

North Central West Virginia Community Action Association

**Head Start/Early Head Start
Annual Report for PY49
2014-2015**



north central west virginia
communityaction

Head Start/Early Head Start Executive Summary

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

It is with great pride to present the **PY49 Head Start/Early Head Start Annual Report** for the period **July 1, 2014-June 30, 2015** on behalf of the **North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee** and its **Delegate, Monongalia County Board of Education.**

PY49 found Congress **reinstating the 5.27% Federal monies** that were cut in **PY48** as a result of **sequestration** and then making such funding available again to Head Start and Early Head Start Programs across the nation. This **returned \$334,114** to the NCWVCAA Head Start and Early Head Start Grantee and the Head Start Delegate Programs' base funding as of July 1, 2014. Congress also provided additional funds (**\$82,419**) for a **1.3% Cost of Living Adjustment (COLA).**

With these monies, the NCWVCAA **Grantee restored its Head Start's (HS) thirty (30) funded slots** that were lost from sequestration and returned them to its previously funded enrollment level supported by these Federal funds to six hundred and sixty-three (**663**). The Grantee's nine (**9**) **Early Head Start (EHS) slots** that were also reduced from sequestration were **returned to its original fifty-two (52) funded slots** that included an opening of a **new Home-based option** for prenatal, infants, and toddlers and their families in **Taylor County.** The **Delegate's Head Start funded enrollment remained** at one hundred and eighty-one (**181**) during and after sequestration.

As per the Head Start Act, the Office of Head Start (OHS) **moved indefinite project periods to definite project periods of five years (60 months)** for **all Head Start Grantees/Delegates** as part of the Designation Renewal System (DRS). The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. **PY49** began the **first year of the five-year grant cycle** for the NCWVCAA Head Start/Early Head Start Grantee and the Head Start Delegate Programs. As part of this first year application, the Grantee/Delegate had to describe **its program approach, define anticipated outcomes,** and include **measures of program progress** throughout the five year period.

Additional post-award requirements for this first year grant cycle that both the **Grantee/Delegate completed** within specific timelines during **PY49** included: (1) the **Governance and Leadership Capacity Screening**; (2) a **Health and Safety Environmental Screening** for every site where **HS/EHS services** were provided that included a **plan of action/correction for any concerns**; (3) participated in **individual school readiness progress meetings** with the **OHS Region III Office**; and (4) participated in an **OHS-sponsored single audit webinar.** The **NCWVCAA Board of Directors'** were required and signed a **certification** that each the **Grantee and Delegate** had completed **both** of these **screenings** as well as developed a **plan of action/correction** for those items found during the **Health and Safety Environmental Screening.** We are **proud to announce** that both the **Grantee and Delegate** were **100% compliant** with the **Governance and Leadership Capacity Screening!**

With the five-year grant cycle also came **changes in the frequency and types of monitoring events,** now referred to as **Aligned Monitoring System.** The NCWVCAA Grantee/Delegate was notified on September 30, 2014 that due to the large number of five-year grants awarded in 2014, its **monitoring reviews** would be **conducted starting in FY2016 or PY50.** Those monitoring events will include: (1) **Environmental Health and Safety**; (2) **CLASS**; and (3) **Comprehensive Services and School Readiness.**

PY49 also started the celebrations for the **50th Anniversary of Head Start** as a result of the initial *announcement at 12:20 p.m. on **May 18, 1965** in the Rose Garden at the White House where **President Lyndon B. Johnson revealed: "2,500 Head Start projects** which will reach about 530,000 children of the poor this summer in 11,000 Child Development Centers will be operated as part of the **War on Poverty** in every state in the Union. The program will cost \$112 million."



Head Start/Early Head Start Executive Summary

It is interesting to note that West Virginia was mentioned in the President's announcement, "Forty-nine percent of all applications (to provide Head Start) are from rural areas. **In West Virginia every county will be represented in the programs.** Of the 300 counties in the Nation having the largest number of poor families, 261 will operate projects under the program."¹

As part of this 50th year anniversary, West Virginia Governor, **Earl Ray Tomblin**, signed a **Proclamation** "at the Capitol, City of Charleston, State of West Virginia, this the Fifth day of November, in the year of our Lord, Two Thousand Fourteen, and in the One Hundred Fifty-Second year of the State." "Therefore, Be it Resolved that I, **Earl Ray Tomblin, Governor** of the great State of **West Virginia**, do hereby **recognize the year 2015** as the: **50th Anniversary of the Head Start Program in the Mountain State and encourage all citizens to join me in this observance.**"

The purpose of this **PY49 HS/EHS Annual Report** is to be **informational and demonstrate the efforts** in how the Grantee and Delegate along with its collaborative Childcare and Board of Education partners delivered the **highest level of quality** serves to our **early childhood children and parents.** Our **Child Outcome Reports** illustrate that **children made progress in all areas of development and learning when growth** was compared from the beginning of the school year to the end of the year; staff provided parents information and **engaging opportunities** including **fathers/male involvement activities** that assisted in **preparing their child and family for the next school setting**; and our Grantee parent surveys indicated that **94.83% HS families** (compared to 94.09% in PY48) and **96.97% EHS families** (compared to 95.65% in PY48) were **satisfied that the program met their overall expectations.**

Ongoing recognition to our **dedicated staff, collaborative partners, and volunteers** who help make a difference in the lives of the children and families served by the NCWVCAA Grantee and Delegate.

