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**BOURBON COUNTY BOARD OF EDUCATION
GRANT APPLICATION / APPLICATION NARRATIVE
FY 2025**

1. Program Goals, Measurable Objectives, and Expected Outcomes

Bourbon County Preschool Head Start Program Goals

Short and Long-Term Impact:

- Project Periods 2024-2028 and Short-term Goals for School Year 2025-2026
- The long- and short-term goals for 2025-2026, including our new strategic goals, were established through a collaborative effort among the Leadership Staff, Policy Council, and Governing Body. We strive to complete all of these goals and for the goals to be sustained over time by the end of our 5-year project. Our long and short-term goals were reviewed and adapted into broader strategic goals for program improvement.

Program Goal 1: School Readiness / PFCE

Bourbon County Preschool Head Start will empower families to be proactive in their child's success in school and beyond by implementing each family's culture, strengths, and experiences through family engagement events, two-way communication, and parent surveys.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
Increase the percentage of parent participation in family engagement events.	<i>Provide training in PFCE and restructure the Parent Interest Survey and Parent Program Survey.</i>	<i>5% of families will participate in family engagement events.</i>	<i>10% of families will participate in family engagement events.</i>	<i>15% of families will participate in family engagement events.</i>	<i>20% of families will participate in family engagement events.</i>
Increase the percentage of completed Parent Program Evaluations to make continuous program improvements.	50% of parents will complete the Parent Program Survey, and the program will modify policies and procedures as needed.	55% of parents will complete the Parent Program Survey, and the program will modify policies and procedures as needed.	60% of parents will complete the Parent Program Survey, and the program will modify policies and procedures as needed.	65% of parents will complete the assessment Parent Program Survey, and the program will modify policies and procedures as needed.	70% of parents will complete the assessment Parent Program Survey, and the program will modify policies and procedures as needed.
Increase two-way communication between parents and school staff using Learning Genie.	Provide training for the Learning Genie	Two-way communication between parents and	Two-way communication between parents and	Two-way communication between parents and	Two-way communication between parents and

Program Goal 1: School Readiness / PFCE

Bourbon County Preschool Head Start will empower families to be proactive in their child's success in school and beyond by implementing each family's culture, strengths, and experiences through family engagement events, two-way communication, and parent surveys.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
	program to all staff and parents.	staff will increase to 35%	staff will increase to 40%	staff will increase to 45%	staff will increase to 50%

Objective 1: Increase the percentage of parent participation in family engagement events by 5%.

-Activities or Action Steps to Meet the Objective Above:

- Provide training in parent, family, and community engagement (PFCE framework)
- Provide bilingual parent events
- Policy Council to provide input on increasing family engagement
- Include teaching staff in Family Engagement Events
- Parent Workshops will be offered based on Parent Program Survey Data
- Conduct ongoing monitoring
- Identify team member roles and responsibilities to ensure accountability

-Data, Tools, or Methods for Tracking Progress Above:

- Child Plus
- Reports
- Learning Genie
- Agenda/Sign-in sheets/ minutes

Objective 2: Data outcomes will increasingly include parent perspectives from the submission of the Parent Program Survey. At least 55% of families will participate in family engagement events.

- Activities or Action Steps to Meet the Objective Above:

- After a thorough review of Self data, the program will modify policy and procedures as needed
- Provide information about self-assessment during policy council and governing body meetings.
- Parent Program Survey will be offered at parent-teacher conferences.

- Data, Tools, or Methods for Tracking Progress Above:

- Parent Program Survey
- Google forms

Objective 3: Increase two-way communication between parents and school staff using Learning Genie by 35%.

- Activities or Action Steps to Meet the Objective Above:

- Establish a PD plan focusing on Learning Genie training
- Provide ongoing training
- The instructional team will review Parent Conference forms to ensure all families are provided an opportunity to complete a Parent Program Survey
- Track parent participation on Learning Genie

- Data, Tools, or Methods for Tracking Progress Above:

- Learning Genie reports
- Parent Conference Forms

Program Goals

Program Goal: 2 School Readiness/ PFCE

Bourbon County Preschool Head Start will empower and maximize community partnerships and support for family success.

School Readiness: Improvement of cognition, approaches to learning, and general knowledge. Children will increase their understanding of self, language development, physical development, and cognitive development.

PFCE: Family Connections to Peers and Community: Parents and families will form connections with peers and mentors through community and school events.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of Objective}	{Expected outcome}	{Expected outcome}	{Expected outcome}	{Expected outcome}	{Expected outcome}
Bourbon County Preschool Head Start will participate in community outreach partnerships.	The Bourbon County Preschool Head Start will obtain 5 Community Partnerships.	The Bourbon County Preschool Head Start will obtain 3 additional Community Partnerships to total 8.	The Bourbon County Preschool Head Start will obtain 2 additional Community	The Bourbon County Preschool Head Start will obtain 2 additional Community	The Bourbon County Preschool Head Start will obtain 3 additional Community

Program Goal: 2 School Readiness/ PFCE

Bourbon County Preschool Head Start will empower and maximize community partnerships and support for family success.

School Readiness: Improvement of cognition, approaches to learning, and general knowledge. Children will increase their understanding of self, language development, physical development, and cognitive development.

PFCE: Family Connections to Peers and Community: Parents and families will form connections with peers and mentors through community and school events.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
			Partnerships for a total of 10.	Partnerships for a total of 12.	Partnerships for a total of 15.
Educate parents in understanding the comprehensive services our program provides (Health and Safety, Education, Nutrition, Mental Health, Disabilities, Transportation, etc.) through Family Night Empowerment sessions with support from Community Partners.	Research all available partner community partner opportunities.	2 parent empowerment sessions will be held	3 parent empowerment sessions will be held	4 parent empowerment sessions will be held	5 parent empowerment sessions will be held

Objective 1: Bourbon County Preschool Head Start will participate in community outreach partnerships.

-Activities or Action Steps to Meet the Objective Above:

- Contact community partners to learn about the services they provide
- Attend community partner meetings to provide them with information about Head Start
- Invite community partners to attend Policy Council, Board, and Health Advisory Committee Meetings.
- Inform Community partners of program standards and requirements to ensure the community supports the interests and needs of our families and encourages parents to participate in their child's learning.

-Data, Tools, or Methods for Tracking Progress Above:

- Signed MOUs / Contracts
- Community Needs Assessment
- Board/ Policy Council Meeting Attendance
- Contact Log
- Calendars
- Emails

<ul style="list-style-type: none"> Child Plus 					
Objective 2: Educate parents in understanding the comprehensive services our program provides (Health and Safety, Education, Nutrition, Mental Health, Disabilities, Transportation, etc.) through Family Night Empowerment sessions with support from Community Partners.					
<ul style="list-style-type: none"> Activities or Action Steps to Meet Objective Above: <ul style="list-style-type: none"> Collect data for Community Assessment Invite community partners to lead and participate in Parent Empowerment Sessions Parents will interact with community partners at Policy Council, Health Advisory, and Parent Empowerment sessions. Families complete Parent Program Surveys Advertise on social media Data, Tools, or Methods for Tracking Progress Above <ul style="list-style-type: none"> Analysis of parent attendance at meetings Community Needs Assessment Family Partnership Agreements Parent Surveys Social Media 					

Program Goals

Program Goal 3: Bourbon County Preschool Head Start will promote classroom safety and strengthen the social and emotional foundation of children and staff. School Readiness: Children will establish and maintain the ability to regulate behaviors, express basic feelings and participate cooperatively in school and community settings. PFCE: Parent-Child relationships: Bourbon County Preschool Head Start will provide opportunities for families to nurture their children's early learning and development.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of Objective}	{Expected outcome}	{progress/outcome}	...		
Bourbon County Preschool Head Start will implement the classroom management and social learning curriculum, Conscious Discipline	Professional Development and materials will be purchased for the entire program and research for a fidelity tool	Conduct a program-wide self-assessment utilizing the Conscious Discipline Fidelity tool, and conduct a formal pilot assessment utilizing the fidelity tool in all classrooms.	40% of classrooms will score excellent on the Conscious Discipline Fidelity Tool.	60% of classrooms will score excellent on the Conscious Discipline Fidelity Tool.	80% of classrooms will score excellent on the Conscious Discipline Fidelity Tool.

Program Goal 3: Bourbon County Preschool Head Start will promote classroom safety and strengthen the social and emotional foundation of children and staff.
School Readiness: Children will establish and maintain the ability to regulate behaviors, express basic feelings and participate cooperatively in school and community settings.
PFCE: Parent-Child relationships: Bourbon County Preschool Head Start will provide opportunities for families to nurture their children's early learning and development.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
Bourbon County Preschool Head Start will encourage families to participate in school-sponsored events that promote the child's emotional health and social development and foundation.	Develop an action plan to provide Conscious Discipline resources and support that are available to families and staff.	15% of parents expressed increased knowledge and effective use of Conscious Discipline and Mental Health Strategies that were provided.	30% of parents expressed increased knowledge and effective use of Conscious Discipline and Mental Health Strategies that were provided.	45% of parents expressed increased knowledge and effective use of Conscious Discipline and Mental Health Strategies that were provided.	60% of parents expressed increased knowledge and effective use of Conscious Discipline and Mental Health Strategies that were provided.
Bourbon County Preschool Head Start will provide a safe environment for all staff and students.	Ensure that all safety procedures and monitoring tools are implemented and aligned with the Head Start performance standards and that staff are properly trained.	Increase active supervision and decrease accident reports by 5% from the previous school year.	Increase active supervision and decrease accident reports by 5% from the previous school year.	Increase active supervision and decrease accident reports by 5% from the previous school year.	Increase active supervision and decrease accident reports by 5% from the previous school year.

Objective 1: Bourbon County Preschool Head Start will implement the classroom management and social learning curriculum, Conscious Discipline

- Families will obtain knowledge of their child's social and emotional development
- The teaching staff will learn strategies for redirecting challenging behaviors to create a positive classroom community
- Bourbon County Preschool Head Start will experience fewer behavior referrals and requests for support

-Activities or Action Steps to Meet Objective Above:

- Bourbon County Preschool Head Start will implement the Conscious Discipline Fidelity Tool provided by Loving Guidance, LLC, which includes professional development
- Utilize feedback from mental health observers
- Instructional staff will provide teacher observation and coaching
- All classrooms will have a designated safe place
- Monthly analysis of behavior referrals

-Data, Tools, or Methods for Tracking Progress Above:

- Mental Health Observations

- Parent/Teacher Conferences
- TSG
- Lesson Plans
- Teacher Professional Development Plans
- Analysis of Behavior Referrals

Objective 2: Bourbon County Preschool Head Start will encourage families to participate in school-sponsored events that promote the child's emotional health and social development and foundation.

- Strengthen and maintain warm and responsive interactions between families and children
- School staff and families will foster relationships that are effective for the child's development

-Activities or Action Steps to Meet Objective Above:

- Develop an action plan
- During the initial home visit, teaching staff will provide parents with examples of family goals that benefit the child's progress
- Provide families with resources and materials related to Conscious Discipline and Social and Emotional Health

-Data, Tools, or Methods for Tracking Progress Above:

- Attendance at parent empowerment sessions
- Parent Program Evaluation Data

Objective 3: Bourbon County Preschool Head Start will provide a safe environment for all staff and students.

- Activities or Action Steps to Meet Objective Above:

- Revise the Safety Action Plan and Monitoring Tool
- Monthly training on Safety procedures and regulations
- Monitored accident report data monthly

- Data, Tools, or Methods for Tracking Progress Above:

- Environmental Safety Checklist
- Safety Monitoring Tool
- Playground Safety Checklist
- Accident report data

Program Goals

Program Goal 4: Bourbon County Preschool Head Start will implement a developmentally appropriate curriculum (Creative Curriculum) & the Classroom Assessment tool (CLASS) to promote success in all classrooms.

School Readiness: Children will strengthen their foundational skills to increase school readiness.

