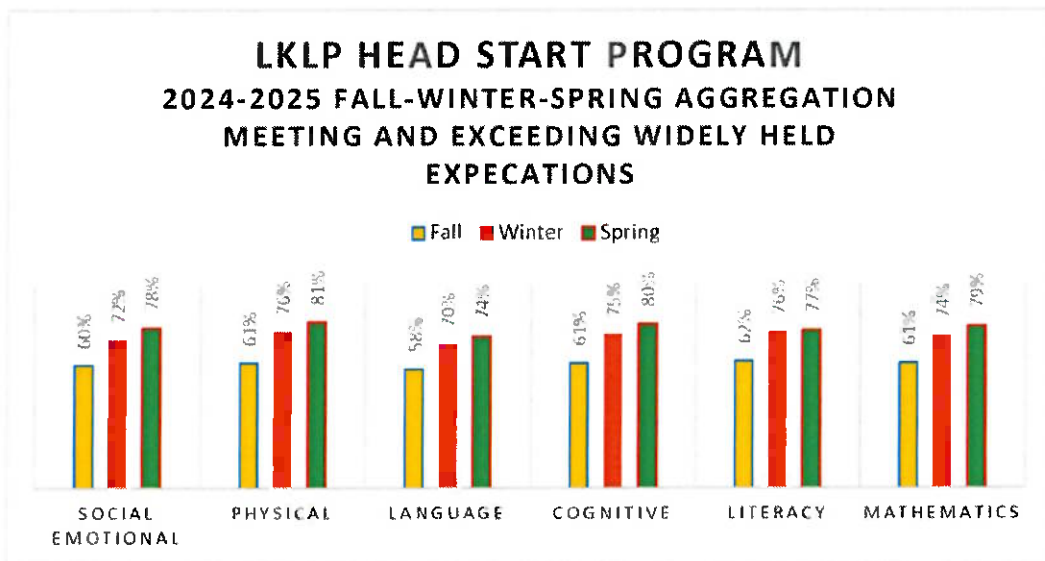
**Aggregation Analysis for School Readiness**  
**2024-2025 Fall to Spring Analysis for School Readiness**

This report represents the assessment data gathered on 540 children in the LKLP Head Start Program for the 2024-2025 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. Thirty-six 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 they have 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 ratio of children is 53% male to 47% female. 93% were White, 1% Black or African American and 6% had no response. The ethnicity of the group was 96% not being Spanish/Hispanic/Latino, and 3% with no response. Children with an IFSP was 5%, and with an IEP was 12%. 26% of the children included in this report make up the infant and toddler category (birth to three). Preschool, ages 3 and 4 make up 74%.

Total Program results:



While comparing data from fall to spring 2024-2025 checkpoints, 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 are to contribute to the overall increase of the children’s success. The children’s data shows that on average 78% are meeting and exceeding widely held expectations which is an 18% increase from fall to spring. The number of children meeting and exceeding widely held expectations in social emotional is 78%, physical is 81%, language is 74%, cognitive is 80%, literacy is 77%, and mathematics is 79%. The data shows an increase in meeting and exceeding widely held expectations. The data reveals that learning is taking place in all areas.

The data shows that 83% of the children in Early Head Start, birth-age three, are meeting and exceeding widely held expectations and that 76% of the children in Head Start preschool are meeting and exceeding widely held expectations. 82% of the females are meeting and exceeding widely held expectations while 74% of the males are meeting and exceeding expectations. 80% of the children with an IEP or IFSP are meeting and exceeding widely held expectations as compared to the children without an IEP/IFSP at 81%. 78% of the children identified as white are meeting and exceeding widely held expectations as compared to 83% of

the children that identified as black/African American. Overall, the program is meeting the needs of all children. The data shows that we need to target language and literacy in our everyday routines and activities.

