

FAYETTE COUNTY EARLY LEARNING CENTER

Annual Report 2023-2024



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Report can be viewed at our website: cacfayettecounty.org

Mission Statement

The mission of the Fayette County Early Learning Center is to **EMPOWER** the children and families of Fayette County through **Education, Motivation, Provision of Opportunity, Wellness, Encouragement and Respect.**

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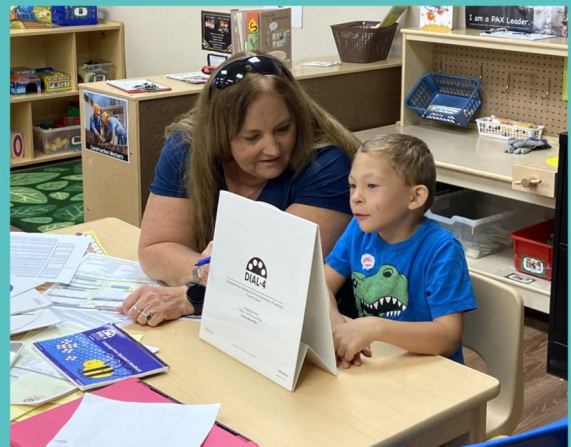
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Report Out

As required by the Head Start Program Performance Standards, (PPS) this report is shared with the following:

1. Policy Council—who reviews and approves before making public
2. Governing Board—who reviews and approves before making public
3. Parents
4. Staff
5. Community Members including but not limited to:
 - *Family Children First Council (FCFC)
 - *CORE
 - *Community Partnership Centers
 - * Washington Court House City Schools (WCHCS) Preschool Partner
 - * Other Community Groups participated in by the program
6. Community Action website
7. Fayette County Early Learning Center website



ABOUT OUR PROGRAM



Fayette County Early Learning Center is a comprehensive child development program offering services to pregnant mothers and children birth to five years old. Fayette County Head Start is federally funded and serves all of Fayette County. Fayette County Head Start serves 148 Head Start preschool children, 30 additional preschool children in WCHCS Cherry Hill building, 75 Early Head Start home-based children and 60 children through the Early Head Start Childcare Partnership.

Early Head Start: Operates a full year home-based program with socializations 2 times per month. Early Head Start places an emphasis on parents as their child's first teacher. Home Visitors partner with families to provide developmentally appropriate educational activities that meet the individual needs of the child. Home Visitors guide parents on how to use the home environment to provide learning opportunities for their child. Families are provided health and nutrition resources, social services and developmental screenings for their child.

Head Start/WCHCS Preschool: Operates two centers, Centers are 5 STAR rated through Step Up To Quality (SUTQ). SUTQ is a tier based quality rating system that is administered by the Ohio Department of Education and the Ohio Department of Job and Family Services.

Head Start provides developmentally appropriate activities with a strong emphasis on language and social emotional skills. We currently use the Creative Curriculum which is aligned with the Ohio Early Learning Content Standards, Head Start Early Learning Outcomes Framework and School Readiness Goals. Health and nutrition are key components to our Head Start program. All children receive height, weight, vision, hearing, nutrition, speech, developmental and social emotional screenings yearly. The program serves not only the children, but the entire family. Social services and in-depth family partnerships include: parenting curriculum child assessments, goal setting, referrals, Triple P parenting classes, and follow-up.

EHS-CC Partnership: Operates year round in our partnership sites: Fayette County site Rock-A-Bye Early Learning Center at Sugar Creek (5 STAR) rated, Clinton County site Clinton County Early Learning Center (3 STAR rated), and Highland County Sunrise Sunset: (5 STAR) rated. The Early Head Start Partnership provides enhancement services to child care centers to increase quality of services for all infants and toddlers. All infants and toddlers benefit from lower ratios, increased staff qualifications, parent education and training classes, new equipment and materials. The grant provides slots for 60 individual children shared among these partner sites. These children additionally receive family social services, mental health services, nutrition and health services and referral services.

ABOUT OUR COMMUNITY

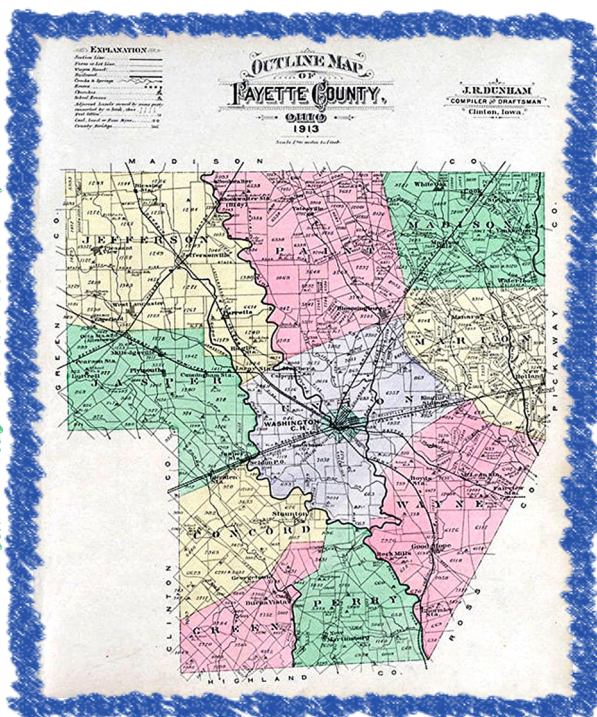
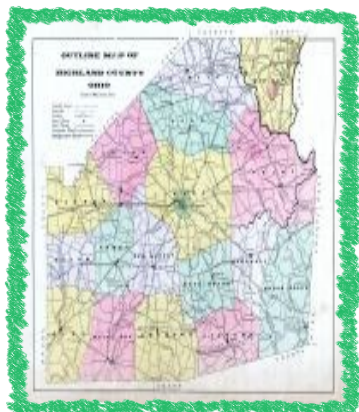
Fayette County is located in the state of Ohio. Fayette County, has an estimated population of 28,951. The county seat is Washington Court House.