PFCE: Parents as life-long educators: Parents and families will observe, guide, promote, and participate in the everyday learning of their child.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
Bourbon County Preschool Head Start will use the CLASS tool to strengthen classroom communities	Establish a CLASS team and establish reliability with at least 3 instructional staff members	50% of classrooms will meet or exceed the CLASS quality Thresholds.	75% of classrooms will meet or exceed the CLASS quality Thresholds.	85% of classrooms will meet or exceed the CLASS quality Thresholds.	95% of classrooms will meet or exceed the CLASS quality Thresholds.
<i>Bourbon County Preschool Head Start will provide children with foundational skills to promote Kindergarten Readiness.</i>	55% of children will be kindergarten-ready in the areas of social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health	60% of children will be kindergarten-ready in the areas of social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health	65% of children will be kindergarten-ready in the areas of social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health	70% of children will be kindergarten-ready in the areas of social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health	75% of children will be kindergarten-ready in the areas of social and emotional development, approaches to learning, language and literacy, cognition and general knowledge, and physical development and health
Classroom staff will utilize the Creative Curriculum Guided Edition and TSG to track children's learning outcomes.	All classroom staff will be trained in the new Creative Curriculum Guided edition and be	80% of classroom staff will score medium or high using the Creative Curriculum and TSG Fidelity Tool.	85% of classroom staff will score medium or high using the Creative Curriculum and TSG Fidelity Tool.	90% of classroom staff will score medium or high using the Creative Curriculum and TSG Fidelity Tool.	All classroom staff will score medium or high using the Creative Curriculum and TSG Fidelity Tool.

Program Goal 4: Bourbon County Preschool Head Start will implement a developmentally appropriate curriculum (Creative Curriculum) & the Classroom Assessment tool (CLASS) to promote success in all classrooms.

School Readiness: Children will strengthen their foundational skills to increase school readiness.

PFCE: Parents as life-long educators: Parents and families will observe, guide, promote, and participate in the everyday learning of their child.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
	reliable in entering TSG documentation.				

Objective 1: Bourbon County Preschool Head Start will use the CLASS tool to strengthen classroom communities

- *Teachers will be more intentional in their interactions with children*
- *CLASS observation feedback will be used to set meaningful classroom goals*
- *Teaching staff will provide an environment that recognizes and embraces cultural diversity and family composition*
- *Teachers will be given individual feedback to improve class environments*

-Activities or Action Steps to Meet the Objective Above:

- Certify appropriate staff in CLASS observation tool
- Observe and report CLASS data
- Train teachers in CLASS, professional development of CLASS expectations and guidelines
- Teachers are given technical assistance based on individual needs

-Data, Tools, or Methods for Tracking Progress Above:

- Professional Needs Survey
- Practice-Based Coaching forms
- Child Plus
- CLASS observations
- CLASS observer reliability certificates

Objective 2: *Bourbon County Preschool Head Start will provide children with foundation and transitional skills to promote Kindergarten Readiness with support from receiving schools in the community.*

- Parents, community members, and receiving schools will obtain knowledge of School Readiness Goals and objectives.
- Intentional teaching of Brigance skills in the classroom

-Activities or Action Steps to Meet the Objective Above:

- Use newsletters, home visits, parent-teacher conferences, ongoing Parent Committee meetings, school events, Teacher meetings that are organized at the school level to educate families and the community on Brigance School Readiness goals and objectives.
- Provide professional development on School Readiness goals and objectives to staff and families
- Have child and parent participation in school events
- Use Learning Genie and social media to inform parents and the community of Brigance School Readiness goals and objectives.
- Weekly lesson plans will reflect intentional activities for Brigance skills.

-Data, Tools, or Methods for Tracking Progress Above:

- Learning Genie
- Event sign-in sheets
- Parent Program Evaluation Data
- Brigance data
- Social Media
- Lesson plans
- lesson plans

Objective 3: Classroom staff will utilize the Creative Curriculum Guided Edition and TSG to guide school readiness outcomes.

- The curriculum will be implemented to fidelity

- The Teaching Strategies Gold Assessment Data will be used to guide teaching and individual goals.

- Activities or Action Steps to Meet the Objective Above:

- Teaching materials will be aligned with the curriculum
- Creative Curriculum and TSG training
- Creative Curriculum and TSG individualize coaching and feedback.
- Ongoing monitoring of lesson plans, TSG data input, and individual feedback provided.
- TSG outcomes will be monitored during weekly PLCs to guide teaching and individual goals.

-Data, Tools, or Methods for Tracking Progress Above:

- Creative Curriculum Fidelity Tool
- TSG documentation and outcomes
- Practiced Based Coaching form
- TSG assessment system
- Lesson Plans

Program Goals	Measurable Objectives	Progress/Outcomes	Challenges
1. <i>Bourbon County Preschool Head Start will empower families to be proactive in their child's success in school and beyond by implementing the culture, strengths, and experiences of each family through family engagement events, two-way communication, and parent surveys.</i>	Objective 1: Increase the percentage of parent participation in family engagement event. Provide training in Parent and Family Community Engagement and restructure the Parent Interest survey and Parent Program Evaluation.	Family Service staff were successful in provided training on the PFCE framework to parents. The Parent Interest Survey and Parent Program Survey were updated with parent input.	Accomplished
	Objective 2: Increase the percentage of completed Parent Program Surveys to utilize in making continuous program improvements. 50% of parents will complete the Parent Program Survey	Based on parent feedback, we revised our Parent Interest Survey to make it shorter and more concise. We had 52% of them returned.	Accomplished
	Objective 3: Increase two-way communication between parents and school staff using Learning Genie. Provide training for Learning Genie program to all staff and parents.	A Learning Genie training was successfully provided to all staff and to parents.	Accomplished

<p>2. Bourbon County Preschool Head Start will empower and maximize community partnerships and support for family success. Children will increase their knowledge of self, language development, physical development, and cognitive development. Parents and families will form connections with peers and mentors through community and school events.</p>	<p>Objective 1: The Bourbon County Preschool Head Start will provide children with foundational skills to promote kindergarten readiness with support from receiving schools in the community. 55% of children will be ready in the areas of Social and emotional development, approaches to learning, language and literacy, cognition and general knowledge and physical development and health.</p>	<p>State Brigrance Outcomes will not be available until the fall of 2025.</p>	<p>Unknown as of now</p>
	<p>Objective 2: Bourbon County preschool Head Start will participate in community outreach. We will obtain 5 community partnerships.</p>	<p>We obtained at least 5 community partnerships: Paris/BourbonCo. Library, Paris Fire Department, Extension office, Community Action Council, Hispanic Radio Station, Family Resource Center</p>	<p>Accomplished</p>
	<p>Objective 3: The Bourbon County Preschool Head Start will educate parents in understanding the comprehensive services our programs provides (health and safety, education, nutrition, mental health, disabilities, transportation, etc.) through family night empowerment sessions with</p>	<p>Born Learning Academy (Elementary School), Literacy Night (Library), Nutrition (Extension Office), Transition to Kindergarten (Receiving Elementary Schools), Learning on the Go (Family Resource Youth Center)</p>	<p>Accomplished</p>

	support from CommunityPartners. We will research all available partner opportunities.		
3. Bourbon County Preschool Head Start will promote classroom safety and strengthen the social and emotional foundation of children and staff. Children will establish and maintain the ability to regulate behaviors, express basic feelings and participate cooperatively in school and community settings. Bourbon County Preschool Head Start will provide opportunities for families to nurture their children's early learning and development.	Objective 1:Bourbon County Preschool Head Start will implement the classroom management and social learning curriculum, Conscious Discipline. Professional Development and materials will be purchased for the entire program and research for a fidelity tool	Materials were purchased, and we found the Conscious Discipline fidelity tool which was available on the Conscious Discipline website.	Accomplished
	Objective 2:Bourbon County Preschool Head Start will encourage families to participate in school-sponsored events that promote the child's emotional health and social development and foundation. We will develop an action plan to provide Conscious Discipline resources and support that are available to families and staff.	An action plan was developed and will be implemented next school year.	Accomplished
	Objective 3: Bourbon Country Preschool Head Start will provide a safe environment for all staff and students. Ensure that all safety procedures and	All safety procedures are being monitored by a safety tool monthly and reported at the management team. All performance standards involving safety have been	Accomplished

	safety monitoring tools are implemented and aligned with the Head Start performance standards, and staff are properly trained.	updated.	
4. Bourbon County Preschool Head Start will implement a developmentally appropriate curriculum to promote success in all classrooms. Children will increase their curiosity and motivation showing flexibility and inventiveness in their thinking. Parents as life-long educators: Parents and families will observe, guide, promote, and participate in the everyday learning of their child.	Objective 1: Bourbon County Preschool Head Start will use the CLASS tool to strengthen classroom communities. Establish a CLASS team and establish reliability with at least 3 instructional staff members	A class team was established and met quarterly. Two staff members established CLASS reliability.	Two classroom teachers established CLASS reliability. At least one more teacher will establish CLASS reliability next year.
	Classroom staff will utilize the Creative Curriculum Guided Edition and TSG to track children's learning outcomes. All Classroom staff will be trained in the new Creative Curriculum Guided edition and reliable in entering TSG documentation.	All classroom staff were trained in the new Creative Curriculum Guided edition and passed the TSG reliability test.	Accomplished

2. School Readiness Goals

The Bourbon County Preschool Head Start transitions children with special needs from early intervention programs into the program upon their third birthday.

The Bourbon County Preschool Head Start's School Readiness Plan targets two areas:

- Establishing school readiness goals for preschool children and their families
- Improving teacher-child interactions

Bourbon County Preschool Head Start's School Readiness Goals are broad statements that articulate knowledge and skills for preschool children entering kindergarten. The goals encompass social and emotional development, language and literacy, physical development and health, approaches to learning and cognitive development including math and science.

The Bourbon County Preschool Head Start's School Readiness Goals are aligned with the Kentucky Core Academic Kindergarten Standards, Head Start Development and Early Learning Framework, Kentucky Early Childhood Standards and Teaching Strategies GOLD assessment indicators.

The School Readiness Goals were developed with input from families through surveys, local school district personnel, governing body, policy council and community agencies through meetings.

Alignment

The Bourbon County Preschool Head Start School Readiness Goals articulate high expectations for children's progress across the domains of the Head Start Child Development and Early Learning Framework, the Creative Curriculum and the Kentucky Early Childhood Standards. The goals are aligned with the Kentucky Core Academic Kindergarten Standards, Head Start Child Development and Early Learning Framework, Kentucky Early Childhood Standards, Brigance Screener and Teaching Strategies Gold Objectives for Development and Learning Birth through Kindergarten.

- The Kentucky Early Childhood Standards are aligned with the Kentucky Program of Studies Key components.
- The Kentucky Early Childhood Standards are aligned with the Kentucky Core Academic Kindergarten Standards.
- The Teaching Strategies GOLD indicators are aligned with the Head Start Child Development and Early Learning Framework.

Staff Strategies

In order to transition children to kindergarten who are ready to engage in and benefit from early learning experiences that best promote his/her success, the Bourbon County Preschool Head Start will:

- Provide an engaging environment, interactions and developmental experiences that promote growth and learning.
- Provide individualized intentional teaching and learning
- Implement research based curricula and teaching practices

- Provide intentional support to English Language Learners and children with disabilities
- Implement strategies to improve attendance
- Conduct Teaching Pyramid Observation Tool (TPOT) and CLASS observations for preschool classrooms a minimum of twice a year
- Use data to plan improvement with classroom staff instructional practices and teacher-child interactions; determine professional development activities; and budgeted funds for classroom materials, supplies and staff development
- Develop and maintain community partnerships to meet the interests and needs of families
- Inform all stakeholders of progress of school readiness goals.

Assessing Children's Progress

Bourbon County Preschool Head Start teachers collect data, on an ongoing basis, to determine how well children are progressing across the five essential domains of the Head Start Child Development and Early Learning Framework: physical development and health, social and emotional development, approaches to learning, language and literacy, and cognition and general knowledge. To the extent possible, teaching staff assess dual language learners in the child's home language across all domains, and their English proficiency.