### 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 on the following physical environment:

- *General: the number of children enrolled, number of children with special needs and the aesthetics of the classroom; first smell, appearance and sound.*
- *Required Posted Documentation: current licensure date, disaster plan, transportation plan and policy, current emergency medical plans that are updated as needed, 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 at the center.*
- *Facility: lighting, temperature, safety measures, cleanliness, confidentiality practices and a welcoming environment for the program families.*
- *Kitchen: if the site includes a kitchen it is checked for: current and complete menus, health inspections, cleanliness and required permits.*

Results from the 2024/2025 Center Review for the fall, winter and spring self-assessment shows the following data:

Center	Fall	Winter	Spring	Annual Average
Jenkins	100	100	100	100
Mayking	100	100	97	99
Cowan	97.05	100	91	96.01
Mt. Heritage	97.05	100	100	99.01
Beaver	97.05	88	100	95.01
Carr Creek	100	100	100	100
Perkins	100	100	100	100
Perry	97.05	97	100	98.01
WB	100	100	100	100
Hayes Lewis	100	100	100	100
Stinnett	100	100	97	99
Leslie Early	100	100	100	100
Mtn. View	91	97	97	95
Overall	98.53	98.61	98.61	99

The summary of this graph shows that the program has 13/13 centers above average displaying scores within the 95%-100% range. In conclusion, the center review portion of the 2024-2025 self-assessment, shows that the staff and the program are displaying a commitment to professionalism, safety and creating a welcoming environment to the Head Start and Early Head Start children and families.

### Classroom Review

LKLP Head Start and Early Head Start classrooms have basic expectations that include: Active supervision, required posted documentations (indoor checklist, outdoor checklist, and 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). Each month, during on-going monitoring, these items are reviewed in each classroom in order to maintain a safe and secure environment.

LKLP Head Start classrooms and the Early Head Start classrooms obtained an overall average of 97% each. Five centers scored 100% and maintained 100% for the full year. All centers scored between the 90% - 99% range. This data shows that classrooms are safe, follow good health and safety recommendations and provide high quality learning environments 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. The chart below outlines the average classroom scores for each center.

Center	Fall	Winter	Spring	Annual Average
Jenkins	99	95.75	99.25	98
Mayking	97	95	92.5	95
Cowan	86	96	98	93
Mt. Heritage	90	89	90.5	90
Beaver	100	100	100	100
Carr Creek	99	97.5	99.5	99
Perkins	100	100	100	100
Perry	93	91.5	95.29	93
WB	100	100	100	100
Hayes Lewis	100	100	100	100
Stinnett	100	100	100	100
Leslie Early	99	99	99	99
Mtn. View	96	95	97.6	96
Overall	97	97	98	97

The data identified areas of improvement which consists of the use of the interactive daily schedules, use of job charts, and observations not entered in Teaching Strategies Gold in a timely manner and small sanitary protocols not met. Weekly and monthly reviews will be 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 visits along with reminders and planned health and safety trainings. Ongoing trainings will continue on documenting and entering in observations on Teaching Strategies Gold.

### **Family/Community Member Self-Assessment**

LKLP Head Start conducted a parent/community member assessment observation at each facility using the Parent/Community Member Self-Assessment Instrument in the fall segment. Members from the policy council, community members and parents assisted in conducting the observation. This opportunity gave members a chance to visit the Early and Preschool 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. In the winter segment, families participated in a phone survey of a series of questions. A total of 14 questions were asked and scored based on the answers given. The questionnaire was a brief overview of the parent's knowledge of classroom resources given, communication with teaching staff and two-way communication with the center. The overall average for the program year reflects a score of 91%. Scores ranged from 80% to 98%. The Parent/Community Member review was only assessed twice for the year instead of three times annually. This is planned to move to three times annually.

The following chart shows the center scores.

<b>Center</b>	<b>Fall</b>	<b>Winter</b>	<b>Annual Average</b>
Jenkins	100	73	87
Mayking	97	77	87
Cowan	93	83	88
Mt. Heritage	76	84	80
Beaver	100	95	98
Carr Creek	100	86	93
Perkins	100	89	95
Perry	100	88	94
WB	100	86	93
Hayes Lewis	92	93	93
Stinnett	100	82	91
Leslie Early	100	82	91
Mtn. View	100	91	96
Overall	97	85	91

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.