A **continued appreciation** to our NCWVCAA **Policy Council and Board of Directors** for their **leadership and direction** in meeting the needs of our early childhood families, staff, and communities.

It takes each and every one of you....so "Thank you ALL" for what you do and your contributions that helped us make 2014-2015 a **successful year!**

If you or someone you know would like to **serve on any committees sponsored by the Grantee and/or Delegate** or **volunteer** at one of our **locations in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster**, or at any of the **Delegate's sites, Monongalia County Board of Education**, please do not hesitate to **contact our Central Office at 304-363-2170, extension 113 for the Grantee and 304-291-9330 for the Delegate.**

For more information about the NCWVCAA Head Start/Early Head Start Grantee Program and other programs/services offered by North Central West Virginia Community Action, please visit the agency website at www.ncwvcaa.org. The Delegate's website can be found at www.mcearlychildhood.org.

Let the 50th Year of Head Start CELEBRATIONS begin!

Respectfully Submitted,

Ruth Ann Ponzurick

Ruth Ann Ponzurick, MSW, LSW

Children Services Director for Head Start and Early Head Start

***Sources**

¹Citation: Lyndon B. Johnson: "Remarks on Project Head Start.," May 18, 1965. Online by Gerhard Peters and John T. Woolley, The American Presidency Project. <http://presidency.ucsb.edu/ws/?pid=26973>



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• “Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015” that illustrates the amount of progress made from the time our children entered school in the fall 2014 to when school ended in 2015. This section also includes the Early Head Start/Head Start Grantee and Delegates’ Head Start status of its School Readiness Goals that have been established to prepare children for Kindergarten and for later learning and life.	25-52
• “2014-2015 PIR Performance Indicators-Grant Level” or Program Information Report (PIR) that provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. The PIR is an important source of descriptive and service data “report card” for the Head Start community, their partners, Congress, and for the general public compiled for use at the local, state, regional, and national levels.	53
• “Federal Review Overview of Findings” dated 4/23/13 and 9/16/13 and “Results from CLASS™ Observations dated 4/19/2013 as a result of the Federal Review that was conducted March 3 through March 8, 2013. Please note due to the efforts of our Grantee, Delegate, and collaborative partners working together to resolve these non-compliances, all findings have been corrected. OHS “has closed the previously identified findings...no corrective action is required at this time.”	54-65
• “A National Overview of Grantee CLASS™ Scores in 2013” that includes the National Distribution of Grantee-Level Domain Scores in 2013 that established the 10% threshold in all three domains that determined recompetition. Note: NCWVCAA exceeded the 10% threshold in all domains; and therefore, was not required to recompute for the Head Start/Early Head Start Grant.	66-67
• “Independent Auditors’ Report” that was completed by Teed & Associates, PLLC. NCWVCAA is very pleased with the results of its “Unqualified Opinion” with no findings or questionable costs. To date, NCWVCAA has maintained a clean Audit report since 2007.	68-74
• “Head Start/Early Head Start Success Stories” are testimonials we hope you enjoy reading that have been submitted by former and/or current staff and parents that demonstrate the positive impact/experiences in their lives from participation in Head Start and/or Early Head Start.	75-78

Head Start/Early Head Start Facts from the Program Director

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

Please note the following information was directly obtained from the Office of the Administration for Children and Families Early Childhood Learning and Knowledge Center website unless noted otherwise.

During President Lyndon B. Johnson's State of the Union speech in January 1964, he declared "The War on Poverty." Sargent Shriver was charged with the task and took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. Head Start was designed to help break the cycle of poverty by providing preschool children of low-income families a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. "The program was conceived not so much as a Federal effort but really as a neighborhood effort."¹ A key principle established in the program required it to be culturally responsive to the communities served and that the communities have an investment in its success through the contribution of volunteer hours and other donations as nonfederal share or in-kind.

An eight-week Project Head Start was launched in the summers of 1965 and 1966 by the Office of Economic Opportunity during Johnson's presidency. Under the Nixon administration, Head Start was then transferred from the Office of Economic Opportunity to the Office of Child Development in the U.S. Department of Health, Education, and Welfare in 1969. Head Start began bilingual and bicultural programs in about 21 states under the Carter administration in 1977. Head Start's grant budget exceeded \$1 billion during the Reagan administration in October 1984. Under the Clinton era, the first Early Head Start grants were awarded in September of 1995 and Head Start was reauthorized to expand to full-day and full-year services in October 1998.

Head Start was most recently reauthorized again in 2007 during George W. Bush's presidency with several provisions to strengthen Head Start quality. This included alignment of Head Start school readiness goals with state early learning standards, higher qualifications for the Head Start teaching workforce, State Advisory Councils on Early Care and Education in every state, and increased program monitoring, including a review of child outcomes and annual financial audits. The Head Start training and technical assistance system was redesigned to support programs through six National Centers and a state-based system to ensure success.

The statute within the Head Start Act also included a provision that regulations be promulgated to move programs from an indefinite project period to a five-year grant cycle. Programs are now required to demonstrate they are of high quality or a competitive grant opportunity would be made available within the community. The American Reinvestment and Recovery Act (ARRA) added more than 64,000 slots for Early Head Start and Head Start programs in 2009 under the Obama administration.