Teaching staff gather and monitor the continuous progress of each child through anecdotal notes, skills checklist, writing and art samples, formal observations by other professionals, parental input through family contacts, Response to Intervention (RTI) and

Individual Education Plan (IEP). Children show progress by moving to the next skill level of each goal. Developmental levels for each goal are not the same.

Each child's assessment data is maintained in assessment notebooks and on-line in the Teaching Strategies Gold Assessment System. Assessment data is used to plan weekly lessons and activities for all children and individualized instruction and activities for individual children.

The teaching strategies GOLD data is aggregated by classroom and program level three times per year (October, February, May). At each point, the education leadership team studies the child outcome averages across domains for the total program to identify any school readiness areas where children are not progressing. The team then looks at the distribution of scores to examine the variability of children's progress. The team is able to determine if an individual classroom may need additional support for individualizing teaching and learning. The team also looks at certain subgroups of children (gender/language) for disparities. Teaching Strategies GOLD is also used to determine group and individual professional development needs. The education team meets with teaching teams to analyze data using their classroom report. The teaching team uses the analysis to refine their planning process for each child and groups of children, and as a guide to set professional goals.

The Child Outcomes Report / School Readiness Report for preschool children is provided to staff, parents, policy council and Board of Education. Report information is used to guide program planning.

Transition Procedure

Activity	Person(s) Responsible	Date to be Completed	Evidence of Completion
1. Determine the school district and elementary school the family resides in / will be attending.	Director	February	Application
2. Give school districts demographic information (names and addresses) of children that will be attending school in their district area for the following year.	Education Coordinator	May	Kindergarten Registration Sheets
3. Transition meetings will be held between the Bourbon County Preschool and the local elementary schools.	School Readiness Coordinator	Fall Winter Spring	Transition Meeting Agendas and Minutes
4. Bourbon County Preschool Head Start will schedule a visit to a kindergarten classroom in district area.	Classroom Teachers School Readiness Coordinator	May	Daily lesson plan Program schedule
5. Transition topics will be addressed in Parent Committee Meetings. A school district representative will be invited to attend to address parents' specific questions.	School Readiness Coordinator Family Service Coordinator	April	Parent Committee Meeting Agenda and Minutes
6. Kindergarten registration forms will be collected	School Readiness Coordinator Director	May	Kindergarten Registration forms.
7. Bourbon County Preschool Head Start will send each school district a list of prospective in-coming students and forward their end of the year progress reports and progress summaries	Classroom Teachers School Readiness Coordinator	June	End of the year progress reports Progress summaries

8. The Bourbon County Preschool Head Start will send complete updated records to the school district upon request.	School Readiness Coordinator	July	Copies of sent information
9. The transition process is reviewed with the transition committee each year	Director	February	Transition Meeting agenda and minutes
10. Families who have children with disabilities will be invited to attend an Admissions and Release Committee meeting to review the Individual Education Plan, meet new service providers, and make any necessary changes.	Disability Coordinator	May	Admission and Release Committee documentation
11. Summer transition packet will be given to families at the end of the year home visit.	Classroom teachers	May/June	Documentation on the end of the year home visit form.
12. Bourbon County Preschool Head Start will contact each LEA to determine the availability of summer school programs for children entering kindergarten and work with parents and the LEAs to enroll children in such programs as appropriate.	Director Disability Coordinator	April/May	Contact Log Enrollment Forms

3. Governing body, policy council and parent's involvement with program goals

Bourbon County Preschool Head Start Program's philosophy and program goals are based on statistics from the community assessment and information gathered from the self-assessment. We believe in school readiness for all young children in Bourbon County by ensuring quality services, which are comprehensive, integrated, and family focused. The program conducts a self-assessment yearly involving staff and parents. Through the yearly self-assessment if findings are found, the program works with the governing body, policy council, and parents in developing goals to address findings. The Policy

Council shares governing power for the Head Start Program with the Bourbon County Board of Education. The School Board has ultimate responsibility for the governing of the program, but with input from the Policy Council. The Policy Council members work with head Start management staff to establish policy, through monthly meetings.

Sub-section B: Service Delivery

There have been no changes in Service Delivery Area.

1 Service and Recruitment Area

Staff recruit and serve all eligible children ages 3-4 years in Bourbon County.

Our program serves one county. Applications are accepted for children ages 3-4 years on or before August 1st. The main recruitment drive is held yearly from April 1 to August 1. Applications are accepted from all families within the recruitment area (Bourbon County) and each family receives an in person interview. New applications are accepted throughout the year. From the first scheduled program class day through March 31st, an in person interview will be completed within 30 days of receiving an age eligible application and they will be added to the waiting list. First priority is to enroll children from low income families or categorically eligible (TANF, SSI, SNAP, Foster Care, Homeless). Second priority will be to enroll children from families with income below 130% Federal Poverty Level as outlined in the Head Start Act of 2007. Ten percent of enrollment opportunities will be made available to children with disabilities.

2. Needs of Children and Families

a. The estimated number of eligible children under five years of age in Bourbon County for the 2025-2026 school year is 143. In 2024 the estimated number of children in Kentucky under the age of 18 with a disability was 17%. The percentage of children enrolled in Bourbon County with an identified disability was 16.3%. The percentage of children enrolled in Bourbon County Preschool Head Start with an identified disability for 2024 was 33%. In 2024 the estimated number of homeless students in Kentucky was 8%. In 2024 the estimated number of homeless student in Bourbon County was 8.08 %. Between 2021 and 2023 45% of children 18 and younger in Kentucky were in foster care and 30.4 % in Bourbon County. In 2024, the percentage of Hispanic or Latino population in Kentucky was 5%, in Bourbon County it is 7.8 %.

b. In 2024 48% of kindergarten students in Kentucky scored Ready or Ready with Enhancements on the Brigance Kindergarten Screener, 52% for Bourbon County, and 50.5% for the Bourbon County Preschool Head Start. Between 2020 & 2022 the graduation rate in Kentucky was 88.2%, and 98% for Bourbon County. In Kentucky between 2022- 2024 26% had a Bachelor's degree, and 25.5% in Bourbon county. In 2023 the lack of physical activity in Kentucky was 29%, with Bourbon county at 32%. In 2023 the adult obesity rate for Kentucky was 37%, and Bourbon County at 40%. In 2024 the number of regulated child care providers in Bourbon County was 11. The number of available slots for children under five years of age was 240. The number of star rated child care providers was 10. These include private childcares, and state funded child care assistance programs. There were approximately 62 eligible children not served by the Bourbon County Preschool Head Start. Approximately 23 of these children were served by the Paris Independent

preschool program. Thirty nine students did not enroll in Bourbon County Preschool or Paris Preschool, but either chose to enroll in a private preschool or chose to homeschool. All students on the list were contacted by letter, phone calls, and home visits. The state assistance list does not cover the 152 funded Head Start slots.

- c. While family care is not considered a true child development program, it is a viable option for many families and as a result should be considered competition for Head Start Services. Many times family care is not as quality as regulated child care centers.

3. Funded Enrollment Slots

- a. The Bourbon County Head Start Program is funded for one hundred and fifty two slots. The program will maintain at least ten (10) percent disability, no more than ten (10) percent above poverty level and at least ninety (90) percent below poverty level. The program will be in operation for nine and one-quarter months (9 ¼) for services to children, thirty-five (35) hours per week and thirty-five (35) weeks per year for center based activities and other related services to children and families. The Head Start Central Office is in operation for twelve (12) months. We are currently providing at least 1,020 annual hours of planned class operations over the course of nine and one-quarter months, for at least 45 percent of our Head Start center-based funded enrollment. Eighty-five slots are reserved for our Center Base option, five days per week, seven hours per day, for one hundred and sixty days. Sixty-seven slots are reserved for our Center Base, half day option, four days per week, three and a half hours per day, for one hundred and twenty-eight days. Ten Non-Traditional Instruction (NTI) Days will be utilized if necessary by the discretion of the Superintendent

for various reasons, such as inclement weather, widespread illness, emergencies, or other unexpected events that cause school closures. These days are designated days where students are not required to attend school in person, but still engage in learning activities at home or another location. These days are designed to ensure that learning continues even when students can't physically be in the classroom. Teachers send instructions ahead of time, either through the school's communication system (like emails, apps, or google classroom). These instructions outline what students need to do during the NTI day, how to submit completed work, and any resources that may be needed. Students will have activities that they will do at home and teaching staff will be available via, google classroom during school hours.

b. NA

c. Data and information related to the Head Start eligible population of Bourbon County is gathered annually to determine the appropriateness of the program options, needs of the Head Start eligible children and families, and available community services. Head Start eligible children and families are given priority for recruitment and selection. The program has a systematic ongoing process for program planning that includes an assessment of community strengths, needs, and resources. An annual self-assessment by the program helps determine needs and changes, which are based on discussions with families, checklists, county statistics, Head Start program statistics and other community resources.

4. Centers and Facilities

a. We do not have any additions, deletions, or changes to our service location. We do not have any partners.

- b. We have not had any minor renovations and repairs included within this application.
- c. We do not have any facilities activities that are subject to 1303 Subpart E.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

- a. Bourbon County Preschool Head Start uses multiple ways of recruiting children in the community. Recruitment is a yearlong process. Many community agencies work with Bourbon County in the recruitment process. The program recruits eligible Head Start children in a variety of ways. Flyers are distributed throughout the community (churches, day cares, Laundromats, housing facilities, Department of Health Services office, WIC office, etc.) and media announcements. Community agencies such as DHS, WIC, Food Stamp Office, etc. are contacted for referrals.
 - i. The local professionals and community agencies providing services to children with disabilities and foster care, are contacted by phone, through meetings or with letters for referrals. We do not have a homeless shelter in Bourbon County. A waiting list is established with the children ranked by priority for the Head Start program. All four-year-old children are able to attend the program through a blending of federal, state and local funds. Staff members are available who speak the primary languages of families to assist parents with applications. Other materials are available in the families' primary language when possible. Staff will recruit children ages 3-4 years. Our program accepts children who are 4 on or before August 1, and 3 at any time, if they qualify. The main recruitment drive is held from April 1 to August 1. Applications will be accepted from all families within the recruitment area (Bourbon County) and each family will receive an in person interview. New

applications will be accepted throughout the year. From the first scheduled program class day through March 31st, an in person interview will be completed within 30 days of receiving an age eligible application and they will be added to the waiting list.

First priority will be to enroll children from low income families or categorically eligible (TANF, SSI, SNAP, Foster, Homeless). Second priority will be to enroll children from families with income below 130% Federal Poverty Level as outlined in the Head Start Act of 2007. Ten percent of enrollment opportunities will be made available to children with disabilities.

- b. All families are encouraged to maintain regular attendance in Head Start activities. Head Start staff will support families' in identifying barriers to regular attendance and will initiate supports as appropriate. If families are not able or willing to participate, another child will be given the opportunity to attend the program. The Family Service Coordinator is responsible for investigating and documenting the causes of absenteeism if the average daily attendance in the center based program falls below 85%. Classroom teachers are responsible for ensuring that daily classroom attendance is completed through Infinite Campus, within the first hour. The Family Service Workers and classroom staff are responsible for follow up and family support on attendance issues, and for documenting these activities. If the monthly average daily attendance rate in the program falls below 85% the Family Service Coordinator must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days. This

analysis will be included in the monthly governing body reports. If a child has three or more consecutive absences, staff will contact the family to find out the reason for the absence and to develop an attendance plan if necessary. If a child continues to be absent; or has an extended absence of more than 4 days' alternative services will be offered to the family. Alternative services will consist of child development home visits. Alternative services will continue until the child is able to return to the center based setting. The attendance plan will be designed to help the family establish regular attendance or, if necessary, to plan for alternative services. The attendance plan will be developed by the family, family service worker and teacher. The plan must: identify the reasons for absences. Include a specific plan and date for establishing regular attendance or alternative services. Alternative services will be designed to ensure that all children enrolled in Head Start receive services and continue to make progress on their educational goals. Alternative services will be provided by staff member and will typically occur during a home visit. Staff must document all contacts (e.g. Telephone calls, letters) with the child's family and any special family support activities which are provided as part of the attendance plan. If regular attendance cannot be established either by classroom participation or by participation in alternative services another child on the waiting list must be given opportunity to enroll in the program. Families should be given every opportunity to establish regular attendance and should be withdrawn from the program only when they are unwilling or unable to participate.