### Health and Safety

The health and safety checklist, completed during the program evaluation, shows that centers have an overall average of 99%. One center earned a perfect score of 100% on the Health and Safety Protocol Checklist. The other twelve centers scored on average from 97% to 99%. Program wide, this tells us that our Health and Safety Protocols are still being maintained and followed well. The following chart shows the center scores.

Center	Fall	Winter	Spring	Annual Average
Jenkins	99.34	100	100	99.78
Mayking	97	98.70	98.6	98.1
Cowan	98.7	100	100	99.56
Mt. Heritage	99.34	99	99	99.11
Beaver	100	99	100	99.66
Carr Creek	98.7	98.70	99	98.8
Perkins	96.7	100	100	98.9
Perry	95	98	99.3	97.43
WB	99.34	98	98	98.44
Hayes Lewis	100	100	100	100
Stinnett	99.34	99	100	99.44
Leslie Early	99.34	98.70	98.6	99.88
Mtn. View	98.06	100	100	99.35
Overall	98.52	99	99.42	99.11

The evaluation indicates that centers lost points due to lapses in cleanliness being maintained (mainly in the restroom areas), floors not swept and mopped, and proper sanitizing procedures not followed (toothbrush holders). Future trainings will include addressing 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 because it is not just about protecting the physical health of our children but also about practices and procedures that promote their emotional and psychological well-being as well.

### **Transportation**

LKLP Head Start has 10 centers that transport children on a daily basis and 2 centers that uses the fleet for field trips only. During days that our bus runs are cancelled for center specific reasons, enrollment is affected. Children and families depend upon our transportation services and need our buses to run. They want their children to obtain the educational, social-emotional and family support services that Head Start provides.

In pursuit of ensuring that our children are transported in a safe manner, an evaluation was compiled consisting of the required postings, bus cleanliness and safe transportation practices. During monthly inspections, an annual state inspection, as well as our annual program evaluation, we checked for the following to be in place: current fire drills, bus attendance sheets being current, pick up and drop off times are documented; classroom sign in sheets are current and initialed from bus run, transportation reports are available and current and parent emergency evacuation forms available for the orientation days which cover safe transportation practices.

During this review of transportation, the program average score was 98.85%. Six centers had 100% of the required forms and practices in place and all others were 90% or higher. Concerns identified consist of having expired monthly first aid inventory check and having a dirty bus. This has been addressed during site visits and follow-up actions that were created to correct the deficiencies. These 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.

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, however, the daily practice of cleaning the bus was found to be lacking during the monthly site visits. The evaluation provided information to the management team to monitor the 18% 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

Center	Fall	Winter	Spring	Annual Average
Jenkins	100	100	100	100
Mayking	100	86	100	95.33
Cowan	94	86	92.8	90.93
Mt. Heritage	100	93	100	98.66
Beaver	100	100	100	100
Carr Creek	100	100	100	100
Perkins	93	100	100	98.66
Perry	88	93	100	94.66
WB	100	n/a	n/a	100
Hayes Lewis	100	100	100	100
Stinnett	100	100	100	100
Leslie Early	n/a	n/a	n/a	n/a
Mtn. View	88	100	100	96
Overall	96.91	96.18	99.35	98.85