Head Start has served more than 32 million children, birth to five, and their families since 1965, growing from an eight-week demonstration project to include full day/full year services and many program options. Currently Head Start is administered by the Office of Head Start (OHS) within the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS). Head Start/Early Head Start was funded to serve nearly one million children and pregnant women and their families in 2014 in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities.

The North Central WV Community Action Association Inc. Head Start/Early Head Start Grantee and its Head Start Delegate Programs receive its federal funding allocation directly from the Region III office in Philadelphia, PA. This region also oversees all Head Start/Early Head Start Programs in West Virginia as well and those in Delaware, Pennsylvania, Virginia, and Washington, DC.

Head Start (HS) promotes school readiness by offering comprehensive early childhood education, nutritional, health, social, and mental health services to low-income three and four year old children and their families. It also offers parent support and opportunities for personal growth toward their education, literacy, and employment goals.



Head Start/Early Head Start Facts from the Program Director (Con't)

Early Head Start (EHS), provides support to **low-income infants, toddlers, pregnant women, and their families**. This program enhances **children's physical, social, emotional, and intellectual development**; assists **pregnant women to access comprehensive prenatal and postpartum care**; supports **parent's efforts to fulfill their parental roles**; and helps **parents move toward self-sufficiency**.

Significant emphasis is placed on **community involvement and assessment** to address its **unique needs and engagement of parents** as an active participant in their **child(ren)'s learning** and administration (**governance**) of local programs for both Head Start and Early Head Start. **Parental input** is strongly stressed to assist in the development of **School Readiness Goals** to ensure each child is prepared for **success in school and for later learning and life**.

Head Start/Early Head Start services can be provided in a variety of program options to include: home-based and half day, full day and/or full year center-based (classrooms) including partnerships with public schools, child care centers, and family child care programs in urban, suburban, and rural communities throughout the nation.



Head Start Program Fact Sheet Fiscal Year 2014 and 2015

	FY 2014 Appropriations	FY 2015 Appropriations
Local Head Start Projects		
States and Territories	\$7,225,040,000	\$7,233,541,000
American Indian/Alaska Native, and Migrant and Seasonal Programs	\$ 557,380,000	\$ 554,883,000
Subtotal	\$7,782,420,000	\$7,782,420,000
Support Activities		
Training and Technical Assistance	\$ 203,322,000	\$ 203,322,000
Research, Demonstration and Evaluation	\$ 20,000,000	\$ 20,000,000
Monitoring Support	\$ 42,000,000	\$ 42,000,000
Program Support	\$ 25,353,000	\$ 25,353,000
Transition Funding for Designation Renewal System (DRS) ²	\$ 25,000,000	\$ 25,000,000
Subtotal	\$ 315,675,000	\$ 315,675,000
Early Head Start-Child Care Partnerships ⁴	\$ 500,000,000	\$ 500,000,000
TOTAL ^{4,5}	\$8,598,095,000⁴	\$8,598,095,000⁵

Sources:

1 Citation: Lyndon B. Johnson: "Remarks on Project Head Start." May 18, 1965. Online by Gerhard Peters and John T. Woolley, The American Presidency Project. <http://presidency.ucsb.edu/ws/?pid=26973>

2 The "Transition funding for Designation Renewal System" refers to funds available to minimize any disruption in services when there is a change in provider as a result of the DRS.

3The fiscal year (FY) 2014 appropriation included \$500 million to expand access to high-quality early learning and development opportunities for infants and toddlers through Early Head Start-Child Care Partnerships. Funds must be obligated by March 31, 2015.

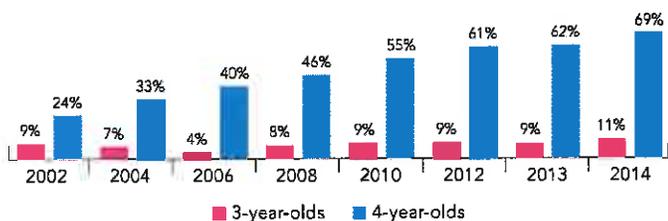
4The total above represents the funding available to the Head Start program after Congress restored funds in the amount of the previous fiscal year's sequestration.

5The FY 2015 appropriation continued to include \$500 million initially appropriated in FY 2014 to expand access to high-quality early learning and development opportunities for infants and toddlers through Early Head Start-Child Care Partnerships. Funds were to be obligated by March 31, 2016.

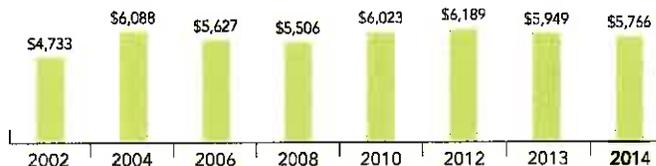
For more information about Head Start and Early Head Start, please view the Early Childhood Learning and Knowledge Center website at <http://eclkc.ohs.acf.hhs.gov>.

West Virginia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In 1983, adjustments to West Virginia’s school policy permitted local school boards to offer programs for 3- and 4-year-olds through the Public School Early Childhood Education program. Three-year-olds with special needs may attend the program, and some exceptions are made for kindergarten age-eligible children with documented need.

West Virginia extended preschool education, and made it accessible to all 4-year-olds statewide by the 2012-2013 school year. Now referred to as the West Virginia Universal Pre-K System, this program provides prekindergarten programs in all 55 of the state’s counties.

Financial support for the West Virginia Universal Pre-K System supports public schools directly, however, these schools may pass along funds to other agencies to offer services. Half of the programs are required to partner with Head Start agencies, private prekindergarten, and child care centers. Some programs use additional funding from sources such as IDEA and federal Head Start.