6. Education and Child Development

a. Center-Based:

- i. The Bourbon County Preschool Head Start uses the Creative Curriculum Guided Edition as a framework and guide for providing developmentally appropriate activities to the young children we serve. Within The Creative Curriculum framework, the Bourbon County Preschool Head Start will incorporate other early learning programs. These include, but not limited to: Second Step-Social and Emotional Development, Learning Without Tears-Teaches Early Writing and Literacy Skills, Erickson Math-Early Math Precursors and Topics, ECHOS- Early Childhood Hands on Science, and Conscious Discipline- Transformational Social Emotional Learning and Classroom Management.
- ii. The Creative Curriculum for Preschool is a comprehensive, research based curriculum, linked to an assessment system that fully meets the criteria for appropriateness and effectiveness. It enhances teachers' skills on what to teach, why, and how children learn best. This is a scope and sequence of learning. The Creative Curriculum is inclusive of all children – those developing typically, children with disabilities, and English language learners. The Creative Curriculum specifies the literacy, math, science, social studies, arts, and technology content to be taught, based on the Kentucky Early Childhood Standards. This curriculum relates directly to the subject area curricula used in elementary schools, so children's learning in preschool forms the basis of all of the learning that will follow.
- iii. Bourbon County Preschool Head Start will implement Creative Curriculum Guided Edition and Teaching Strategies GOLD with fidelity to collect and provide data to support program outcomes including the Head Start Child

Development and Early Learning Framework and the Kentucky Early Childhood Learning Standards and School Readiness Measurement Report.

- b. Home based programs: We do not have any home based programs
- c. Each child will be administered, in their home language, the Brigance Developmental Screen with 30 days of entering the Bourbon County Preschool Head Start Program. The Brigance measures several areas of development, such as language and fine/gross motor skills, as well as social and self-help skills. The results are shared with the parent/guardian during the first parent teacher conference, with a discussion of whether further intervention and support is recommended.
- d. The Bourbon County Preschool Head Start utilizes the Creative Curriculum Guided Edition for Preschool and the Teaching Strategies GOLD Assessment to monitor children's individual progress. Families are invited to access their child's assessment data via the web. Each parent or guardian receives an initiation via Parent Portal on TSG Gold Assessment web site. Parents will also receive reminders and updates about their child's classroom. Education staff are required to complete two home visits and two parent teacher conferences per program year. Each child is administered the Brigance Developmental Screen within 30 days of enter the preschool Head Start Program. Parents are also required to complete the Social and Emotional Development section of the Brigance. Parents are also invited to complete a Curriculum Survey and a Program Evaluation Survey to provide feedback for future program planning.

7. Health

- a. Bourbon County Preschool Head Start will, with parent collaboration, promote and meet the oral health, nutritional, and health status and care needs of children that are developmentally, culturally, and linguistically appropriate. Opportunities will be provided to parents through parent engagement workshops to learn about preventative medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including health and developmental detriments of using illegal substances, tobacco products, and lead exposure. Program partnerships with local fire and emergency services provide parents and children with opportunities to learn about appropriate vehicle, car seat, pedestrian and home fire safety.
 - i. To provide ongoing support for children and families in the program and to ensure up-to-date child health status, ongoing care, and timely follow-up care, the program health coordinator will: Conduct height and weight screenings twice a year in September and March to track head start children's individual growth and development. Conduct vision screenings on each head start student within 45 days of enrollment and refer students with abnormal results to an ophthalmologist or optometrist for further evaluation. Partnerships with a local optometrist and the local Lions Club is maintained to assist families needing assistance with obtaining vision services. Conduct hearing screenings yearly for all head start students within 45 days of enrollment. Students needing further evaluation will be referred to audiology or for medical services. Assistance for obtaining these services will be provided. Requires head start students to have up-to-date age-appropriate preventative healthcare and immunizations completed prior to enrollment. A list of Medicaid and VFC providers in the local area will be provided to parents upon enrollment. Resources on access to healthcare and health insurance will also be

provided. Coordinate with Big Smiles, a mobile, licensed dentist is provided to families twice a year at the preschool head start center to provide professional dental care to all students in need. Coordinate with Sterling Health School-Based Health Services to provide school-based health services on demand, to the children and staff of the program throughout the program year. Coordinate with the local health department to provide Kids Smiles, a fluoride varnish program for all students to participate in twice a year to prevent cavities and tooth decay. Coordinate with classroom staff to provide oral health observations and document daily on all students and to perform tooth-brushing in the classroom daily. Require all students to obtain a yearly dental examination within 90 days of enrollment each program year. Community partnerships are held with local dentists to provide services as well for families if needed. Require all students to obtain a yearly physical examination within 90 days of enrollment. Community partnership with the local health department is held to assist in providing well-care services for students. Require all head start children to obtain a lead level blood test and hemoglobin blood test within 90 days of enrollment. Community partnerships are obtained to provide follow-up services if needed. Track and follow-up on health and dental services needed by students and ensure all required health requirements have been met each program year. Family service and classroom staff will work with the health coordinator and families in collaboration to assist in obtaining and submitting all required health documents. Require classroom staff to perform a daily health observation on each child and report any concerns to the health coordinator immediately. Create individual health care plans and emergency action plans as needed in collaboration with parents and the child's physician. Copies of

plans are provided to all parties on a need to know basis. Train all program staff in Pediatric CPR and First Aid, Medication Administration, and Emergency Medication Administration.

Nutritional Education and Promotion

Opportunities will be provided to parents to discuss their child's nutritional needs and status and the importance of physical activity, healthy eating, and the negative health detriments of sugar-sweetened beverages, and how to select the family's nutritional and food budget needs. A dietician will visit the program twice a year to evaluate our program meals and mealtimes with children. The dietician provides a detailed report on her observations and offers her services to the parents if they wish to utilize them via the local health department. Growth assessments are performed by the health coordinator in the spring and fall of the program year. Growth charts, along with BMI assessments are provided to parents.

Bourbon County Preschool Head Start implements a nutrition program that meets the nutritional needs of its children in accordance with USDA requirements. Under the auspices of the Bourbon County Board of Education, our Head Start program also operates under the CACFP. The food service director for Bourbon County Schools oversees compliance and maintains records for Bourbon County Head Start's nutrition services regarding meal preparation, service, and reimbursement. Meals for the children at the center are prepared at the center and served by certified food service employees. This head start program also integrates nutritional concepts through experiences that promote healthy eating habits and contribute to the child's socialization and development. Staff also promotes dental hygiene in conjunction with meals through tooth-brushing and educational activities. No outside food is allowed at the center with the exception of a

packed lunch from home. The packed lunch from home must meet the same nutritional requirements as set forth by the program. Backpack food is supplied and distributed to students that have met qualification requirements. The school cafeteria manager and health coordinator work closely with parents to make any necessary accommodations for students with a disability or other special dietary needs or modifications. A nutrition interview is conducted by the classroom teacher at the first home visit. Allergies are identified and posted in the classroom. Meal observations are conducted on a monthly basis by the health coordinator and twice a year by a licensed dietician.

ii. Bourbon County Preschool Head Start meets the mental health and social/emotional well-being needs of its students by integrating Second Steps and Conscious Discipline social emotional learning initiatives within each of its classrooms and the program as a whole. Additionally, Bourbon County Preschool Head Start completes triannual screenings of students' social and emotional status, in collaboration with parents and classroom staff. Via these screenings Bourbon County Preschool Head Start is able to identify potential concerns and implement appropriate classroom intervention services. Bourbon County Preschool Head Start also holds regular meetings of the Trauma Informed Care team to review staff concerns regarding the needs of students and how best to support the classroom staff in their approach. Furthermore, Bourbon County Preschool Head Start partners with Sterling Healthcare to provide services via a Qualified Mental Health Professional during the school day. With parent consent and cooperation, the QMHP is able to complete screenings, evaluations, and ongoing treatment for Bourbon County Preschool Head Start students.

8. Family and Community Engagement

- a. The Bourbon County Preschool strives to build trusting and respectful relationships with our families. We do this by providing partnerships with our families and staff. We want our families to feel welcome when coming into the school. We provide an atmosphere that is culturally responsive to families. We encourage families to volunteer by reading in the classroom, helping the teacher with projects, and/ or volunteering at home. We also started a fatherhood program several years ago. We have a wonderful inviting environment for our families. From the moment they walk into the building, to the moment they leave, they feel welcomed!
- b. We strive to engage parents each day in our program. Some of the engagement activities that we offer include; family literacy, child development, parent child relationships, and bilingual learning. We hold born learning workshops monthly in conjunction with the local elementary school. We partner with various community organizations. Born learning academy is a research based parenting program that promotes school readiness. Our workshops include, family literacy, child development, mental health/ dental care, money management, bilingual learning, and various other subjects to engage families. One of the many activities that we have at our school to support parent-child relationships is parent workshops that we offer once a month. We partner with the elementary school and a program called Born Learning. During this time, we have a family style dinner, a focus topic discussion and usually a parent/child activity. The parent workshops also assist with child development because the activities that we demonstrate and implement help with life skills. A teacher will attend one of the workshops to implement child development. For family literacy once a month the librarian from our public library will visit each classroom to read a story,

we have a read aloud week (each class competes with another to read the most books at home with family members). For language development we encourage parents to work one on one with children to help with language: sight words, rhyming words, annunciation, word games and storytelling. This is also where our parent workshops can come into play.

c. The Bourbon County Preschool Head Start uses a research-based instruction and engagement called Born Learning, which is a program where we have parent workshops every month during the school year, that helps parents, grandparents, and caregivers explore ways to turn everyday moments into fun learning opportunities. The family service team works every month to create monthly flyers for every student to take home to share what each born learning session is about and who will be their guest speaker. We also share information on our Preschool Facebook page for everyone to see about our monthly workshops.

d. Program Strategies for Family Partnership Services including:

- i. We partner with our teachers to start our family partnership process. The teacher will have the family fill out the FPA during the first initial home visit. Once that first visit is done, the teacher will give the FPA to their family service worker. The family service worker then will contact the family to make another home visit to go over the family goal and fill out the family needs assessment. The family service worker will also have an outcomes form to fill out with the family. This form will rate the family outcomes which aligns with the Parent, Family, and Community Engagement Framework. The outcome form is filled out twice a year; in fall and spring. This data provides the family service team information on how each family is improving / and or any needs that still need to be met.
- ii. We track our family goals and needs in Child Plus. Every goal is entered in along with what resources were provided. Each time we contact the parent, we provide that data in Child Plus. We check in with parents throughout each month to

monitor progress towards reaching the goal, to see if resources are needed, or if they have completed their goal. If they have completed their goal, we write a new goal. We also look at the family outcomes to see if they align with the family goal.

- e. Our preschool/ Head Start several community partnerships. We partner with the local library, extension office, fire department, migrant program, senior center, local churches, community action council, Kiwanis club, comprehensive care, Bourbon County Adult Learning Center, Family Resource Center, and Bilingual radio station. Through these partnerships, our families are able to obtain resources and knowledge to help them achieve their goals. Many of these community partners come to speak to our families at our parent workshops as well.

9. Services for Children with Disabilities

- a. Bourbon County Preschool Head Start, in coordination with the Bourbon County School District, has policies and procedures in effect that plan and implement a child find system to locate, identify, and evaluate each child who falls within the ages of 3 and 5 prior to August 1st of each school year. The child must reside in a home, facility, or residence within the Bourbon County School District's geographical boundaries, including children who are highly mobile, migrant children, homeless children as described in 704 KAR 7:090 and the IDEA, foster children, or children who are wards of the state or are in state custody, and children with disabilities attending private schools (which includes home schools), located within the Bourbon County School District geographical boundaries.