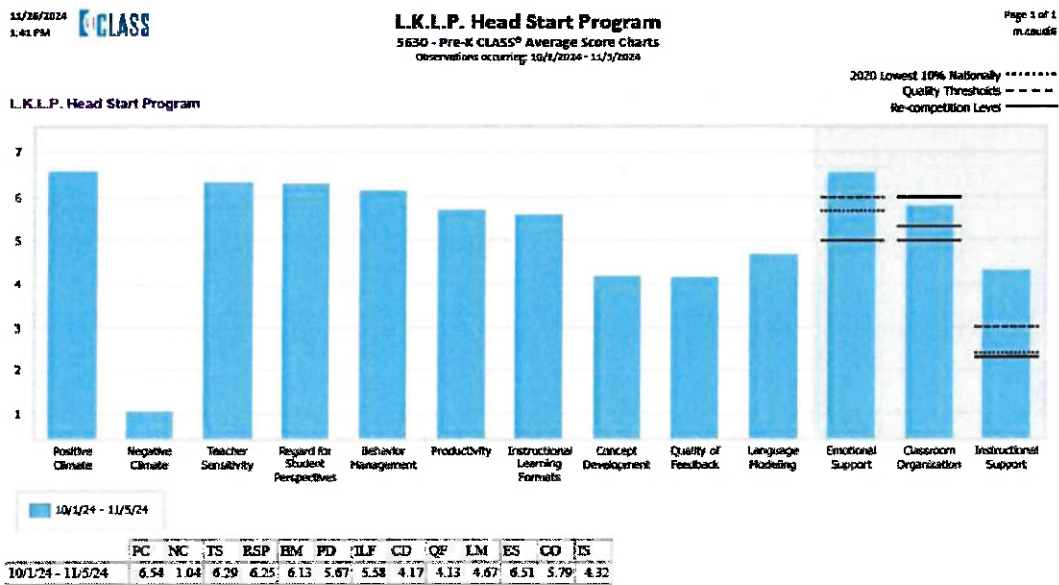
**C.L.A.S.S. Observation Fall/Spring Analysis 2024**

The C.L.A.S.S. observation for fall 2024 was conducted on the preschool teachers and their classrooms during the month of October 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. The

spring C.L.A.S.S. observation for spring 2025 was conducted on the preschool teachers and their classrooms during the month of March.

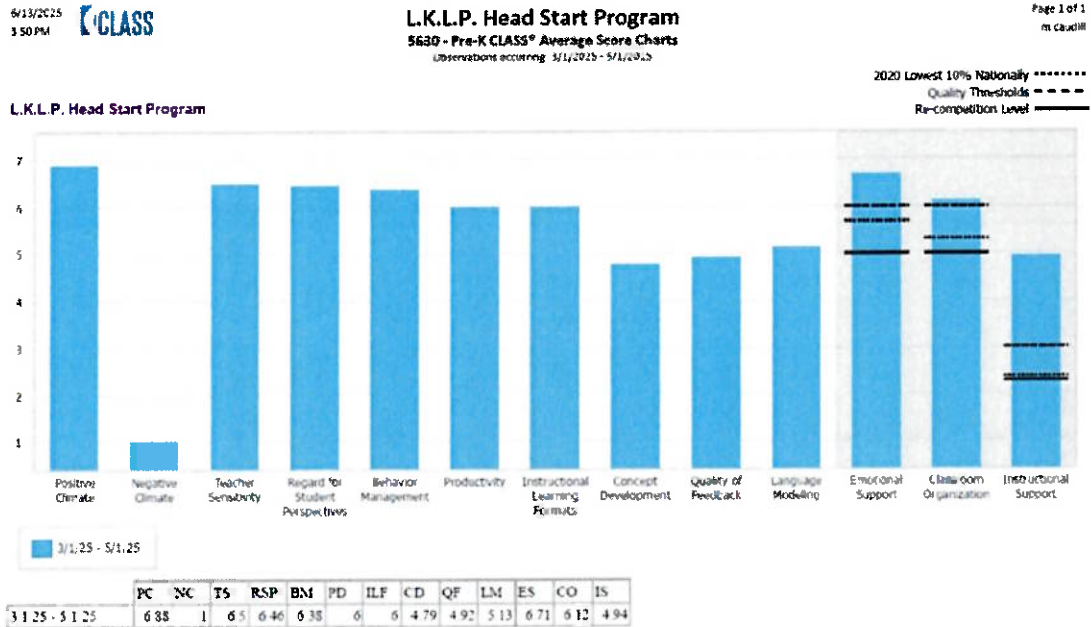
During the preschool observation, 24 teachers and classrooms from 12 preschool centers were evaluated. Within the group of 24 teachers and classrooms, there were 7 teachers and classrooms that was evaluated for the first time as being just recently hired in the preschool setting.