Based on these census estimates, the median household income of Fayette County residents was \$56,773, 15.8% of residents live in poverty which is a 0.3% decrease from 2022. The ethnicities represented include: white (92%), followed by Black (1.9%), Hispanic (2.4%), Asian (0.6%) and American Indian (0.2%), Some other race (0.8%), Two or more races (2.1%).

The county residents under the age of 5 is 5.4% of the total children.

Head Start centers are located in Washington Court House at Community Action and at WCHCS at Cherry Hill. We also have a building in Jeffersonville. These centers serve children from the following cities: Bloomingburg, Jeffersonville, Washington Court House, Good Hope, Milledgeville, New Holland, Greenfield (partially in Highland and Ross Counties) and Octa.

EHS-CCP centers are located in Wilmington, Washington Court House and Hillsboro.



FCELC PROGRAM STAFF

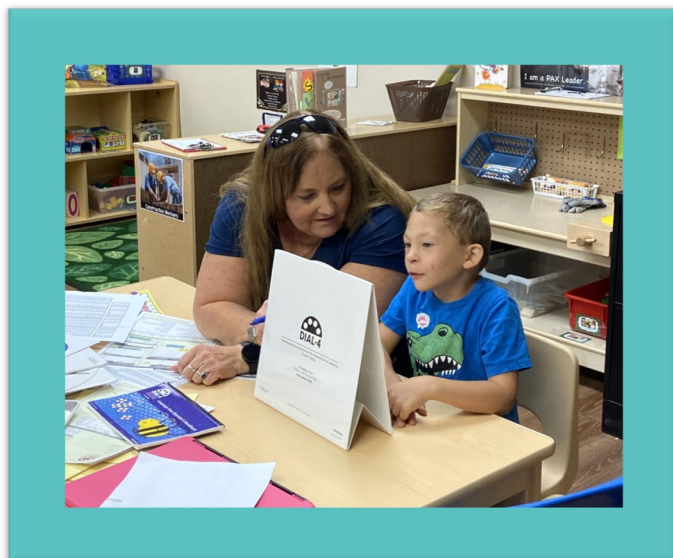
Our staff consists of 64 individuals who fill the following roles: Child Development and Health Staff, Family Services Support Staff, Transportation Staff and Program Design and Management Staff. Work history verification, reference checks and criminal records checks are completed on all Fayette County Early Learning Center staff. Of our 64 staff members, 30 of our employees have an Associate's degree or higher. The breakdown of those 30 is as follows: 3 with MA, 16 with BA, 10 with AA and 1 LPN. In addition to this, 9 employees have Child Development Associates (CDA), 4 are currently enrolled in a CDA program and 3 are currently enrolled in a college program. 100% of our staff are certified in Infant Child and Adult CPR and First Aid. 100% of our staff have Professional Development Plans.

SERVICES PROVIDED

Fayette County Early Learning Center strives to EMPOWER the families we serve by providing the following services: nutritional, educational, health referral, family educational, disability, prenatal and home-based, as well as mental health. Children are offered a part day session from 8:15 am-11:45 am or 11:45 am-3:15 pm and a full day session that operates from 8:15 am-3:15 pm. Transportation is offered to all families. Children are provided a snack and lunch during the part day sessions and a breakfast, lunch, and snack for full day sessions.

The EHS home-based program held weekly visits with families. Those families Received 1 1/2 hour visits that focused on activities that fit the developmental level of the child. Families were also offered resources and referrals as needed to support the family foundation.

The EHS-CCP option provided Services in the centers from 6am to 6pm. Those services include individualization for each child's developmental level as well as family services supports offered to all families. Those supports included community resource referrals, and mental health and wellness supports.



SERVICES BREAKDOWN

Enrollment Data	Head Start	Early Head Start	Early Head Start-CCP
Number of funded slots	148	75	60
Number of children served during program	155	94	96
Average Monthly Enrollment	144/98%	71/95%	59/99%
Number of pregnant women served	N/A	23	N/A
Number of families served	145	78	82
Number of participants enrolled as receiving	100	64	56
Number of participants enrolled as homeless	14	9	4
Number of children with disabilities receiving	24	15	8
Number of children enrolled as a foster child	3	1	4
Number of participants enrolled as income	24	28	20
Overall percentage of eligible children served	91%	84%	88%
Number of participants enrolled as over-	14	9	8
Number of participants enrolled at 100-130%	0	6	4

CLASS ASSESSMENT DATA

Head Start

The Classroom Assessment Scoring System, CLASS, is an observation tool that rates the quality of teacher interactions. CLASS uses a numbered scale of 1-7, with seven being the highest. CLASS is split into 3 domains that are comprised of the 10 dimensions listed below:

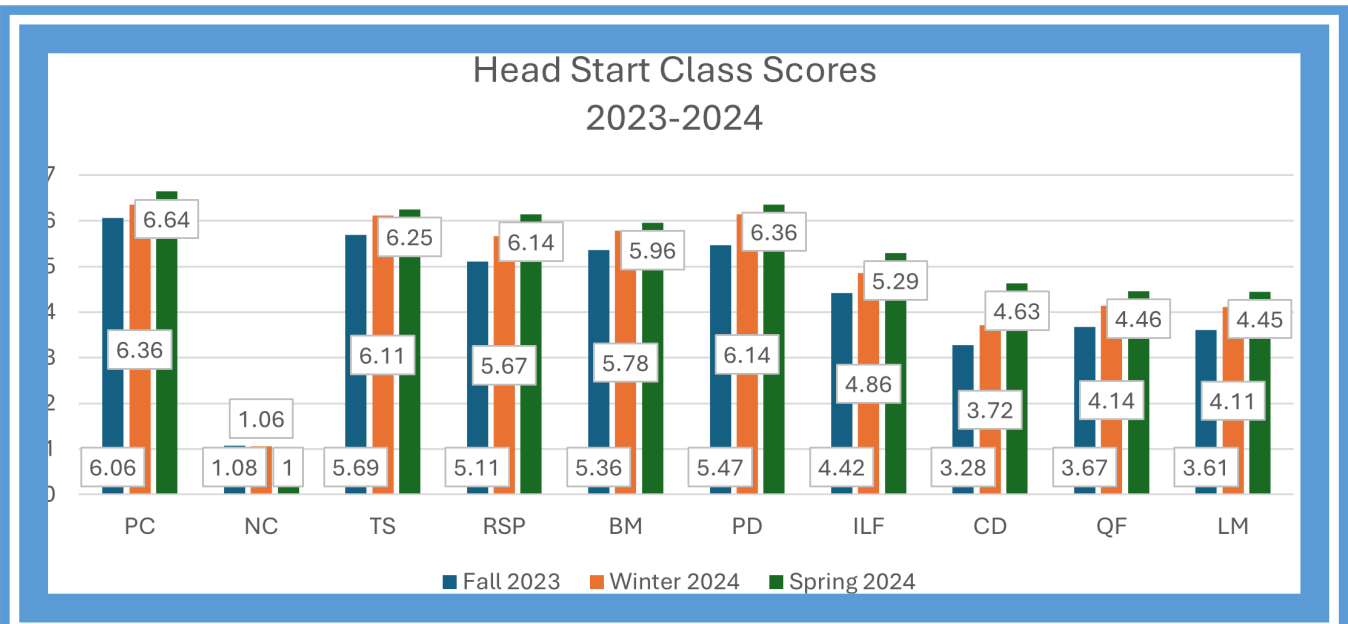
*Emotional Support includes: Positive Climate, Negative Climate, Teacher Sensitivity, and regard for Student Perspectives. This area refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence.

*Classroom Organization includes: Behavior Management, Productivity, and Instructional Learning Formats. This area describes specific teaching behaviors that help children develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.

*Instructional Support including : Concept Development, Quality of Feedback, and Language Modeling. This area refers to specific teaching behaviors that support children’s cognitive and language growth.

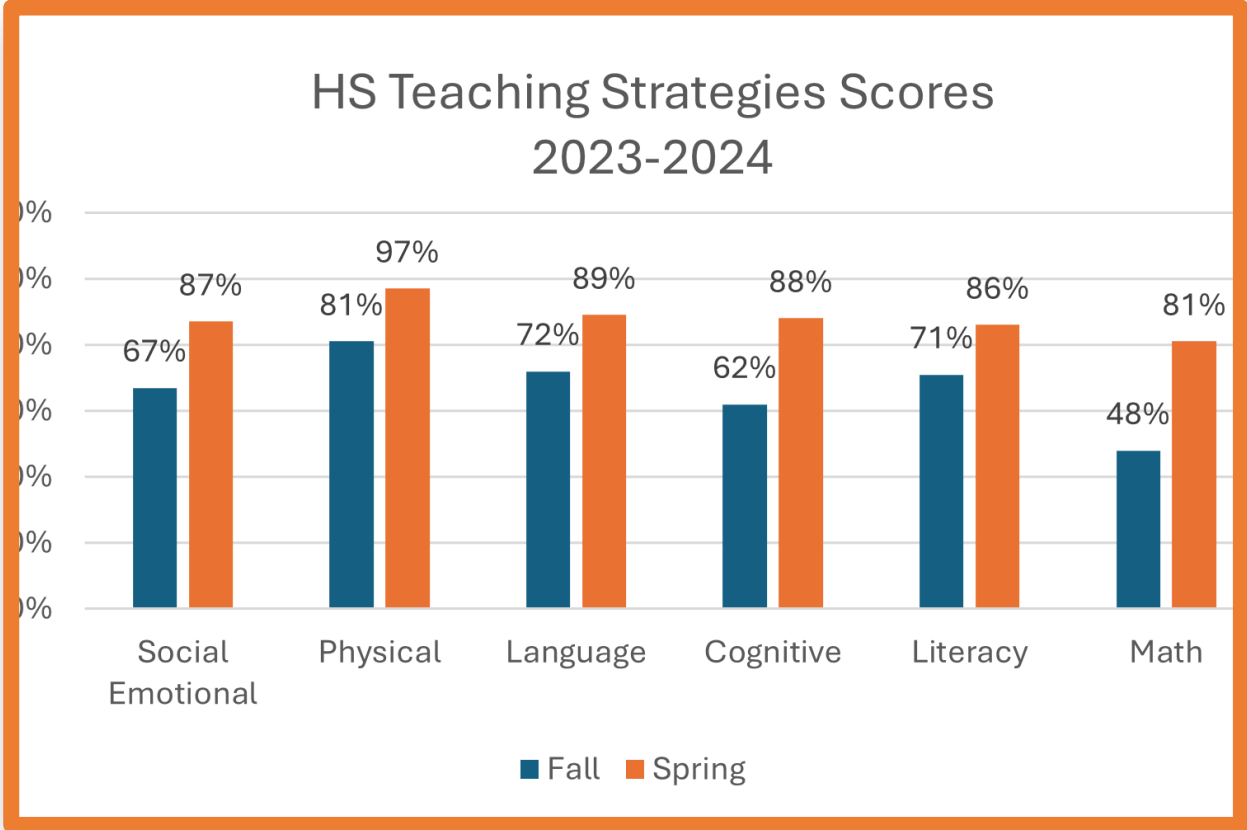
Each classroom received observations in November for Fall, February for Winter, and April or May for Spring. The scores went up over each period in all areas but Behavior Management and Productivity. Although the scores went up from Fall to Spring, the following areas showed a decrease from Winter to Spring: Instructional Learning Formats, Concept Development, and Language Modeling. This year we have provided focused training in Instructional Learning Formats. We plan on continuing in that area and adding training in Behavior Management and Productivity.