For preschool age children with disabilities participating in early intervention programs assisted under Part C, who will participate under programs assisted under Part B, the Bourbon County Preschool Head Start ensures a smooth and effective transition from the early intervention program to preschool. Bourbon County Preschool Head Start participates in transition planning conferences for children with disabilities served by early intervention programs as described in the early intervention transition planning procedures. Additionally, the Bourbon County Preschool Head Start has community and parent involvement, informs personnel of due process and confidentiality procedures, and provides notice to the general public on an annual basis and before any major identification, location, or evaluation activity by publishing the notice in newspapers or other media with circulation adequate to notify parents within the Bourbon County School District geographical boundaries. Specifically, prior to the beginning of each school year the Bourbon County School District provides a public notice in the native language or other mode of communication of the various populations in the geographical boundaries of the Bourbon County School District to the extent feasible. Annually the Director of Special Education requests information about families residing in the Bourbon County School District boundaries who are non-English speaking from the Director of Pupil Personnel. Annually, Bourbon County School District staff, in collaboration with the Director of Special Education, provide information for school personnel about the procedures for referral of children who may have disabilities and need specially designed instruction and related services. Prior to the beginning of each school year the Director of Special Education consults with the representatives of private or parochial schools and agencies providing services to children ages 3-21 in order to: create

public awareness of the Bourbon County School District child find procedures, serve as a referral source to locate all children who may have an educational disability and need specially designed instruction and related services, inform and gather input from these community providers regarding the needs of potentially identifiable or identified students with disabilities in their locations, and identify transition needs for children with disabilities.

Prior to the beginning of each school year the Director of Special Education conducts an awareness activity, including screenings, with the general public to notify it of the need to find children with disabilities who require specially designed instruction and related services. The Director of Special Education, or designee, receives intake information about potentially identifiable children with disabilities, reviews the information with the parents, and refers the children to appropriate agencies or Bourbon County School District staff.

- b. Bourbon County Preschool Head Start is in partnership with, and under the governance of the Local Education Agency, Bourbon County School System, and the Bourbon County Board of Education. The Bourbon County Board of Education is committed to the principle of an appropriate education for all children regardless of their abilities, and that all children are entitled to learn. Bourbon County Schools partners with Bourbon County Preschool Head Start by providing staff to serve students with exceptional needs within the preschool setting (speech language therapist, physical therapist, occupational therapist, school psychologist, disability services coordinator, teacher of the visually impaired, deaf and hard of hearing teacher, pareducators, and IECE certified teachers). Bourbon County Preschool Head Start's exceptional education program ensures the provision of appropriate educational and related services in the

least restrictive environment for each student identified as having a disability – as defined by The Individuals with Disabilities Education Act (IDEA). Special programs and/or services are available for those students who have been identified as having one or more of the following disabling conditions: Autism, Deaf-Blindness, Developmental Delay, Emotional/Behavioral Disability, Functional Mental Disability, Hearing Impairment, Mild Mental Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Parent/family participation and involvement are essential to the success of the Bourbon County Preschool Head Start Program and its students. Parents and family members are the child's first teachers and are valuable contributors to the program. Bourbon County Preschool Head Start staff supports parents in being an advocate for their child. Parents are included throughout the process for determining their child's eligibility for exceptional education services, from initial screenings to eligibility determination and development/execution of the Individual Education Program, the parent's voice and opinions are revered. Parent input and concerns are documented within student IEPs and due process documentation. Parents are kept informed of their child's progress in meeting his/her IEP goals via regular progress monitoring and reports, which are provided concurrently to classroom progress reports. Additionally, parents are encouraged to request a meeting of the Admissions and Release Committee should they have any concerns or questions to address.

10. Transition

- a. For students transitioning from Early Head Start to Head Start, a transition meeting is scheduled by the Early Head Start program. During the visit the family is introduced to the facility and staff. The family is given the opportunity to ask questions, complete required paper work if needed, and given program information. Family service provides information about our program.
- b & c. In order to enhance the continuity of children as they move from the Bourbon County Preschool Head Start Program to the public school system, activities will be planned that address the transition needs of families and children. The focus is on collaboration between Head Start, public elementary schools and other community agencies serving the child and family. Parent involvement and information exchange with school districts will be encouraged early in the year preceding transition. During the spring, we combine kindergarten, Preschool at-risk, Head Start, and other preschool registration. Parents are aware of all programs and how each program works together. This ensures both the parent and child are comfortable with their selection and their first time entrance in school. During this registration parents have the opportunity to visit the school their child will be attending, meet the staff that will be working with their child, and meet other parents. Children with disabilities and their parents are involved in all of these activities. They have meetings with school personnel prior to entering school to select the program that meets their individual needs. Parents and staff discuss program options that are available, are made aware of the specific screenings, testing, and the placement selection. Parents are encouraged to be involved in all planning for their child. This is an on-going process

for those students receiving services from an outside agency and/or turning three in the middle of the school year. At the beginning of each school year, records and general information about each child is sent to the school where the child will attend. The school personnel and Head Start work together to provide these services to the families that are leaving Head Start and entering the public school system. During the school year, the Head Start staff will talk to teachers, parents and children to make sure that the family needs are being met. At the end of the Head Start program before entering kindergarten, each child having a disability and their family will meet as part of an Admissions and Release Committee to discuss transition needs. If service providers will be changing, the families will have an opportunity to meet these providers and have a chance to ask questions about the change in programs. They will review the Individual Education Plan to make sure it is appropriate to continue into the next school year and make changes accordingly.

12. Transportation

- a. According to the American Community Survey, 8% of Households in Bourbon County does not have available transportation. Automobiles are the chief source of mobility in Bourbon County. There is no public transportation system in Bourbon County. In the general population the average time it takes to get to work is close to one half hour. Low income families have one if any cars.
- b. All preschool students are provided with bus transportation services as long as the child resides within the Bourbon County School district. Bus routes are established at the beginning of the year. All preschool buses have a bus monitor the

students along with child safety restraints.

Sub-Section C: Governance, Organizational, Management Structures

There has been no change in Governance.

1. Governance

Structure

a. i. Our Fiscal Officer and has expertise in fiscal management and an accounting degree

ii. Our director has an expertise in early childhood education and development. We also have a School Readiness Coordinator that also has an expertise in early childhood education.

iii. Our board attorney is our licensed attorney who is familiar with program governance issues in the governing body.

b. The Policy Council shares governing power for the Head Start Program with the Bourbon County Board of Education. The School Board has ultimate responsibility for the governing of the program, but with input from the Policy Council. The Policy Council members work with Head Start management staff to establish policy. The Policy Council is made up of

both parents of currently enrolled children and representatives from community partners. There are ten parent representatives and two community representatives, that are elected annually by the parents. There is also a non-voting member who is the Board of Education liaison.

- c. Bourbon County Preschool Head Start parent involvement is a key asset to Head Start families. Membership on the Policy Council consist of three categories: parent members, alternate members, and community representatives. The Policy Council is composed of members, with at least 51 percent of membership composed of parents of a child currently enrolled in the Preschool Head Start Program. Each Preschool Head Start classroom is eligible to elect one parent member and one alternate parent member to the Policy Council. Parent committees are formed to ensure that a system exists to meet the parents' needs. All Head Start parents receive information each month containing meeting times and date. All Head Start parents are welcome to attend the parent committee meetings. The parent committee carries out at least the following minimum responsibilities: advising staff in developing and implementing local program policies, activities, and services, and planning and participate in informal as well as formal programs and activities for parents and staff.

Process

Governing Body

- a. Once a month, the Head Start Director will provide reports and/ or updates to the Board. Monthly reports will include:

revenues and expenditures, eligibility, recruitment, selection, enrollment and attendance, health services, family partnership information, early childhood education information. Three times a year, the Head Start Director or designee will provide reports on school readiness goals and assessment information of children. Head Start Director prepares and presents written and oral reports to both the policy council and governing board. These reports include all required topics as well as information on new services offered, strategic planning outcomes, self-assessment, and program planning procedures. Approval of items required by the Head Start Performance Standards that are included in the director's report occurs upon acceptance of the monthly school board meeting consent items or approval of individual action items listed on the monthly school board meeting agenda.

b. NA

Policy Council and Policy Committee

- c.** Policy Councils and Policy Committees must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures: Procedures describing how the governing body and the appropriate policy group will implement shared decision-making.” The shared decision making process includes the sharing of information, grant approval, management of the award and on-going updates and

exchanges of information between the Policy Council and the School Board. The Policy Council will use its By-Laws, and will work in partnership with the Head Start management staff and the School Board, to follow the shared governance standards found in 45 CFR 1304.50 Appendix A: Governance and Management Responsibilities.

The School Board will follow Board policies and procedures. Before submitting a Head Start grant application, the application will be approved by the Policy Council, in accordance with its By-Laws and Federal Performance Standards, and will also be approved by the School Board, in accordance with Board Policy. The Head Start director will seek Board approval prior to submitting the Head Start grant application to the Regional Head Start Office. The Head Start Director will also seek Policy Council and Board approval whenever amendments to the grant require Board approval. In order for the School Board to make an informed decision on the grant application, information will be presented as follows:

- The Fiscal Officer will present the proposed budget portion of the Head Start grant application to the Governing Board prior to introduction and voting on the full grant package by the School Board.
- The Head Start Director will:
 - Inform the Policy Council and School Board of progress made in achieving the Head Start program's goals and objectives as outlined in the previous Head Start grant application

- Seek Policy Council and Board ideas on shaping the school district's Head Start agenda
- Describe goals, objectives and any changes in the Head Start grant submittal from the previous year
- Seek approval of the required written procedures for resolving internal disputes, including impasse, between the School Board and the Policy Council from both parties
- Present the proposed budget supporting the grant application to the Policy Council and Board.

Management of Grant Award

Once the grant has been approved by the Policy Council and Board, and awarded by the Federal government, the School Board delegates to the Superintendent authority to manage the award in accordance with the grant. The Superintendent along with the Head Start director will establish operating procedures for the administration and management of the award.

On-going Information and Updates

- Once a month, the Head Start Director or designee will provide reports and/or updates to the Board. Monthly reports will include:
 - revenues and expenditures
 - eligibility, recruitment, selection, enrollment and attendance
 - Health services
 - Family Partnership Information
 - Early Childhood Education Information

- Three times a year, the Head Start Director or designee will provide reports on school readiness goals and assessment information of children.
- Governing board will be asked to approve the following items annually:
 - Training and Technical Assistance Plan
 - Program Improvement Plan (Based on Self-Assessment)
- All members of the Governing Board are invited to attend any Policy Council meetings.
- Head Start Director prepares and presents written and oral reports to both the policy council and governing board. These reports include all required topics as well as information on new services offered, strategic planning outcomes, self-assessment, and program planning procedures.
- Approval of items required by the Head Start Performance Standards that are included in the director's report occurs upon acceptance of the monthly school board meeting consent items or approval of individual action items listed on the monthly school board meeting agenda.

SHARED DECISION-MAKING RESPONSIBILITY

The parent committee, policy council and governing board have specific areas of responsibility in the Head Start program.

Parent Committee:

- The parent committee carries out at least the following minimum responsibilities:

- Advise staff in developing and implementing local program policies, activities and services.
- Plan, conduct and participate in informal as well as formal programs and activities for parents and staff

Parent Policy Council:

- Works with key management staff and the governing board to develop, review, and approve or disapprove the following policies and procedures:
 - All funding applications and amendments to funding applications for Head Start prior to the submission of such applications to HHS.
 - Procedures describing how the governing board and the Policy Council will implement shared decision making
 - Procedures for program planning in accordance with the requirements of 45CFR 1305.3
 - Program's philosophy and long and short range program goals and objectives (45CFR 1304.51(a) and 45CFR 1305.3).
 - Composition of the Policy Council and the procedures by which its members are chosen.
 - Criteria for defining recruitment, selection, and enrollment priorities (45CFR1305).
 - The annual self-assessment of the program's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result for the review of the annual audit and findings from the Federal monitoring review (45 CFR 1304.51(i)(1)).