The chart below reveals the data captured from our C.L.A.S.S. observation for fall 2024.



During the spring observation, of the 24 teachers observed, two were observed for the first time. The data shows that all areas observed increased from fall to spring. The data collected indicates that during the spring observation, all domains: emotional support, classroom organization, and instructional support are above the quality thresholds.

The chart below shows the data from the spring C.L.A.S.S. observation.



The coaching plan includes 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. 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-weekly. The coaching plan includes all teaching staff in the classrooms. By providing support, either through intensive coaching or professional development and targeting trainings in areas of need, the spring observations shall show improvement. At the end of the year, all teaching staff will be placed in their respective tiers based on their observations for the year 2024-2025.

**Infant/Toddler and Teacher Interaction Observation Fall to Spring**  
**Fall 2024-2025 Analysis**

OBSERVATION	HIGHEST	LOWEST	AVERAGE
Discipline	7	4	6.7
Staff-Child Interactions	7	5	6.7
Peer Interaction	7	5	6.7
Helping Children Understand Language	7	5	6.7
Listening and Talking	7	5	6.7

This report presents the data for 35 teachers in LKLP Early Head Start for the spring 2024-2025 Observation 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 is 6.7. 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 completed 2 times per year in the same time frame as the C.L.A.S.S. observations.

The spring scores indicate that all areas showed growth from fall to spring. The spring observation shows that all areas averaged at 6.7, reflecting consistent high-quality practices. Staff-Child Interactions practices are staff engaging in frequent, positive interactions with children throughout the day. The environment is characterized by warmth, relaxation, and pleasant, respectful communication. Staff respond sensitively to each child’s mood and needs. For example, soothing a tired child, engaging actively with a playful one, or reassuring a frightened child. They show emotional attunement and avoid abrupt interruptions, often

preparing children gently for transitions. Discipline practices reflect a nurturing, respectful approach. Staff guide children with consistency and patience, while helping them understand expectations and supporting self-regulation in a calm and reassuring manner. Peer interactions consists of staff supporting healthy peer relationships by modeling cooperative behavior and facilitating conflict resolution. Children are encouraged to interact kindly, share, and show empathy, fostering a positive group dynamic. Helping Children Understand Language practices are attentive to language development, using rich and varied vocabulary, gestures, and visual cues to support understanding. They tailor communication to the individual child's developmental levels, ensuring all children can engage meaningfully. Listening and Talking practices consists of staff actively promoting expressive and receptive communication skills. They model polite, affectionate interactions using gentle touch and kind language. Children are encouraged to listen carefully, express themselves openly and understand others by discussing actions intentions and emotions.

Infant/Toddler classrooms will continue to implement the Creative Curriculum to foster these interactions. There is a need to further enhance opportunities for meaningful communication between children and teachers. In our multi-age classrooms, we aim to strengthen interactions between older and younger children, encouraging peer learning and support. Additionally, we are committed to providing more consistent opportunities for children to express themselves and develop independence, ensuring they have the guidance and support needed to do so effectively. Management staff gives each classroom teacher feedback from the observation. They work together to develop an action plan with identified practice changes.

### **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 24 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% for the 2024-2025 program year. In preschool, the center's overall average was 99% for all classrooms. In Early Head Start, the center's overall average was 93% for all classrooms. Trainings will be planned for identified areas of improvement, including an emphasis on planning ahead and submitting plans on time, including learning activities and adding materials weekly. Another need identified is in training new staff during the onboarding process. This training will be provided not only from the education specialists, but also at the center level by the new staff's peer mentor. Six centers maintained a 100% average the full year, while the remaining 7 centers ranged from 92 to 99%.

Education management and specialists continue weekly reviews of lesson plans and provide teachers with immediate feedback when lesson plans are submitted. The program will provide more intentional trainings on the use of lesson plans in the classroom and the importance of utilizing plans in order for children to learn and grow. Another area identified is submitting plans in a timely manner. This will also be discussed during the annual lesson plan training so the teachers will see the importance of having plans and using them.