The state’s early learning standards were restructured in 2010 to align with kindergarten content standards and objectives, and to undertake evaluation and school readiness, with these revisions implemented during the 2010-2011 program year.

Child and program evaluation were revised in 2010 and fully operational in the 2011-2012 program year. A comprehensive assessment system uses health data, the Early Learning Scale, and additional information to review child outcomes. Programs are evaluated using the ECERS-R tool once every three years. Programs also develop an inclusive monitoring system to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. The West Virginia Universal Pre-K program was assessed for process quality in 2009 and 2012, and for program impact/child outcomes in 2005.

Additional revisions to state guidelines went into effect during the 2012-2013 school year; changing the total number of instructional days per year from 108 to 128, and increasing the minimum number of instructional hours per week from 12 to 14. In 2013-2014, 85 percent of programs operated 4 days per week, while 15 percent operated 5 days. Eighty-four percent of classrooms operated for a school day. Beginning in 2016-2017 all programs will operate full day (25 hours per week minimum) for 5 days a week. As of July 1, 2013, all entry level lead teachers in nonpublic settings were required to hold a minimum of a BA in early childhood or a related field. Beginning July 1, 2014, all assistant teachers must apply for Early Childhood Classroom Assistant Teacher Authorization (CDA or equivalent as determined by the WVBE).

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	7

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	5

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	16,834
School districts that offer state program	100%
Income requirement	No income requirement
Hours of operation	Determined locally, minimum of 14 hours/week; 4 or 5 days/week ¹
Operating schedule	Academic year ¹
Special education enrollment, ages 3 and 4	2,720
Federally funded Head Start enrollment, ages 3 and 4	7,052
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] Some Head Start children may also be counted in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC endorsement, Preschool Special Needs (public); Community Program Permanent Authorization (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; health, dental, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one meal	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits (once every 3 years)	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

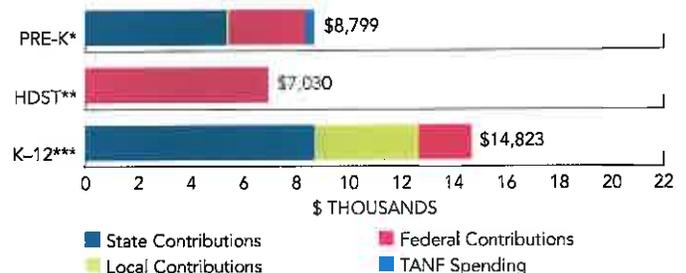
Total state pre-K spending	\$97,069,726
Local match required?	No
State spending per child enrolled	\$5,766
All reported spending per child enrolled*	\$8,799

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week and at least 128 instructional days.

² Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA. Beginning July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE.

³ Teachers in public school settings that are not collaborative must be certified in pre-K, 3-5, ECE, preschool special needs, or EE with a pre-K-K endorsement. Teachers in community collaborative settings must have a minimum of an AA in child development, early childhood education, or occupational development, with an emphasis in child development.

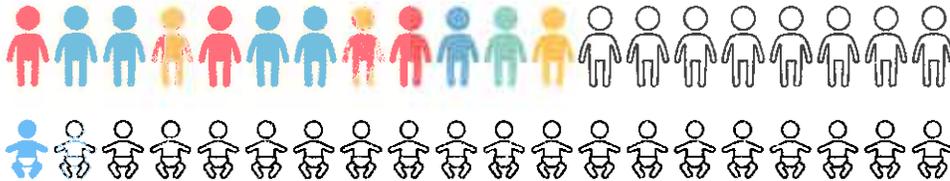
⁴ Support services include parent conferences and/or home visits, transition to kindergarten activities, and other locally determined services.

2015 West Virginia Head Start Fact Sheet



Children in Poverty and Access to Head Start

In 2014-2015, there were **28,696** children in poverty under age five.¹ Of those, only **62%** of three and four year olds had access to Head Start. And only **5%** of children under three had access to Early Head Start.



"Head Start has significant beneficial short-term effects, strong long-term effects and deserves government investment."³

Dr. James J. Heckman,
Nobel Laureate

from *Early Childhood Education: Making Sense of All the Research*

Total Funded Enrollment: **7,978**²



By the Numbers:

\$59,558,685⁴

FY 2015 Estimated HS/EHS Funding

\$60,637,237⁴

FY 2016 Estimated Funding

Applies to 2015-16 school year

9

Early Head Start Grantees and Subgrantees

21

Head Start Grantees and Subgrantees

0

American Indian / Alaskan Native Early Head Start Grantees and Subgrantees

0

American Indian / Alaskan Native Head Start Grantees and Subgrantees

0

Migrant / Seasonal Head Start Grantees and Subgrantees

Comprehensive and Two-Generation Services

Head Start takes a comprehensive approach to meeting the needs of the whole child and whole family. This two-generation approach supports stability and long-term success for the families who are most at risk. Depending on each family's needs, they receive a wide range of individualized services. In 2015, families participated in:



Thanks to Head Start's comprehensive services, by the end of the school year children have received education, health, and nutrition services:



A State of Emergency

Over 72% of Head Start teachers nationally have a BA or advanced degree, but salaries remain dismally low compared to pre-K teachers. The real value of Head Start teacher salaries today is less than in 2007, according to a 2013 report that found Head Start teachers make 58% of the mean salary of the female civilian labor force.⁵

Head Start

\$31,242

Average compensation for teachers with a BA

7,238

Teacher turnover

33.2%

% Turnover due to salary

Early Head Start

\$23,268

Average compensation for teachers with a CDA

2,314

Teacher turnover

25.2%

% Turnover due to salary

Community-Driven Delivery Options

Based on community assessments and family input, each program identifies the range of program options needed in their area. Last year three and four year olds had access to a wide range of models.