- Program personnel policies and subsequent changes to those policies, including standards of conduct for program staff, consultants, and volunteers (45CFR1301.31).
- Decisions to hire or terminate the Head Start Director
- In addition, the Policy Council performs the following functions directly:
 - Serve as a link to the parent committee, governing body, public and private organizations and the communities they serve.
 - Assist parent committee in planning, coordinating and organizing program activities for parents with the assistance of staff, and ensuring that funds are set aside from program budgets to support these activities.
 - Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.
 - Establish and maintain procedures for resolving community complaints about the program.
- The Policy Council operates according to its by-laws.

Governing Body:

- Legal and fiscal responsibility for the Head Start Program. The Governing Board is ultimately responsible for all actions of the Head Start Program and is responsible for establishing and maintaining effective policies for the program. The Governing Body members are publicly elected representatives.
- The School Board determines Policy and Monitors the Delivery of Services for the Head Start program.

- Approval of any grant proposal prior to submission
- Appoint liaison to the policy council
- Approves all fiscal and accounting policies and ensures that appropriate internal controls are established and implemented.
- Ensuring an agency-wide fiscal audit is conducted and reviews the results of that audit. Audit is shared with the policy council.

Monitoring and Assessment

Policy Council and Governing Board members are asked to participate in the annual self-assessment. They may also be asked to volunteer to complete specific monitoring tasks. Self-assessment committee's identify the program's strengths and areas for improvement and recommend approval of the program improvement plans developed by staff to address areas needing improvement. When completed, the program improvement plans and any revisions to the service plans will be submitted to the policy council and governing board for approval. New and/or revised policies are submitted to the policy council and governing body for approval.

d. During Parent Committees parents given the opportunity to discuss the various aspects of the program regarding program policies, activities and services. The parent committee gives parents the platform to discusses concerns and changes that the parent may have.

e. Minutes are written for the Parent Committee meetings and taken to the director to submit to the policy council for discussion and approval. A parent representative from the Policy Council will report back to the Parent Committee.

Relationships

a. All governing body members (policy council and board of education members) are invited to a shared governance training, annually in September, where the members are informed of their roles and responsibilities in fulfilling their duties to the Head Start Program.

b. No person can serve as a member of the Policy Council while any member of his immediate family is employed in the Preschool Head Start program.

c. The Policy Council meets monthly, or as needed, before the regular meeting of the Board of Education. The Policy Council designee will present an oral report to the Board of Education. The Board of Education will take the appropriate action as it deems necessary at the meeting after hearing the report. The Chairman of the Board of Education, or his/her designee, will be the liaison between the Board and the Policy Council. It is the policy of the Bourbon County Preschool Head Start program to resolve all disagreements between any parties in its executive leadership, fairly and expeditiously. Whenever possible, disagreements will be resolved through a process of mediation and conciliation, including discussion, compromise, and consensus seeking among the parties, and, if necessary, professional mediation. Failure of mediation, either formal or informal, to produce agreement will result in binding arbitration. Executive leadership includes the School Board of Bourbon

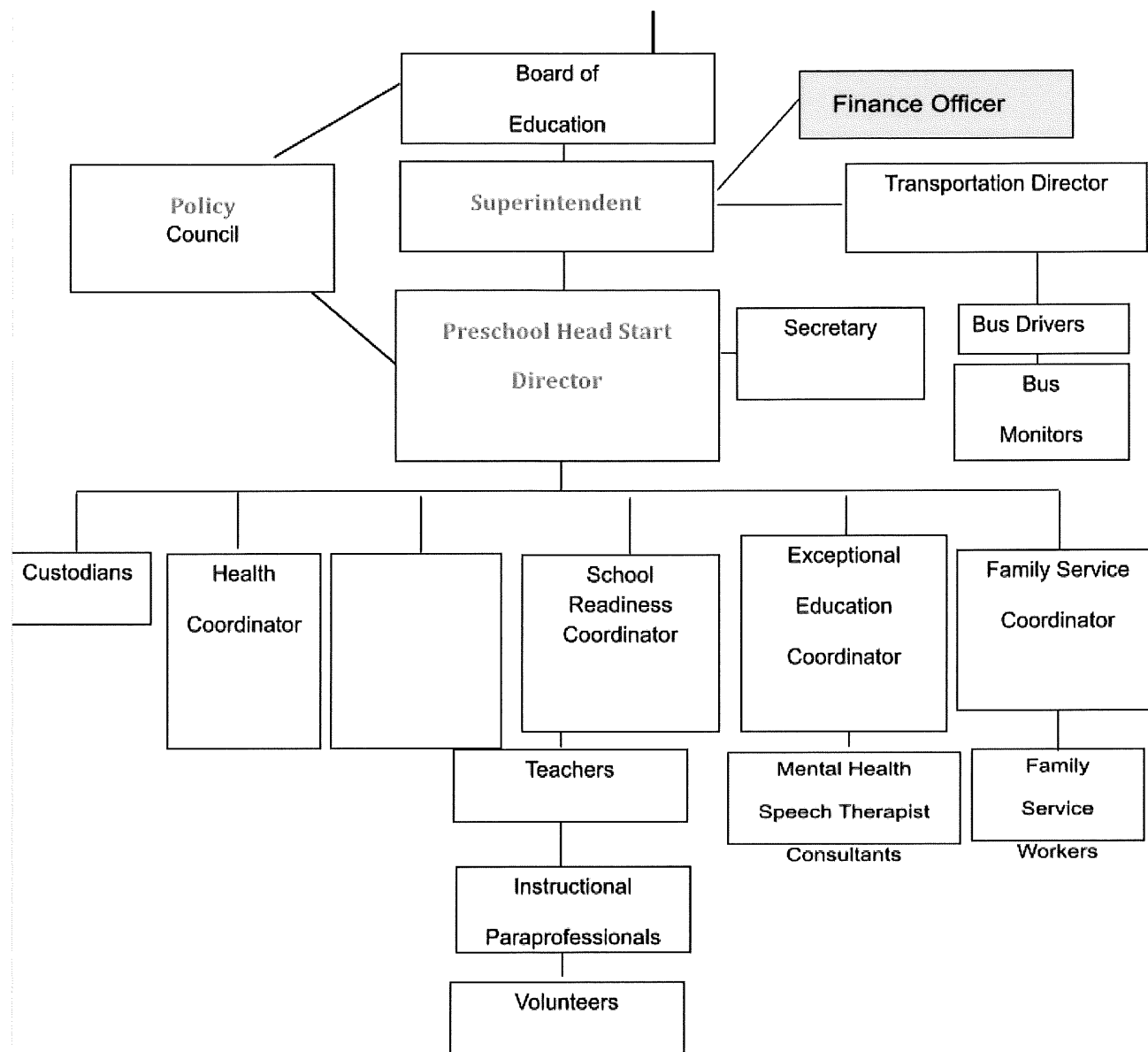
County, the superintendent, the policy council and the program director. Disagreement, i.e., an internal dispute exists when two (or more) groups (or individuals) who share the formal approval/disapproval function as defined in Appendix A of the Head Start Program Performance Standards fail to agree. The grantee and the policy council must establish written procedures for resolving internal disputes including impasse procedures between governing bodies and policy group. A copy of the written grievance shall be forwarded by the Policy Council to the School Board within three working days. Within 10 working days a meeting will be scheduled to make reasonable attempts should be made to resolve an internal dispute including: a two tiered mediation procedure, informal discussions, compromise, or consensus seeking activities.

2. Human Resources Management

a.

Bourbon County Head Start Program

Organizational Chart



b. All new staff, consultants, and contractors must complete a background check, child abuse and neglect registry check before they can be hired by the Head Start Program. Initial employment shall be contingent on receipt of records documenting that the individual does not have a conviction for a felony sex crime or as a violent offender as defined in KRS 17.165 or other conviction determined by the Superintendent to bear a reasonable relationship to the ability of the individual to perform the job. Employment shall also be contingent on receipt of a letter from the Cabinet provided by the individual documenting that the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet.

c. New employees and consultants are given an orientation checklist and required to meet with designated administration such as: The Director, Human Resources, School Readiness Coordinator, Disability Coordinator, Health Coordinator, Secretary, Family Service Coordinator, within the first 30 days of hire. During these one on one meetings various items are discussed such as the programs philosophy, five year goals, curriculum, safety procedures, Etc. The employee is required to sign and date the form when completed, and submit it to be placed in their permanent file. Prior to the opening of school all teachers new to the District shall be required to attend an orientation session to acquaint new personnel with Board policies, administrative procedures, Central Office staff, and the Principal(s) to whom they are assigned. The Superintendent/designee will be responsible for the program and all arrangements. For volunteers a volunteer orientation is held within the first 30 days of school. The security and safety of

children, families and staff require that any person defined as a volunteer, participating in Head Start activities during operational periods, meet certain criteria, including background checks, orientation and training. Volunteer opportunities exist primarily in the classroom and child centered activities with limited opportunities for family service or administrative and operational activities. Volunteers and visitors are not allowed to have unsupervised contact with children in the program. If a volunteer arrives later in the school year they will be trained on a one to one basis. During the volunteer orientation Family Service staff go over things such as: What is a volunteer, expectations, confidentiality, ethics, code of conduct, and share various policies such as; child abuse and neglect.

d. One key feature of our programs approach to staff training and professional development is the development of our Training and Technical Assistance Plan. To create this plan, management staff from Bourbon County Preschool Head Start analyze data from a number of different sources to identify program plans and needs for service delivery in addition to consulting with T/TA Specialists. Sources included compiled Performance Appraisals, Community Assessment, Self-Assessment, Child Plus reports, Child Outcome Records from Teaching Strategies Gold, Financial Reports with budget and expenditure analysis, Program Information Report (PIR) analysis, CLASS results, and Family Surveys. From each of these data sources, staff look for trends to determine strengths and challenges of service delivery and documentation of those services. Children's Services management staff work with center staff to look at current service levels at the center level and work to develop a training plan for staff based on the compiled analysis of the data. Input is received from parents, staff, Policy Council and Board Representatives on training opportunities that will enhance and advance child outcomes. A pre-service training is conducted

for all program staff that serves as an overview for the year; however, on-going training for Bourbon County Preschool Head Start staff will be based on individual professional development plans that reflect the needs of respective center staff. More intensive training will be offered for new staff in order to orient them to the requirements and best practices of Head Start, including recommended practices, recognizing and reporting child abuse and neglect, health, safety and sanitation, pediatric head trauma as well as sessions on Head Start regulations and policy, and integration of components. In addition, teaching staff are trained in observation and recording of children's progress, CLASS implementation with an emphasis on Instructional Support, mental health, family literacy, social and emotional development and individualization. Main areas of focus for all staff are school readiness for children and families, implementation and assessment of child outcomes, and implementation of Parent, Family and Community Engagement Framework. Because the training plan is developed several months before Pre-Service training for all staff, we will modify training opportunities in order to meet the needs of ACF initiatives and priorities as necessary. The program schedules in-house trainings, coordinates with other Head Start Programs, contacts local school systems and/or sends staff to other professional organizations' trainings. The Regional Training Center is often used in the training of staff, in addition to the Child Care Resource and Referral. In addition to traditional training opportunities, staff are provided the opportunity to attend classes at local Universities. Some staff are working towards Bachelor's degrees in Interdisciplinary Early Childhood Education (Education Staff), Family Studies (Family Service Workers) or related degrees. Some staff are working towards their CDA's (Child Development Associates Degree). The program provides for books and tuition cost for Fall, Winter, Spring and Summer sessions. Each staff member must sign a tuition contract and have an approved program of study on file.

Other training opportunities include:

- Early Childhood Summer Institute
- Kentucky Head Start Association Spring Conference – for parents and staff
- Region IV Conferences and trainings
- National Head Start, NAEYC, Early Childhood trainings
- Regional Training Center trainings
- Disability trainings

Parents are offered training based on requirements set forth in Performance Standards as well as results of the parent interest survey. Parents are invited to participate in staff in-service trainings. Parents are offered guidance and support in obtaining both their education/training and employment goals which gives them an opportunity to seek employment with credentials.