Center	Fall	Winter	Spring		Annual Average
Jenkins	89.5	92	100		94
Mayking	89.5	90	100		93
Cowan	100	100	100		100
Mt. Heritage	100	92	88		93
Beaver	100	100	100		100
Carr Creek	100	96	100		99
Perkins	86	89	100		92
Perry	97	98	100		98
WB	100	100	100		100
Hayes Lewis	100	100	100		100
Stinnett	100	100	100		100
Leslie Early	92	100	100		97
Mtn. View	100	100	100		100
Overall	96.5	96.69	99.7		97.63

**Portfolios**

In an attempt to make the assessment system seamless, the program utilizes the online assessment tool, Teaching Strategies Gold. This system spans from 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 Teaching Strategies online assessment system.

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).

Overall, the program demonstrates good use of the Teaching Strategies Gold Online Assessment Tool. The digital resources have been added to help improve the documentation process. At this time, data shows the program average is 96%. One center scored 100% and twelve centers scored 93-99%. 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.

Center	Fall	Winter	Spring	Annual Average
Jenkins	95	95	100	97
Mayking	93	93	92.75	93
Cowan	86	93	100	93
Mt. Heritage	90	97	100	96
Beaver	100	100	100	100
Carr Creek	98.5	100	100	99.5
Perkins	93	100	100	98
Perry	89.5	97.50	95.91	94
WB	100	93	93	95
Hayes Lewis	93	100	100	98
Stinnett	93	100	100	98
Leslie Early	91	91	100	94
Mtn. View	91	95	95.3	94
Overall	93.3	97	98.23	96

Timely computer entry, pictures and work samples, and group tracking have been identified as an area of needed improvement during the portfolio evaluation. Trainings will be planned to target tracking documentation, use of technology through pictures, work samples and videos, along with the use of HATCH to ensure that there is a variety of observations from many different sources along with, how to utilize the TSG tools. The new staff onboarding will be evaluated to include more in-depth training on TSG including observations and lesson planning within the first 30 days of hire at the center and at the office for onboarding training.

### **Folder Check 2024-2025**

LKLP Head Start with Head Start and Early Head Start has an average score of 98.94% for the 2024-2025 school year for the folder check. Folder checks were reviewed three times in the program year. During the school year, from fall to spring, we saw an increase overall in the accuracy of the folders. During each period of the self-assessment center teams have worked on resolving any areas of concern with implementing an improvement plan for any folder check needs.

Overall strengths for the 2024-2025 include that 6 centers out of 13 centers scored 100%, which shows that children’s files are being updated and checked regularly for accuracy. 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 from the folder check self-assessment. Staff are provided with a site mentor to assist in the upcoming school year along with necessary professional development.

Center	Fall	Winter	Spring	Annual Average
Jenkins	98	100	100	99.3
Mayking	100	100	100	100
Cowan	98	100	100	99.3
Mt. Heritage	98	100	100	99.3
Beaver	100	100	100	100
Carr Creek	100	100	100	100
Perkins	100	100	100	100
Perry	96	100	100	100
WB	98	100	100	99.3
Hayes Lewis	96	100	100	99
Stinnett	100	100	100	100
Leslie Early	91	98	94	94.3
Mtn. View	98	93	98	96.3
Overall	98	99	99.83	98.94

### **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 classroom staff for the fall segment, site mentors for the winter segment, and by the leads for the spring segment. Data shows that the program is implementing the Creative Curriculum to fidelity with an average of 95.8% overall. The data proves that staff are needing to understand the Curriculum Fidelity Tool Checklist and how to ensure that they are meeting

those standards in the classroom in order to implement the curriculum to fidelity. Staff have started using new materials and are becoming more familiar with the online tools that is available through the curriculum in order to enhance their classroom. Centers that are identified with concerns of implementation will be provided more one on one training so that they will grow and be able to implement the curriculum to fidelity.