46.8%

Full Day Center-Based

0.4%

Locally Designed Variation

46.3%

Part Day Center-Based

0.7%

Combination of Home- and Center-Based

2.2%

Home-Based

3.6%

Child Care Partnership



Produced by NHSA's Center for Policy, Data, and Research

The NHSA Center for Policy, Data, and Research generates new knowledge to lead reform for stronger child and family outcomes, informed by outstanding practices from the Head Start community.

About the National Head Start Association

NHSA is a nonprofit organization committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. NHSA is the voice for more than 1 million children, 200,000 staff and 1,600 Head Start grantees in the United States. Since 1974, NHSA has worked diligently for policy changes that ensure all at-risk children have access to the Head Start model of support for the whole child, the family and the community.



NATIONAL HEAD START ASSOCIATION

For citations and other state fact sheets, visit www.nhsa.org/fact-sheets

Head Start/Early Head Start Letter from the Program Director

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

One of the larger Head Start Programs in the state of West Virginia makes up the **North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee** and its **Delegate, Monongalia County Board of Education**. With the restoration of sequestration funds in PY49 or 2014-2015 school year, the Grantee returned its Head Start funded enrollment to a total of eight hundred and forty-four (844) to serve **three and four year old eligible children** and their families. Head Start children received pre-school and comprehensive services in a **center-based (classroom) program option** throughout the north central counties of **Barbour, Marion, Monongalia (Delegate), Pocahontas, Preston, Randolph, Taylor, and Webster Counties**.

The NCWVCAA Head Start Grantee is also the **only program** in the state with a **Delegate, the Monongalia County Board of Education**. The Delegate maintained its funded enrollment during and after sequestration, serving one hundred and eighty-one (181) **Head Start enrollees in center-based options in PY49**. The Monongalia County Board of Education is also a Grantee for the Early Head Start Program.

The remaining six hundred and sixty-three (663) enrollees received early childhood education services by the North Central Community Action Head Start Grantee in **center-based options** as part of **Universal Pre-K collaborative classrooms** with county **Boards of Education in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties**. NCWVCAA Head Start also served eligible children as part of a partnership with **School Days Child-care in Pocahontas County**.

North Central WV Community Action was awarded the **Early Head Start (EHS) Program in January 1999** to serve fifty-two (52) prenatal, infants, and toddlers, and their families. Funded for forty-three (43) slots in PY48 due to sequestration, this number was **reinstated** to its **initial funded enrollment** of fifty-two (52) in PY49 as a result of sequestration monies returned. EHS was **expanded** from **four into five** of the nine service counties of NCWVCAA, now including **Marion, Preston, Randolph, Tucker**, as well as a **new home-based option** that opened in **Taylor County** in PY49.

A total of **sixteen (16) EHS enrollees** continued to be served in **center-based (classroom) options** in Marion County, eight (8) slots at each of the **two local high schools in collaboration** with the **Board of Education** serving **expectant teen parents** as well as **eligible community prenatals, infants, and toddlers** and their parents. The remaining thirty-six (36) EHS enrollees were offered service delivery in the **home-based option** in **Preston, Randolph, Taylor, and Tucker Counties**.

The NCWVCAA Head Start/Early Head Start Grantee and its Head Start Delegate Programs' **grant award** for PY49 or 2014-2015 school year was **\$6,506,353** to serve a total of eight hundred and ninety-six (896) **Head Start and Early Head Start enrollees** and their families. All West Virginia Head Start/Early Head Start Programs' allocations and enrollment for 2013 (sequestration) compared to those for 2014 were as follows:

	FY 2014 State Funding- HS	FY 2014 State Enrollment- HS	FY 2015 State Funding- HS	FY 2015 State Enrollment- HS
West Virginia	\$59,476,634	7,978	\$62,577,957	8,138

Head Start/Early Head Start Programs are also **required to contribute 20 percent** of the total cost of their program from **non-federal funds** or also referred to as **In-kind**, unless a waiver is granted. Some programs meet this requirement by using State funds or other resources such as cash or space, transportation, staff personnel costs, and other donated items that are contributed by collaborative partnerships. The North Central Grantee and Delegate HS/EHS Program's **Non-federal share for PY49** was **\$1,626,588**.