The Bourbon County Preschool Head Start uses the Practice Based Coaching Model which meets 1302.92c. The School Readiness Coordinator has been trained to use this model with classroom staff and will be identified as the coach for the program.

July-August

- School Readiness Coordinator will support new staff in gaining knowledge of the CLASS instrument and prepare them for the CLASS observation. The School Readiness Coordinator will assess the education staff's teaching practices that support the quality of teacher child interactions annually. Assessment tools may include the PBC Needs Assessment as well as other

sources of data such as Child Outcomes, TPOT and CLASS observations. Education staff who score low in two or more dimensions of the CLASS will be identified as needing more intensive support. This more intensive support will include weekly classroom visits from the School Readiness Coordinator, weekly meetings outside of the classroom with a peer mentor and School Readiness Coordinator.

August – May

- School Readiness Coordinator will work with individual teachers on various areas of the CLASS instrument.

September

- CLASS reliable staff will conduct CLASS observations in each classroom to determine individual scores as well as program score.

October/November

- The School Readiness Coordinator will create a CLASS report which will contain all individual classroom scores, comparisons to past years and comparisons to national averages
- School Readiness Coordinator will share individual classroom scores with the teacher and develop a plan where the teacher would like to focus his/her CLASS professional development for the year.
 - Individual plan will be based on the teacher's lowest score on the CLASS instrument.

- Teachers will set goals to focus on until the next CLASS observation is conducted in the classroom.
 - Individual goal sheets will be developed
- Teachers will be paired for peer support based on individual classroom scores
 - Teachers scoring higher on the CLASS instrument will be paired with the lower scoring teachers.
- School Readiness Coordinator will support teachers in their individual CLASS endeavors.
- CLASS interrater reliability
 - Annual interrater reliability completed through Teachstone for all CLASS observer.
 - CLASS interrater reliability is monitored and documented annually.
- Monthly mentor coaching activities to support practice change in identified CLASS dimensions
 - Documented on individual goal sheets
- All teachers will be recorded for self-reflection.

December

- School Readiness Coordinator visits classrooms to do an observation that focuses on the individual teacher's goal.
 - Documented on individual goal sheets
- School Readiness Coordinator meets with individual teachers to discuss the observation and self-reflections.
 - Documented on individual goal sheet
- Monthly mentor coaching activities to support practice change in identified CLASS dimensions

- Documented on individual goal sheet

January/February

- Monthly mentor coaching activities to support practice change in identified CLASS dimensions
 - Documented on individual goal sheet

March

- School Readiness Coordinator visits classrooms to do an observation that focuses on the individual teacher's goal.
 - Documented on individual goal sheet
- School Readiness Coordinator meets with individual teachers to discuss the observation and self-reflection.
 - Documented on individual goal sheet.
- Monthly mentor coaching activities to support practice change in identified CLASS dimensions
 - Documented on individual goal sheet
- CLASS reliable staff will conduct a full CLASS observation in each classroom

April/May

- The School Readiness Coordinator will create a report which will contain all individual classroom scores, comparisons to past years and comparisons to national averages

- School Readiness Coordinator will share individual classroom scores with the teacher.
- Yearly report is created that shows the growth from the beginning to the end of the year
- Report is shared with teaching staff, policy council, and governing body.
- Professional development for the upcoming year is considered when analyzing the data
- Class interrater reliability
 - Date will be documented
 - Scores will be documented to determine reliability

3. Program Management and Quality Improvement

a. Goals and objectives are a result of a systemic approach that involves stakeholders and takes into account ongoing monitoring, recordkeeping and reporting, as well as local, state and federal regulations. Staff review each service area to ensure regulatory compliance and to identify strengths and areas of improvement. The development of goals reflects our ongoing monitoring of direct services, the results of child outcomes, CLASS results and the professional development needs of staff. These goals are based on the most recent guidance from the Office of Head Start regarding school readiness and Parent, Family and Community Engagement. The goals continue to focus on ensuring that all children are ready to be successful in school settings. All goals are relevant, tied to outcomes analysis, measurable and appropriately budgeted through a 30-60-90, day plan. This plan maps out the goals and strategies of manageable milestones. This document articulates our intentions for

the first 30 day explaining our course of action and strategies with established metrics. The plan is revisited each 30 days to measure success during this period, over 180 days. The plan keeps us on track to achieve short and long term goals. The plan keeps us focused and ensures daily action will be productive. Program information including ongoing results of data collected during the year is shared with the Board and Policy Council throughout the year.

b. To ensure continuous program improvement that relates to effectively using data and ongoing supervision to support individual staff professional development, the Bourbon County Preschool Head Start requires staff to annually complete a professional growth plan, which is a plan of action based on their needs assessment. The School Readiness Coordinator will help support staff to meet their goals by providing resources such as: trainings, books, articles, etc. The purpose is to build intentional, effective teaching practices, which result in enhanced child development across the Head Start Framework. At midyear a meeting is held with each staff member, the Director, and School Readiness Coordinator to monitor progress and provide support. At the end of the school year an evaluation meeting is conducted with each individual staff member, with the Director and School Readiness Coordinator to review the completion of the goal and to create a new one for the succeeding year.

c. Bourbon County Preschool Head Start is committed to the continuous improvement of its Head Start program through regular and ongoing monitoring of all aspects of its operations. It is the policy of Bourbon County Preschool Head Start to maintain an effective and efficient system of ongoing monitoring that assures both compliance with Federal performance standards and requirements and the delivery of quality services for children and families. Ongoing monitoring encompasses

the review and evaluation of services and systems, documentation of results, tracking of issues needing correction, and validation that correction has been achieved. The following description outlines the Bourbon County Preschool Head Start monitoring process:

Process Overview:

Bourbon County Preschool Head Start’s monitoring process is comprehensive in scope. It includes all service areas and Program Design and Management. The monitoring process involves key staff at various levels and is designed to ensure that the results from all levels “trickle up” through the organization to the governing bodies where planning and policy decisions are made. Classroom monitoring by teaching staff ensures that classroom environments are always welcoming, safe and ready for children. Any needs for repairs, materials and supplies are promptly reported and corrected. The monitoring tools used by teachers include the pre-opening and monthly safety checks of all classrooms and the weekly classroom health and safety checklist. Program staff monitors activities to ensure that service delivery, procedures, and record keeping are carried out in an appropriate and timely manner. Involvement in monitoring gives supervisory staff fresh information about agency operations, and helps identify needs for further procedure development, training or individual supervision.

Monitoring Procedures:

Responsible Staff	Monitoring Frequency	Monitoring Focus / System	Monitoring Tool
Classroom Staff	Annually – Beginning of school year; prior to classes opening	Checks prior to classroom opening at beginning of program year	Pre-Opening Checklist

			Creative Curriculum Physical Environment Checklist
Health & Safety Coordinator	Monthly	Safety and sanitation for indoor classrooms	Monthly classroom checklist
Classroom Staff/ Health & Safety Coordinator	Daily	Safety and Sanitation for indoor areas	Daily Classroom Health and Safety Checklist
Director/ Health & Safety Coordinator	August January	Safety	Head Start Health and Safety Screener
Health & Safety Coordinator	Monthly	Safety and Sanitation	Daily Classroom Health Observation and Safety Checklist
School Readiness Coordinator	Monthly	Environment	Monthly Classroom Observation Report
Director	September November January March May	Review electronic reports and data for ERSEA, health, family services	Child Plus Reports
Custodian/Director	Monthly	Facilities	District Safety Walkthrough
Finance Officer/ School Readiness Coordinator/ Health & Safety Coordinator	Monthly	Nutrition	USDA report Lesson plan reports Meal Observations
Disability Coordinator	Monthly	Early Childhood Development	Screening reports
Health & Safety Coordinator/ School Readiness Coordinator	Monthly	Health <ul style="list-style-type: none"> • Health Information • Dental Services 	Child Plus reports Lesson plan reports
Director/ Disability Coordinator	Monthly	Disabilities	Child Plus reports

Director/ School Readiness Coordinator	Monthly	Mental Health	School Psychologist report Lesson Plan reports
Director/ Family Service Director	Monthly	Family and Community Partnerships	Child Plus Reports/ Written Report
Finance Officer/Director	Monthly	Fiscal	Munis Reports
School Readiness Coordinator	Monthly	Child Development <ul style="list-style-type: none"> • Lesson Plans 	Lesson plan evaluation sheets
Family Service Coordinator/Director	Monthly	Family Partnerships <ul style="list-style-type: none"> • Parent Contacts • Family Partnerships 	Written report Child Plus Report
Custodian/ Health & Safety Coordinator	Daily	Outdoor environment	Daily Playground Inspection sheet
Health & Safety Coordinator	Monthly	Outdoor environment	Daily Playground inspection sheet
Family Service Coordinator	Monthly	Family Partnerships	Case Management Review
Family Service Coordinator/ Director	Monthly	Parent Committee Meeting/Workshop/Activity Schedule	Flyers Minutes Sign In sheets
Family Service Coordinator	October February May	Family Partnerships	Parent Workshop and Training Survey
Family Service Coordinator/ Management Team	September	Community Partnerships	Completion Report
Management Team	June	LEA Agreements	Completion Report
Management Team	June	MOU's	Completion Report
Management Team	February	Recruitment Calendar Selection Criteria	Completed Calendar

Family Service Coordinator	Monthly	Absenteeism / Attendance	Contact Form Child Plus
School Readiness Coordinator/ Director	October February May	School Readiness Goals	Teaching Strategies Gold Report Excel Spreadsheet
School Readiness Coordinator	Fall Spring	CLASS	CLASS reports Individual teacher coaching documents
School Readiness Coordinator	Once per year	Environments	ECERS-3 physical environment checklist
Director	Monthly	Transportation	Ride alongs Observation of loading and unloading
Bus Drivers	4 times per year	Transportation	Bus evacuations
Management Team Governing Bodies	Annually	Self-Assessment	Completed Assessment
Management Team Governing Bodies	Annually	Community Assessment	Completed Assessment
Management Team Governing Bodies	Annually	Program Plan	Completed Plan
Management Team Governing Bodies	Annually	Strategic Plan	Completed Plan
Management Team Governing Bodies	As needed	Policies and Procedures	Updated Policy Approval

Section II. Budget and Budget Justification Narrative

1. Bourbon County Preschool Head Start provides educational needs to 152 Bourbon County children. Our goal is to reduce barriers to education for families and children. Our program consists of a blend of Head Start, State Preschool and Local (Board Paid) children. Our cost allocation plan is determined by enrollment of students in each program. Costs are allocated

Board Paid. Our facility is centrally located in Bourbon County. It is a state of the art facility designed and built with the Pre-K students in mind. We have 5 full day Head Start classrooms that serve our most needy students. We also have 4, half day classrooms that offer AM and PM sessions. Our program consists of a Director located in the facility to oversee the success of our students. A School Readiness Coordinator that ensures teachers are provided individualized professional development and following the curriculum to fidelity. We have 9 classroom teachers, all of our teachers have an Interdisciplinary Early Childhood degree recognized by the Educational Professional Standards Board of Kentucky, or have a bachelor's degree and enrolled in an IECE program. We have 19 instructional aides, two provided for each classroom, and one full time instructional aid substitute, to help provide support to the lead teachers. We have a Nurse/ Health and Safety Coordinator that is dedicated only to the facility to oversee the health and well-being of our students and also handle all of data in regard to the requirements for screening and immunizations for all attendees. We have a Parent Family Child Engagement Coordinator that oversees two Family Services staff. Together they all three make home visits to help provide support to families and children. We have a disability coordinator that works at our facility 5 days a week to provide behavioral screening and IEP implementation to the population that requires those services. Our facility is cleaned and maintained by 1 custodian that works 8 hours per day 260 days per year and 1 house keeper that works 4 hours per day for 195 days per year. We have 7 bus drivers and 7 bus monitors that transport students to and from school. Our facility has one receptionist/secretary that greets visitors, answer the phone and produces a newsletter for the school. One bookkeeper that

produces Purchase Orders for the program, keeps record of employee professional development hours, background checks, attendance, certifications, inputs data in Child Plus, etc. Our staffing needs remain very similar to our last 5-year grant.