Center	Fall	Winter	Spring	Annual Average
Beaver	100	100	100	100
Carr Creek	100	97.5	97.5	98.33
Cowan	83	58	62	67.67
Hayes Lewis	100	96	100	98.66
Jenkins	97.5	95.25	95	95.92
Leslie Early	99.3	98	99.66	98.99
Mayking	96.5	97	79	90.83
Mtn. Heritage	95	75	87	85.67
Mtn. View	92.66	97	94.66	94.77
Perkins	94.75	95.5	96.46	95.57
Perry	97.75	94.63	93.63	95.34
Stinnett	100	96	95.5	97.16
WB Muncy	96	100	81	92.33
Overall	96.51	98.61	92.27	95.8

Every classroom, both early and pre, has the Creative Curriculum resources including on-line resources. Classroom staff are now utilizing the digital resources that go 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 were 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 were 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 management site mentor and trainings shall be planned for any upcoming training events.

#### **ACTION TAKEN TO DATE:**

Pre-service and In-service training has been provided this year to staff that included lesson planning and observations, family engagement and disabilities, entry paperwork, basic classroom routines, behavior management, health and safety, social-emotional well-being, literacy, active supervision, transitions and mathematics. In addition to pre- and in-service, early staff participated in an early two-day training that was early specific including literacy book shares, physical development, health status, and early paperwork. Preschool staff participated in the NCECDTL trainings bi-monthly that focused on classroom engagement.

Early Childhood Council meetings identify and share resource information for programs to enhance services. Health and Mental Health Services Advisory Committee meeting to obtain

and share health information with other agencies. A new partnership with Partners for Rural Impact (PRI) has been very impactful focusing on the 4-year old's that are moving into kindergarten to enhance school readiness skills. Transitions to schools allow establishment of rapport with children, families and staff. Teachers Learning Collaboratively (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 discussed and planned trainings based on the results from the self-assessment for the upcoming pre-service. There will also be discussion of program needs, plans, preparation and goal setting for the rest of the year.

In the self-assessment, each classroom had two CLASS observation or two Infant/Toddler and Teacher Interaction Observations. Data was assessed to determine the staff's strengths and weaknesses along with a needs assessment that all staff complete. 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 groups. The program's Mental

Health Consultant has made monthly consultations per classrooms in all the centers and more as needed.

**Identified Areas for Improvement**  
**And**  
**Improvement Plan**

- **Improvement to Child Outcomes.**

- **2020-2021:** LKLP 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. 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:** During the program year, children had growth in all developmental domains with an 18% increase throughout the year, with 78% of the children meeting and exceeding widely held expectations. This year the program met 2 of the 3 objectives for this goal. Math skills grew by 18% and Physical (Motor) skills grew by 22%. Language and literacy grew by 15.5% and was just short of their objective goal. The data shows that focused trainings the staff have been receiving on motor development and math skills are improving child outcomes. Future trainings will be planned focusing on language and literacy skills for both early and preschool age children.

- **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, literacy, physical and mathematics development.
- **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: May 2024-Grant cycle concluded May 2025.

- **Improve Centers**

- **2020-2021:** The LKLP 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 needed 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:** In the first quarter our goal was met with data showing 97.7%. The following areas for the facility need include continue with monitoring safety checklist for accurate documentation, up to date emergency drill documentation, and monitor organization for the classrooms. **2024-2025:** The self-assessment, shows the staff and the program are displaying a commitment to professionalism, safety and creating a welcoming environment to the Head Start and Early Head Start children and families. The overall school for the program year was 99%. Staff will continue to monitor the center and follow center procedures. This goal was met.

- 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 15<sup>th</sup> of each month.
- Person(s) Responsible: All Staff, Leads, Management Team.
- Resources: Data Say ongoing monitoring form for Center.
- Dates: May 2024- Grant Cycle concluded in 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:** Ongoing monitoring for the fall quarter data concludes an average score of 95%. 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:** All centers scored from 90%- 100%, with 5 centers maintaining 100% the full year. This data shows that classrooms are safe, follow good health and safety recommendations and provide high quality learning environments for children. The data identified areas of improvement which consists of use of the interactive daily schedules; use of job charts; and observations not entered in Teaching Strategies Gold in a timely manner and small sanitary protocols not met.