Head Start/Early Head Start Accomplishments

Information Submitted by:

Ruth Ann Ponzurich, Children Services Director

- The Triennial Federal On-site Monitoring Review occurred the week of March 3, 2013 through March 8, 2013. **All non-compliances were corrected and accepted by the Office of Head Start.** *Please see the Federal Review Overview of Findings dated 4/23/13 and 9/16/13 and Results from CLASS™ Observations Reports from the Office of Head Start as part of this Annual Report for more details about the results of this review.*
Note: Due to the large number of five-year grants awarded in 2014, NCWVCAA Head Start/Early Head Start **monitoring events** will be **conducted starting in PY50 or the 2015-2016 school year.**
- Since 1966, NCWVCAA has completed its forty-ninth (49th) year providing Head Start (HS) services in eight (8) counties now serving eight hundred and forty-four (844) participants. (Grantee-six hundred and sixty-three (663) and Delegate-one hundred and eighty-one (181).
- Since January 1999, NCWVCAA completed its sixteenth (16th) year offering Early Head Start (EHS) to fifty-two (52) enrollees in five (5) counties.
- NCWVCAA HS/EHS Grantee and the HS Delegate Programs began its first year of the five-year grant cycle.
- Both of the Grantee's EHS/HS Programs were fully enrolled and served 10% of children with disabilities during the 2014-2015 school year.
- The School Readiness Goals and a Plan of Action established goals for each Preschool (Head Start); Infant/toddlers (Early Head Start); Family Engagement; and the Program. School Readiness surveys for each EHS and HS were again conducted to obtain input from EHS and HS parents, Policy Council and NCWVCAA Board of Director members, and other interested early childhood community stakeholders. The EHS School Readiness Survey was revised into two separate surveys, one based upon developmental milestones for infants and the other based upon those for toddlers to provide more detailed examples for parents. *Please see the Child Outcomes Report as part of this Annual Report submitted by the Education Program Specialists for more details about the status of the Grantee's School Readiness Goals and results of the survey.*
- A School Readiness Leadership Team met regularly throughout the 2014-2015 school year to review and analyze data and is comprised of NCWVCAA HS/EHS Administrative and Program Staff, an Early Childhood Educator from a local university/college, and Parents.
- An EHS Advisory team was established as well as an EHS Networking was created for home-based and center-based staff to address prenatal, infant, and toddler and their family needs.
- All of the Grantee/Delegate's counties that are served by the NCWVCAA HS Program including Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster have been designated as receiving Universal Pre-K status. This validates that each have meet all requirements set forth by WV Policy 2525 including that the county has demonstrated that every four year old and three year old with an Individualized Education Plan (IEP) have access to preschool.
- Memorandums of Understanding (MOUs) were re-established as part of collaborative partnerships with Boards of Education (BOE) from Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, and Webster Counties. These agreements delineate financial and resource sharing obligations that are negotiated on an annual basis between the BOE and NCWVCAA HS.
- Ongoing partnership with School Days Childcare in Pocahontas to provide HS center-based services.
- Universal Pre-K Program Review Audit was conducted in Barbour, Marion, Preston, and Randolph Counties during the 2014-2015 program year.
- The Marion County Board of Education as part of its MOU continued to provide monetary funding for serving Pre-K four year old children and three year old children with Individualized Education Plans (IEPs) in Head Start operated Pre-K Centers.
- Ongoing agreement with Marion County Board of Education to provide training to HS Bus Drivers and all mechanical repairs to HS Program owned buses.

Head Start/Early Head Start Accomplishments (Con't)

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- Ongoing space/land agreements with: M.W.P.H. Grand Lodge of West Virginia (Carolina HS Center); Fairmont Housing Authority (West Fairmont HS Center); Marion County Board of Education (Fairmont HS Center, East Fairmont EHS Center, and North Marion EHS Center); Town of Rivesville (Rivesville HS Center); Preston County Board of Education (Land Lease for Valley I HS Center); Randolph County Board of Education (Land Lease for Midland Family and Community Partnership Office and EHS Socialization site); and Webster County Board of Education (Land Lease for Cowen HS Center).
- Ongoing Interagency Agreements for Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties that promote cooperation in the development of a coordinated, interagency system of services for all children receiving services and supports from early childhood participating parties from birth through five and their families. Participating organizations could include: NCWVCAA HS/EHS, county Board of Education, Department of Health and Human Resources, Family Resource Network, Starting Points, Parents as Teachers, WV Birth to Three, etc.
- Ongoing Agreement with Birth to Three RAU 1 (Marion County) and RAU 5/6 (5 covers Barbour, Preston, Randolph, Taylor, and Tucker Counties and 6 covers Pocahontas and Webster Counties) that is designed establish procedures to support collaboration between WV Birth to Three and NCWVCAA HS/EHS in the provision of service to assure that children and families experience a smooth transition from Part C to HS/EHS services under Part C of the Individuals with Disabilities Education Act (IDEA).
- Re-established the CACFP (Child and Adult Care Food Program) Meal Contract with the State (WV) Office of Child Nutrition.
- Re-established Meal Contracts with Boards of Education in Barbour, Marion, Preston, Randolph, Taylor, and Webster Counties that outline the responsibilities for each the Board and NCWVCAA HS for meal preparation, meal claiming, and invoicing.
- Continued an independent contract with a Licensed Psychologist to provide training and Mental Health consulting services to the HS/EHS Program.
- Ongoing Collaborative Child Welfare Partnerships on a three (3) year basis with each county's Department of Health and Human Resources served by NCWVCAA. These written agreements identify the roles and responsibilities of each party as they relate to the EHS/HS Program's commitment to serve abused and neglected children and their families by using promising practices in recruiting and serving families involved in the public child welfare system.
- Ongoing Public Library Partnerships on a three (3) year basis within each county served by the NCWVCAA HS/EHS Program to collaboratively offer community resources to meet the educational needs of young children and their families by reinforcing the use of public libraries by the program and its enrolled children and families.
- Continued an independent contract with a Registered and Licensed Dietician to provide nutritional consultation and establish all menus as well as menus and accommodations for special dietary needs for the HS/EHS Grantee.
- Agency continued its independent contract with Kingery and Company to conduct the Community Assessment and updates for all of the North Central WV Community Action service areas.
- On-going partnership with MVA (Monongahela Valley Association of Health Centers) to provide health appraisals for staff during the HS/EHS Annual Pre-service.
- On-going partnership with the Taylor County Health Department that uses the program's Lead Care II Blood Lead Screening Machine for finger stick blood lead screening to all NCWVCAA HS/EHS enrollees free of charge regardless of the enrollee's home county.
- Monthly automated newsletters created by each the Health and Mental Health Program Specialist that were distributed to staff and HS/EHS participants for informative health and mental health related topics.
- Employed a Maintenance Coordinator who possesses a plumber's license and is a Certified Playground Safety Inspector through the National Playground Safety Institute.