Below you will see the chart comparing the CLASS throughout the year. In each of the areas progress was made. The biggest areas that showed growth were Concept Development and Regard for Student Perspectives, which both had an increase of over one point. Throughout the year the CLASS Observation Team had training that focused on Behavior Management and Instructional Learning Formats, both of which also showed gains. When comparing scores to the National Head Start Average all are higher, except for Instructional Learning Formats (-.03). Additional training will be scheduled with opportunities for coaching.



TSG ASSESSMENT DATA

The following represents the educational development of Head Start children for the 2023-2024 program year. The number listed above each bar represents the percentage of children meeting kindergarten readiness skills.



HEAD START SCHOOL READINESS DATA

The following represents the educational development of children for the 2023-2024 program year with the School Readiness Goals.

Program Goal 2: CACFC will work with children to create a foundation in all developmental domains. Working with the family to expand skills, increase knowledge, and provide encouragement and support to better prepare them for school and later life.

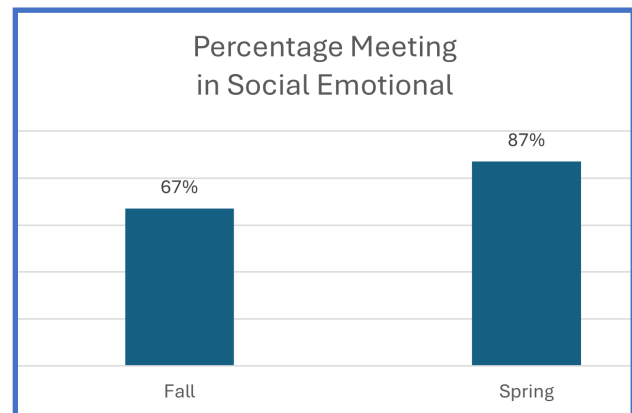
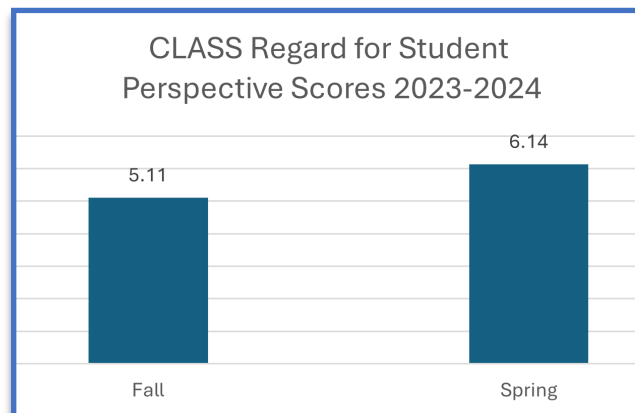
1. **Approaches to Learning:** Children will demonstrate positive approaches to learning and creativity. Children will show interest and curiosity in objects, materials, and events.

* Progress was measured using CLASS Regard for Student Perspectives. There was an increase from Fall score of 5.11 to Spring with 6.14

2. **Social Emotional:** Children will learn to understand their own and others' emotions and will develop relationships using positive social emotional skills.

* Progress was measured using Teaching Strategies Social Emotional scores. In Fall there were 67% of children below compared to 87% meeting in spring.

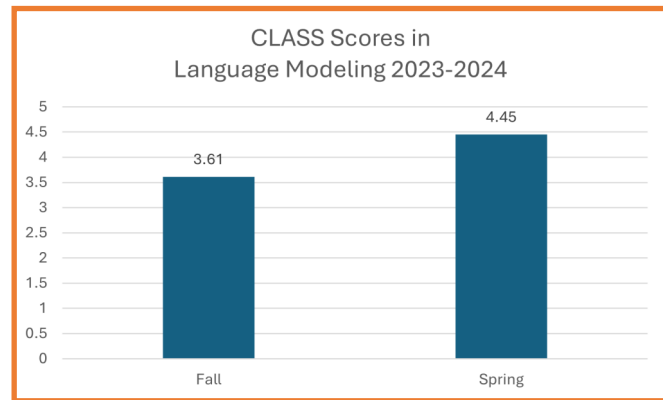
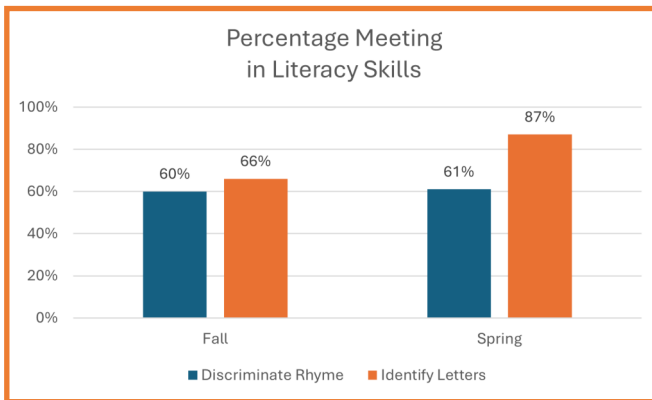
SEE CHART BELOW



HEAD START SCHOOL READINESS DATA CONT.