- 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.
- 6) Training on usage of job charts and interactive daily schedules.

- Persons Responsible: Management Staff, Leads, All Staff.
- Resources: Creative Curriculum Foundations manual, ECERS 3/ITERS manuals, Trainings.
- Dates: May 2024- Grant Cycle concluded 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 a low percent of concerns in the classroom with interactions, with a score of 97%. Some areas to strengthen include setting clear classrooms expectations related to children working on self-control, problem solving during play and adults continue to provide age appropriate materials. **2024-2025:** In Early Head Start, the spring scores indicate that all areas showed growth from fall to spring. The spring observation shows that all areas averaged at 6.7, reflecting consistent high-quality practices. Staff-Child Interactions practices are staff engaging in frequent, positive interactions with children. Classroom staff will conclude to be provided with support from a coach and site mentors based on the coaching plan.

- 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
  - Persons Responsible: All Staff, Leads, and Management Staff
  - Dates: May 2024- Grant Cycle concluded in 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 met in this first quarter with the program average of 100%. Nine centers scored 100% and the other 4 scored 99%. 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:** This goal was met with a program average of 99.11% for the year. One center maintained 100% for the year, 7 averaged 99% for the year and the other 5 averaged 97%-99%. This shows that the program has a culture of safety in the centers. This year all children met the 45- and 90-day requirements on their health status.

- **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: May 2024-Grant Cycle concluded 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**: Data shows the overall average for transportation this year is 98.85%. this shows an improvement from previous years. The improvements are attributed to the annual bus recertification and the focus that was put

on taking pride in your bus, completing paperwork timely, making sure the buses are safe and ready to drive.

- 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: May 2024-Grant Cycle concluded 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:** This goal was met. The program scored above the targeted Quality Thresholds set by the Office of Head start in all three domains: Emotional Support, Classroom Organization and Instructional Support. The data shows growth from fall to spring in all areas being observed. We attribute this success to maintaining staff more successfully than in the past as well as the targeted trainings to improve child outcomes.

- 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.

➤ Persons Responsible: Management staff, Specialists, Professional Development staff, Coaches.

➤ Resources: CLASS, Infant/Toddler Teacher Observation Tool, classroom resource materials,

➤ Dates: May 2024-Grant cycle concluded May 2025.

- **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:** Data shows that portfolios from fall to spring increased by 5%, with a 96% average score. Timely computer entry, pictures and work samples, and group tracking have been identified as a need during the portfolio evaluation. Trainings will be planned to target these areas of need. Folder Check strengths for the 2024-2025 include that 6 centers out of 13 centers had scored 100%, which shows that children's files are being updated and checked regularly for accuracy. Ongoing monitoring will continue to take place and corrected as needed. Lesson Plans concluded that six centers maintained a 100% average

the full year, while the remaining 7 centers ranged from 92% to 99%. The program will provide more intentional trainings on the use of lesson plans in the classroom and the importance of utilizing plans in order for children to learn and grow.

- 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: May 2024 Grant Cycle ended May 2025

- **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 in this first quarter an increase to 93% of the program 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:** The program averages this year is 95.8% which is an increase from this past year. This shows that the program is implementing the Creative Curriculum to Fidelity.

- 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

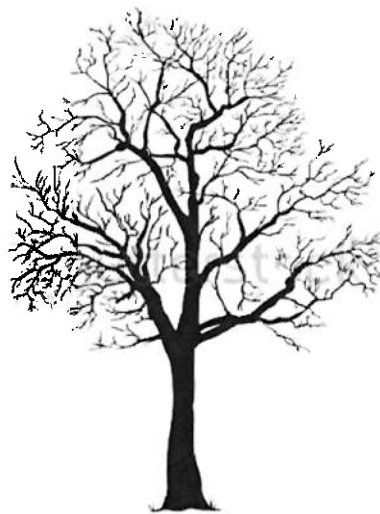
- Dates: May 2024-Grant cycle concluded May 2025.



## 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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