Head Start/Early Head Start Accomplishments (Con't)

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- Employed five (5) certified First Aide/CPR Instructors.
- All four (4) Education Specialist were: (1) CPI (Non Violent Crisis Intervention) Instructors; (2) Early Childhood Environmental Rating Scale-Revised (ECERS-R) reliable; (3) Pre-K Certified Classroom Assessment Scoring System (CLASS) Observers; (4) WV STARS and WV Early Learning Scale Trainers; (5) Early Childhood Positive Behavior Implementation Support (ECPBIS) Trainers; and (6) received training in Practice-Based Coaching.
- 6th Annual Bus Road-e-o was held in June 2015 in conjunction with Bus Drivers' annual training.
- Transportation Waiver was approved through September 30, 2016 by the Region III Head Start Office for the Child Restraints Systems and Bus Aides for those children that ride Board of Education buses.
- Family Satisfaction Surveys indicated that 94.83% of HS families and 96.75% of EHS families were satisfied that the program met their overall expectations. A separate Mental Health Survey was conducted for those EHS/HS families that received services from the Mental Health Program Specialist including classroom observations and strategies and home visits and parenting support. With six (6) families responding to the survey, 100% were satisfied with the mental health services that their child/family received.
- Ongoing use of the Program Governance Survey created by the NCWVCAA HS/EHS Program for each Policy Council and Board of Directors members that is used to ensure understanding of their roles and responsibilities as program leaders as well as identified training topics.
- All Maintenance staff received the annual OSHA training (Four Hazards with OSHA, Hand and Power Tools, PPE, Fire Prevention and Stairway and Ladder Safety) in October 2015 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).
- Security systems are in operation for all of its HS/EHS operated sites: Philippi I and II in Barbour County; Carolina, Edgemont, Fairmont, Rivesville, and West Fairmont in Marion County; Valley I in Preston County; Flemington, Lucretia, and Webster in Taylor County; Cowen in Webster County; and Midland EHS in Randolph County.
- Received vehicles and office/classroom enhancements and several maintenance projects that included improvements to facilities and/or playgrounds were completed by the NCWVCAA Maintenance Coordinator and his Sub General Maintenance Helpers including:
 - Barbour County: a covered walkway was assembled between Philippi I and II; protective barriers were installed along Philippi I building to protect against main road and also around the covered walkway/parking lot; Philippi Centers received a new commercial vacuum cleaner; Belington Philip Barbour received a new refrigerator; Philippi II Teacher and Belington Philip Barbour Teacher received new laptops; and safety maintenance measures completed on playgrounds.
 - Marion County: received three new buses; Carolina HS received new bathroom tile and new blinds for both classrooms; Edgemont HS received new bathroom tile and a playground cantilevered shade structure; Fairmont Center HS received new office carpet and Fairmont II received an Inspire Table; Mannington HS received new bathroom tile and new blinds for both classrooms; Rivesville HS received new blinds for both classrooms, an Inspire Table, a new handicapped accessible ramp was installed to the front of the building, a new rock driveway was put in and an emergency exit ramp added to the side of the building, and the playground was moved to the front of building and new fencing installed; The Town of Rivesville also purchased and had installed two new furnaces and a fire safety door in the back of the building as well as installed new upper floor windows; West Fairmont HS received new office carpet; and East Fairmont EHS and North Marion EHS received Toddler Woodscapes to promote gross motor play in the classroom and new rocker gliders.
 - Pocahontas County: NCWVCAA HS provided a playground structure to the Marlinton Pre-K site; and the playground structure provided by NCWVCAA HS was installed at Hillsboro Pre-K.

Head Start/Early Head Start Accomplishments (Con't)