3. Language and Literacy: Children will build a greater foundation for learning as they strengthen expressive and receptive communication skills and recognize familiar print characteristics.

* Progress was measured using CLASS Language Modeling scores from Fall and Spring during the 2023-2024 school year, and the TSG scores for discriminating rhyme and identifying letters.



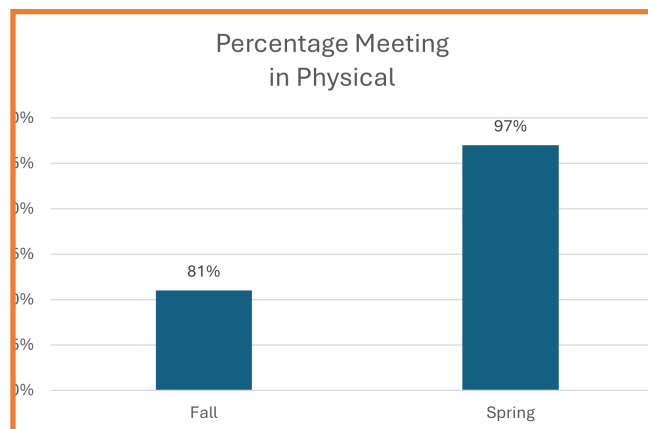
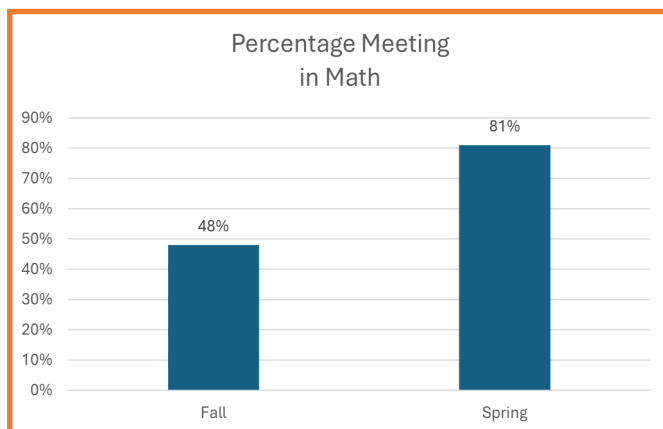
4. Cognition: Children will develop critical thinking and problem-solving engagement.

- Progress was measured using Teaching Strategies Math scores. Math scores showed a 33% increase from Fall to Spring. (SEE CHART BELOW)

5. Perceptual, Motor, and Physical Development: Children will learn to explore their environment more fully as they improve their motor strength.

*Progress was measured using Teaching Strategies Physical scores. Physical gains showed an increase of 16% from Fall to Spring.

children below compared to 24% below in spring.

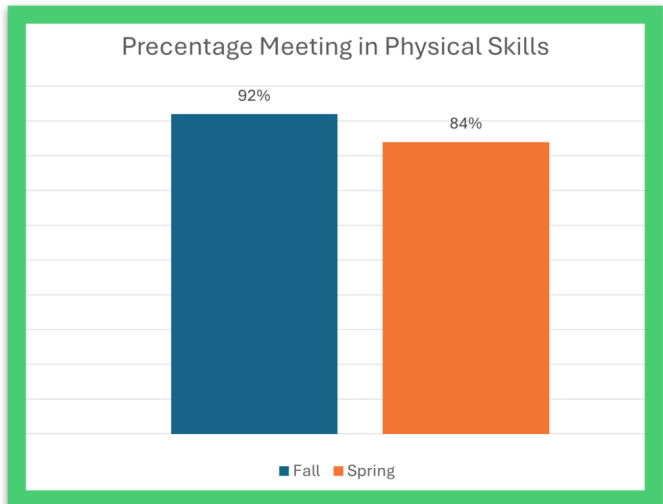
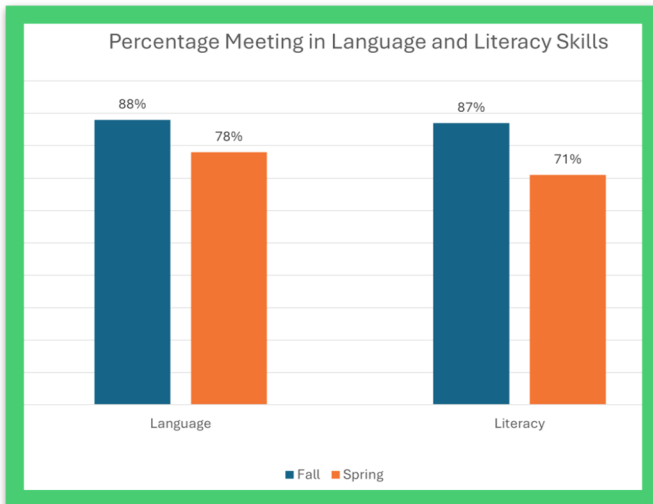
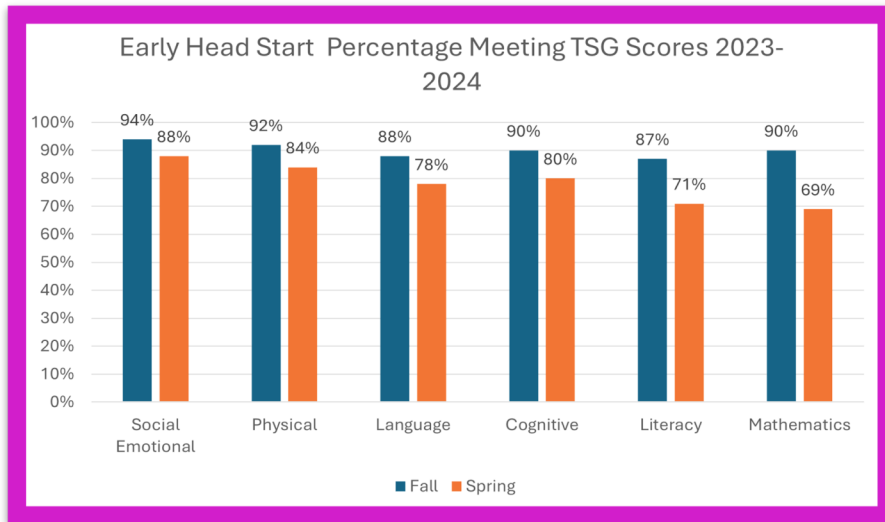