1. Personnel

1 Head Start Director	.81 HDST 95% Admin.	\$74,523
1 Education Coordinator	.81 HDST 20% Admin	\$46,386
9 Classroom Teachers	6.8 HDST 81%	\$364,203
19 Classroom Instructional	15.39 HDST 81%	\$292,448
1 School Nurse and Mental Health Service Provider	.81 HDST 81%	\$52,653
1 Disabilities Service Personnel	.49 HDST 49%	\$30,165
1 Parent Family Child Engagement Coordinator	1 HDST	\$42,539
2 Family Service Workers	1.62 HDST	\$47,226
14 Transportation Drivers/Monitors	11.34 HDST	\$221,569
Clerical Personnel	1.62 HDST	\$50,814
Maintenance Personnel	1.22 HDST	\$31,619

Total for Personnel	\$1,254,145
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Fringe Benefits

Since we are a public school system, our health insurance, life insurance and retirements are handled at the state level. Our fringes are located below:

Fringe Benefits (FICA), Medicare	\$69,380
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Health/ Life Insurance	\$331,402
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Retirement	\$227,083
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Total Fringe Benefits	\$627,865
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Equipment

No equipment cost

Supplies

Instructional Supplies for Classrooms	\$18,000
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Each Classroom will be given \$2,000 for instructional supplies. There are nine classrooms so the total will be \$18,000.

Listed below are the items per classroom that will be ordered:

Paint aprons - $\$8.00 \times 5 = \40

Baby dolls - $\$74.99$ a set

Doll clothes - $\$24.99$

Puzzles - $\$42.22$ a set

Hop Scotch Rug - $\$158.99$

Magnetic white boards - $\$31.99$ set of 10 x 2 = $\$63.98$

Headphones - 4 pair per room at $\$16.99 = \67.96

Supply containers - $\$21.99$ a set x 3 per room = $\$65.97$

Paint - $\$13.47 \times 10$ colors = $\$134.70 \times 2 = \269.40

Markers - $\$74.99$ a box* 2= $\$149.98$

Pens - $\$35.18 \times 2$ boxes per room = $\$70.36$

Construction paper $\$17.29 \times 10$ colors = $\$172.90 \times 2 = \345.80

Glue sticks - $\$16.09$ set of 30

Laminating supplies - $\$130.95$

Laminating pouches - $\$61.59$ pack of 200

Dry erase markers - $\$41.23$ pack of 48 *2= 82.46

Crayons - $\$61.01$ a box

Colored pencils - \$74.99 a box 2 = \$149.98

Playdough set of 6 - \$65.99

Dry erase erasers - \$57.29 pack of 30

Office Supplies

\$1,000

8.5x11 turquoise copy paper - \$11.90 x 4 = \$47.60

8.5x11 light blue copy paper - \$11.90 x 4 = \$47.60

8.5x11 yellow copy paper - \$12.49 x 4 = \$49.96

8.5x11 pink copy paper - \$11.49 x 4 = \$45.96

8.5x11 green copy paper - \$12.49 x 4 = \$49.96

8.5x11 lilac copy paper - \$12.89 x 4 = \$51.56

8.5x11 cherry copy paper - \$11.49 x 5 = \$57.45

8.5x11 orchid copy paper - \$13.40 x 5 = \$67.00

8.5x11 Stardust cardstock - \$20.83 x 2 = \$41.66

11x17 yellow copy paper - \$28.23 x 2 = \$56.46

11x17 light blue copy paper - $\$28.49 \times 2 = \56.98

11x17 dark blue copy paper - $\$28.23 \times 2 = \56.46

11x17 orange copy paper - $\$24.99 \times 2 = \49.98

11x17 purple copy paper - $\$26.79 \times 3 = \80.37

11x17 red copy paper - $\$32.95 \times 2 = \65.90

11x17 pink copy paper - $\$34.98 \times 2 = \69.96

11x17 green copy paper - $\$32.95 \times 2 = \65.90

Pens - \$39.24

Health Supplies

\$4,500

Gloves \$500

Cups \$310

Toothpaste \$250

Toothbrushes \$300

Hand sanitizer \$100

Band aids \$300

Wound wash \$50

Ice packs \$280

Lice spray \$300

Wipes \$750

Kleenex \$300
Hand lotion \$60
Pull ups \$1000

Supplies for Parent Committee **\$1,520**

\$10 per student to purchase a book titled School Readiness K-12 for Parents and Children, for the monthly parent committee meetings held throughout the year. A book study will be done at the Parent Committee meetings.

Total Supplies **\$25,020**

Contractual

Health Services for students that do not have access to care \$2,000

Contractual Transportation Mileage & upkeep on Buses \$59,250

- 6 bus routes/ Each bus at an estimated cost of \$9,875 per year for bus repairs, maintenance and fuel cost.)

Online Assessment and Child Tracking Services \$23,841

- Learning Genie \$6,897, TSG \$4,477 Child Plus \$9,792 and Brigance OMS \$2,675

Total Contractual	\$85,091
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Construction

No construction cost

Other

Travel for staff to make home visits	\$2,500
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Travel for 9 teachers to make 2 Home Visits per year to all 152 children at an average cost of \$8.22 per trip.

Copier Cost Publications Advertising and Printing	\$14,000
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Copier lease and clicks \$550 per month for a total of \$6,600 per year, and 63 cases of paper for \$7,400 per year

Background check for new employees and annual updates	\$1,000
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Other total:	\$17,500
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Other for T&TA

Child Development Associate (CDA's)	\$5,000
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Two people to take final test to complete CDA is \$425 per test for four people equals	\$850
Three people will start their CDA's at \$1,350 per person per class equals	\$4,050
Books for CDA classes, \$30 per book for 3 people plus shipping	\$100
Policy Council & Governing Body Trainng	\$500
Outside Head Start Consultant will provide in depth training on Head Start Policies	
Board Training	\$250
Policy Council	\$250
CLASS Training	\$2,000
Registration 2 to become CLASS certified observers \$1,000 each.	
National Head Start Conference	\$8,188
Registration per person is \$845 for four people the total is \$3,380	
Flight per person is \$502, for 4 people the total is \$2,008	

Lodging for two rooms per night is \$400 for four nights' equals \$1,600

Meals per day is \$60 per person, for five days, for four people is \$1,200

Region IV Head Start Training(Atlanta)

\$5,119

Registration per person is \$470 for four people the total is \$1,880

Fuel from Paris Ky, to Atlanta, back to Paris Ky \$159

Lodging for two rooms per night is \$470 for four nights' equals \$1,880

Meals per day is \$60 per person, for five days, for four people is \$1,200

Total T and TA

\$20,807

Non-Federal Share

Program managers and Content Area Experts

\$12,339

Teacher Aides paid by other funds	\$10,000
Mental Health Screenings and Special Education Director	\$12,500
Fiscal Staff for Budgeting and Oversight, Payroll and AP	\$12,918
Maintenance Personnel	\$15,000
Transportation Director	\$6,330
Insurance Property, Student Accident Ins.	\$8,705
Health Disability Service	\$1,500
Facility	\$337,957
Child Plus In-Kind	\$1,500
Building Maintenance	\$38,572
Classroom Volunteers	\$20,000
Parent Services	\$10,000
Accounting and Legal Services	\$1,250

Staff Training District Professional Development	\$7,500
Total In-Kind	\$496,071

2. We do not have a delegate agency agreement, partnership contract, or any single item costing more than \$150,000. The school system provides food service to the children via School Breakfast Program (SBP) and National School Lunch Program (NSLP). We do not receive Child Adult Care Food Program (CACFP) funds.
3. The district plans to give a step increase to all employees. The district salary schedule allows for step increases and different levels of experience for certified and classified staff. Those changes have been made and included in the numbers above.
4. The Bourbon County Board of Education uses the MUNIS system. This system is used by all public schools in Kentucky. The system keeps detailed records of all transactions made and can tie that information to a specific user. We have segregation of duties established so that there is more than one individual involved in all transactions. All payments are board approved. A detailed report is given to the board of education on a monthly basis for their approval and documented in the minutes. MUNIS includes a fixed asset module where all assets are tracked and inventoried on an annual basis.
5. Source of Non Federal share is the Bourbon County Board of Education and parents that volunteer in the facility. See the Non-Federal above.

6. We are not asking for a waiver of non-federal share.
7. We are not asking for a waiver of 15% limit on administrative costs.
8. No request at this time.
9. We are not requesting a conversion.
10. We are not requesting funds to purchase construction or major renovation.
11. We are not requesting funds to purchase equipment.



Office of Head Start

04CH012676-000 - Bourbon County Board of Education
FY2025 - 07/01/2025-06/30/2026 - Non-Competing Continuation

Head Start - Summary

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Line Item Budget Total	\$2,009,620	\$20,807	\$507,607	42.24

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Personnel Total	\$1,254,145	\$0	\$134,940	42.24

Personnel: Child Health and Development Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Program Managers and Content Area Experts	\$46,386	\$0	\$0	0.81
Teachers / Infant Toddler Teachers	\$364,203	\$0	\$0	6.8
Teacher Aides and Other Education Personnel	\$292,448	\$0	\$10,000	15.39
Health / Mental Health Services Personnel	\$52,653	\$0	\$0	0.81
Disabilities Services Personnel	\$30,165	\$0	\$90,692	1.3
Total	\$785,855	\$0	\$100,692	25.11

Personnel: Family and Community Partnership Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Program Managers and Content Area Experts	\$42,539	\$0	\$0	1
Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel 2 FSW	\$47,226	\$0	\$0	1.8
Total	\$89,765	\$0	\$0	2.8

Personnel: Program Design and Management Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Head Start / Early Head Start Director	\$74,523	\$0	\$0	0.81
Clerical Personnel	\$50,814	\$0	\$0	1.62

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Fiscal Personnel	\$0	\$0	\$12,918	0.15
Total	\$125,337	\$0	\$12,918	2.58

Personnel: Other Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Maintenance Personnel	\$31,619	\$0	\$15,000	1.22
Transportation Personnel	\$221,569	\$0	\$6,330	10.53
Total	\$253,188	\$0	\$21,330	11.75

Fringe Benefits

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$69,380	\$0	\$0	
Health / Dental / Life Insurance	\$331,402	\$0	\$0	
Retirement	\$227,083	\$0	\$0	
Total	\$627,865	\$0	\$0	

Travel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Staff Out-Of-Town Travel	\$0	\$13,307	\$0	

Supplies

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Office Supplies	\$1,000	\$0	\$0	
Other Supplies - Other Supplies (Health)	\$4,500	\$0	\$0	
Other Supplies - Parent Committee Funds	\$1,520	\$0	\$0	
Other Supplies - Classroom instructional supplies and food for classroom instructional cooking activities	\$18,000	\$0	\$0	
Total	\$25,020	\$0	\$0	

Contractual

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Health / Disabilities Services	\$2,000	\$0	\$1,500	
Child Transportation Services	\$59,249	\$0	\$0	
Other Contracts - Learning Genie (TSG), Child Plus, Teaching Strategies, Brigance OMS, Microsoft	\$23,841	\$0	\$1,500	
Total	\$85,090	\$0	\$3,000	

Other

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Rent	\$0	\$0	\$283,640	
Building and Child Liability Insurance	\$0	\$0	\$8,705	
Building Maintenance / Repair and Other Occupancy	\$0	\$0	\$38,572	
Local Travel	\$2,500	\$0	\$0	
Volunteers	\$0	\$0	\$20,000	
Parent Services	\$0	\$0	\$10,000	
Accounting and Legal Services	\$0	\$0	\$1,250	
Publications / Advertising / Printing	\$14,000	\$0	\$0	
Training or Staff Development	\$0	\$7,500	\$7,500	
Other - Background Checks and Other Admin Cost for Hiring and follow up	\$1,000	\$0	\$0	
Total	\$17,500	\$7,500	\$369,667	

Direct Costs

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Direct Costs Total	\$2,009,620	\$20,807	\$507,607	42.24