EARLY HEAD START

ASSESSMENT DATA

During the 2023-2024 program year the number of children and home visitors increased. Early Head Start Home Base started the Fall checkpoint with 35 of 75 children who were assessed. In the Spring, Early Head Start had an increase of 20 additional children enrolled in the program. During Fall checkpoint 3 home visitors were assessing the children while 1 home visitor was trained in recording and assessing children but was receiving extra support, 1 was newly hired in the middle of the checkpoint and 1 position remained vacant as the program struggled to find qualified staff. At the Spring checkpoint all six home visitors were trained and recording documentation to assess children on their caseload. This change in numbers causes fluctuations in data collected.

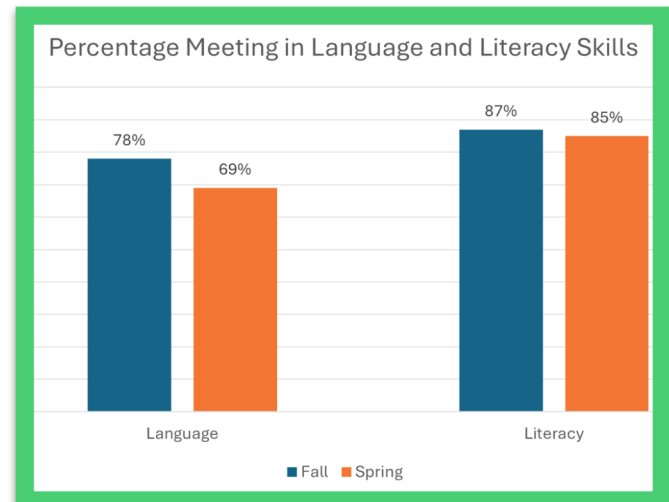
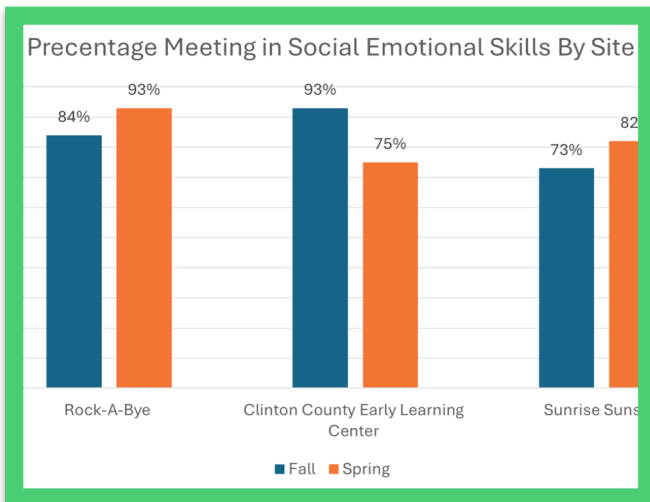
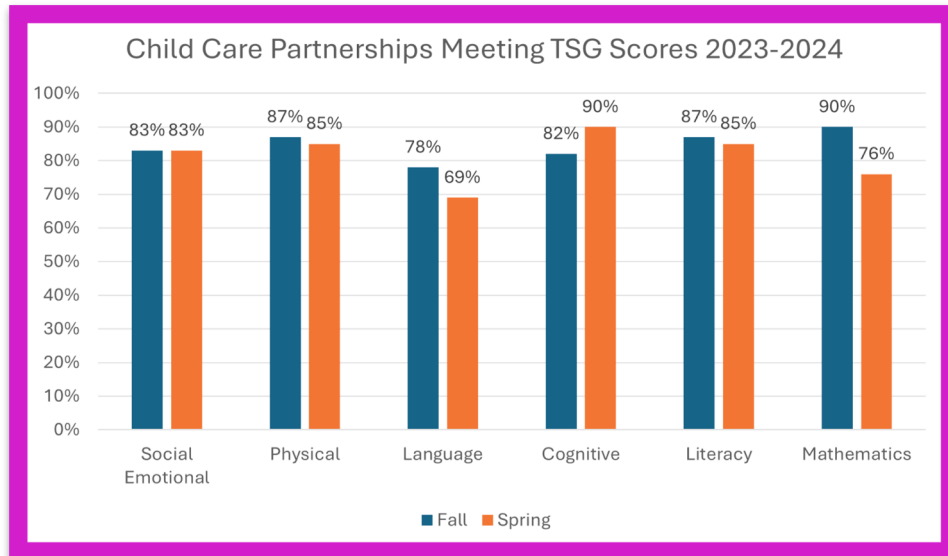
Data displayed below shows the change in children meeting expectations are lower from fall to spring due to the increase in children enrolled and the turnover of children from Fall to Spring.



EARLY HEAD START

ASSESSMENT DATA

The Early Head Start Childcare Partnerships had two administrators who were new at the Clinton County Early Learning Center while also experiencing a great deal of staff turnover. The other partnership sites also experienced teacher turnover throughout the year. At the Clinton County Early Learning Center from Fall to Spring 8 staff were new and learning how to record child development. At Rock-A-Bye Early Learning Center 4 staff were new to the center during the Spring checkpoint. Sunrise Sunset had three new staff in the Fall and 4 additional new teachers in the Spring. As teachers are being trained in how to track child development a decrease is seen, especially in classrooms where the turnover had occurred in the whole room. Each site had at least 1 classroom who experienced the entire team leaving multiple times during the year. This type of turnover causes data to be inconsistent.



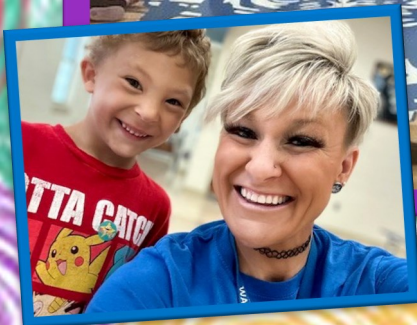
KINDERGARTEN TRANSITION

Throughout the school year, teachers worked with children on school readiness skills to help prepare children for kindergarten. Each child was assessed using Teaching Strategies Gold ongoing assessment. Individual goals were created with families based on the child's current and emerging skills.

Kinder Camp was offered to families of children entering kindergarten in Fall 2024. During this Kinder Camp the teachers presented activities for each developmental domain to complete during the summer. The activities provided focused on the continued work of developing skills: cutting lines and shapes for fine motor; writing their name and identifying letters for literacy; and identifying quantities of objects for math. Field trips of both the school district's kindergarten classrooms were provided to Head Start children. In March 2024, a kindergarten transition folder containing copies of all required enrollment documents. Parents were informed of upcoming registration dates and times.

Cherry Hill Preschool students visited kindergarten classrooms throughout the school year participating in activities with other children. Kindergarten teachers also helped to complete the Kindergarten Readiness Assessment (KRA) during the school day.

All children received a kindergarten summer learning packet to take home for continued learning.



Summer Literacy Packs

HEALTH & NUTRITION SERVICES

This year our Annual Screening Day was held and as a result of that we had 80 children receive their physicals and 94 received their dentals. Our community and beyond is so very giving when it comes to our Screening Day. Our local hospital provides staffing that complete physical exams and lab personnel to do blood draws for hemoglobin and lead. Retired nurses volunteer their services to obtain heights, weights and blood pressures.

Our pediatric dentist travels 45 miles from his office to complete dental exams and fluoride application with the assistance of a hygienist for our enrollees. His office staff are dedicated wonderful to work with in obtaining needed follow-up care for our students. Children not receiving needed follow-up care was not due to a lack of a provider, but sadly, was due to poor parent follow through.

As in the past, Community Partnerships spanning 3 counties with family physicians, pediatricians, dentists and pediatric dentists, Extension offices, Nationwide Children's Hospital, public health departments and vision providers continue to be a positive component in providing essential health services to the children and families we serve.



Health & Nutrition Services

By The Numbers

	Head Start		Early Head Start		EHS-CCP	
	@ enroll	@end	@ enroll	@end	@ enroll	@end
% Enrolled Children Who Received Physical Exams*	91%	100%	69%	75%	85%	90%
% Enrolled Children Who Received Dental Exams	At Enrollment 61% At End 99%					

HEALTH & NUTRITION SERVICES EHS

Our EHS Homebase served 73, 12 month and older infant-toddlers. Of the 73, 27 received preventative fluoride, 17 received a professional dental exam, 2 needed treatment, 1 of which received while still an EHS enrollee, the other child's appointment was scheduled after he transitioned to Head Start, at which time he completed his needed treatment.

Our EHS-CCP program served 88, 12 month and older infant-toddlers. Of the 88, 2 received a professional dental exam, neither needing dental treatment.

Several roadblocks exist for the small number of infant-toddlers age 12 month-and older receiving a professional dental exam.

1. The lack of providers seeing children under the age of 3. Of the 3 counties we serve, only Fayette county has a general dentistry that will see this age group who have Medicaid insurances.
2. Nearest pediatric dental practices are 1-1.5 hours drive.
3. Parents seeing "baby teeth" a priority.
4. Topical fluoride application at well baby checks is only offered by 1 pediatrician, located in Fayette county.

We continue to educate our parents on the importance of early dental care. In addition to parent education, we are working with our dental practice in Fayette county to provide on site dental exams for EHS at our Head Start center beginning January 2025. We have excellent partnerships with pediatric dental providers but here again, it is a 1 hour drive for Fayette county families and 1.5-2 hour drive for the CCP partnerships out of Fayette county.



PARENT INVOLVEMENT

From the time of enrollment, parents are encouraged and offered many opportunities to be involved in our program. As their child's first teacher, parents have an important role in their child's educational experience. Parent involvement opportunities include, but are not limited to participation in: Policy Council, Governing Board, Early Head Start home visits, Head Start/Early Head Start parent meetings, Early Head Start playgroup socializations, Head Start classroom parent volunteers, as well as other various committees throughout the program year. Our teachers and home visitors encourage parents to continue teaching their child at home by providing homework activities and parent/child reading logs.

During the 2023-2024 program year parents were encouraged to volunteer in the classroom or in various events. With the strict ODJFS guidelines on volunteers, many families did not volunteer in classrooms. During the program year parents were able to attend parent meetings, literacy nights, recruitment events, EHS picnic, socializations, holiday events, donuts with grown ups, graduations, and a parent auction. They also participated in Policy Council and Governing Board.



BUILDING LEADERS

We build leadership in our program by providing opportunities for parents and community representatives to participate in our Parent Meetings, Policy Council and Governing Board.

GOVERNING BOARD MEMBERS

William Dent	Michael Gibbons-Camp
James Garland	Holly Johnson/Nikki Tilley
Faye Williamson	Dale Lynch
Rob Enochs	Sharon Gibbs
Jaelyn Mason	Cheryl Royster
Angela Preston	Bob Kinzer
Baily Huff	Kuddy Thomas
Laura Jones	Chelsea Toops
Charity Lanning	Bob Kinzer

POLICY COUNCIL MEMBERS

President/HS Parent: Kayla Ellis
Vice President/EHS Parent: Hayley Carr
Secretary/WCH Parent: Nikki Tilley
Fayette County Health Department: Holly Johnson
Fayette County ODJFS/Children's Services: Nick Dresch & Taryn Fraley
Starting Gate: Patricia Thibert
Early Head Start-CCP Parent: n/a
EHS Parent: Victoria Ryan
HS Parent: Cheyenne Robinson
WCHCS Preschool: Charity Eggleton

"If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader."

— Dolly Parton

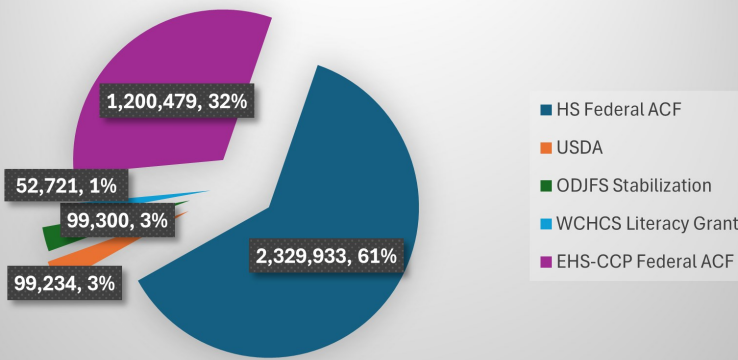
FUNDING/BUDGETARY INFORMATION

Community Action Commission of Fayette County received a total of \$2,329,933 from the Administration of Children and Families (ACF) to operate the Head Start and Early Head Start home-base program for the 2023-2024 program year. The Early Head Start Childcare Partnership portion of the program received \$1,200,479. The HS/EHS program and the EHS-CCP program both received a waiver for the required non-federal share (NFS) contribution. In addition to these funds, the program also received \$99,300 in temporary stabilization funds from the Ohio Department of Job and Family Services to be used to stabilize the workforce.

USDA Funding

USDA 3/1/2023 - 5/28/2024 Total Reimbursement: \$99,234

2023-2024 Program Funding Sources



Fiscal Year 2024-2025 Proposed Budget

Federal all grants combined:

Salaries and Wages: \$1,853,531

Fringe Benefits: \$395,729

Equipment: \$350,869

Supplies: \$305,139

Travel: \$23,558

Other: \$332,663

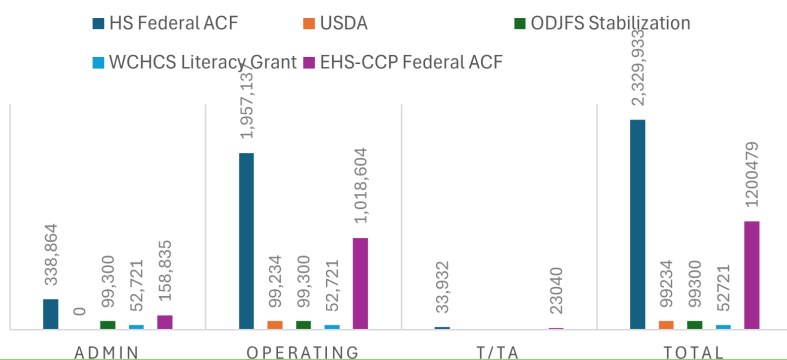
Contractual: \$266,808

Funding from Other Sources:

USDA \$60,000

WCHCS \$243,376

2023-2024 BUDGETARY EXPENDITURES



PROGRAM OPERATIONS

Accountability--Quality Assurance--External Review

Monitoring the goals and activities of Head Start and Early Head Start programs is an ongoing process. Through the use of regular self-assessments, the Tri-Annual Federal Review, and an annual fiscal audit, Fayette County Early Learning Center Head Start and Early Head Start are able to maintain a high quality program and participate in continuous program improvement.

Audit Findings

The annual New Uniform Guidance fiscal audit had no findings. The CACFP bi-annual audit reported zero findings and was found in compliance.

Most Recent Findings

The Office of Head Start sent a letter stating our 5 year grant is finished with audits and the grant is complete. The 2024-2025 grant will not have to be a competition grant.