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- Preston County: Valley I HS received a Smart Board; BOE Collaborative sites, Valley II and II, had a playground unit installed; playground unit was purchased and installed at BOE collaborative site, South Preston; and Fellowship and Kingwood III classrooms as well as the County Services Assistant and Children Services Supervisor received new laptops.
- Randolph County: playground fall zones were upgraded at Beverly, George Ward, Homestead, Jennings Randolph, and Midland BOE collaborative Pre-K sites; NCWVCAA Sub Maintenance staff painted the Midland I and Midland II classrooms; Midland I received new shelving units and two large rugs; with the assistance of community volunteers, the Homestead classroom was painted and also received new shelving units and a locking cabinet.
- Taylor County: the new EHS playground was completed that included a shade, outdoor climbing toy, sod, and fencing; a rocking chair and a trio mirror set was received for the socialization site; and the Family Educator received a portable scanner. For HS, Webster Center and Lucretia were painted; wood chips were added to all Taylor County playgrounds; cubbies were received for Flemington; shelving units were installed at Lucretia and Webster; multi-cultural and diversity classroom supplies were purchased for Lucretia, Webster, and Flemington as well as all three sites received new all in one printer/fax/copier scanners, and the Family Resource Coordinators received portable scanners. The HS Maintenance storage buildings and equipment were moved to the Webster Center space after excavating the land to make room for these items.
- Tucker County: socialization site's restroom and kitchen area received new child proof locks; a closure was added to the door of the socialization area entrance so that the space could be secure when children are present; and received a "Sit-U-Up" that will assist babies with sitting up.
- Webster County: Cowen Center received a new central air/heating unit system with thermostats in each the classroom and office to regulate each sections of the building, new commercial refrigerator, cooking/kitchen items, classroom cots were replaced, children picnic tables were replaced on the playground as well as some replacement parts for the play unit; installed a new play unit on the collaborative Glade Pre-K playground; and several maintenance upkeeps to the Cowen building and playground.
- The program has a Mentoring Site, Edgemont in Marion County, where new staff receives orientation and those needing additional/refresher training as part of a strong on-going monitoring system.
- Barbour and Randolph Counties HS continued to work in partnership with the WVU School of Dentistry Oral Health Study for Pregnant and Postpartum Women by providing space on a regular basis.
- Nutritional information was added to all prenatal packets. Items included a weekly meal plan based on trimesters, exercise recommendations, and resources and recommendations from doctors.
- The NCWVCAA Head Start/Early Head Start Director served as the Vice-President on the West Virginia Head Start Association (WVHSA) Board of Directors.
- In meeting the Teaching staff credentials as required by the Head Start Act, Teaching staff employed by the NCWVCAA Head Start Program for PY49 possessed the following:
 - Out of twenty-seven (27) Teachers with Early Childhood degrees: two (2) had a Masters; seventeen (17) had a Bachelors; and six (6) had an Associates with four (4) also enrolled in a Bachelor's program. There was one (1) vacant position covered by a substitute who obtained the Apprenticeship for Child Development Specialist (ACDS), was enrolled in an Associates Program, and also had the credential waiver approved by Head Start Region III. There was one (1) short term Teacher who had an Associate's Degree in Childcare who was working towards a Bachelor's Degree.
 - In addition to these degrees, six (6) Teachers had a Temporary Authorization as part of the WV Virginia Department of Education Community Program; eleven (11) had a Permanent Authorization also as part of the WV Department of Education Community Program; and seven (7) were Pre-K Certified through the WV State Board of Education. The Teacher for the classroom that primarily served three (3) year old children in Taylor County was not required to have the authorization through the WV State Board of Education.

Head Start/Early Head Start Accomplishments (Con't)

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

- Out of the Ten (10) Associate/Assistant Teachers that worked along with the Board of Education Teachers in the Board of Education collaborative classrooms had Early Childhood degrees/credentials that included: two (2) with a Bachelors Degree; two (2) had an Associate Degree; three (3) had an Apprenticeship for Child Development Specialist (ACDS); two (2) were enrolled in the ACDS; and one (1) enrolled in the WV Department of Education E-Learning for Educators.
- In addition to these degrees, six (6) Associate/Assistant Teachers had a Temporary Authorization Endorsement and four (4) Associate/Assistant Teachers had a Permanent Authorization Endorsement as part of the WV Department of Education Early Childhood Assistant Teacher credentialing requirement for those Assistant Teachers employed in a WV Universal Pre-K/Head Start classroom.
- Out of twenty-seven (27) Assistant Teachers with degrees in Early Childhood: five (5) had an Associate Degree; fourteen (14) had the Apprenticeship for Child Development Specialist (ACDS); two (2) were enrolled in an ACDS program; four (4) were enrolled in the WV Department of Education E-Learning for Educators; and there were two (2) vacancies covered by substitutes.
- In addition to these degrees, ten (10) Assistant Teachers had a Temporary Authorization Endorsement and fifteen (15) Assistant Teachers had a Permanent Authorization Endorsement as part of the WV Department of Education Early Childhood Assistant Teacher credentialing requirement for those Assistant Teachers employed in a WV Universal Pre-K/Head Start classroom.
- The NCWVCAA Early Head Start program employed four (4) Teaching staff in the two classrooms in Marion County. Each of the two (2) Lead Teachers and the two (2) Teachers held a Bachelor's degree in Family and Consumer Science or Family Studies, Child Development.
- Innovators Group comprised of the Children Services Assistant Director, Program Manager, Program Specialist Supervisor/Family Community Partnership Program Specialist, Nutrition/Safety Program Specialist, Systems Information Coordinator, and agency's IT Coordinator have successfully moved the program into a more electronic focused arena. Over the past year several tasks have been completed that has aided staff in doing their job more efficiently. There has been a Forum developed among team members to share the on-going tasks, timelines, responsible party, and minutes from meetings. The following automated projects have been completed to include:
 - The Professional Development Plans (PDP) for Teaching Staff and all HS/EHS staff are now both electronic versions. The Teaching Staff PDPs are in a data system which ensures that trainings are approved as Classroom Focused topics and cumulatively tracks the number of hours towards meeting the annual fifteen (15) hours of Classroom Focused training.
 - The HS/EHS Training Calendar and Year at a Glance has been automated and is now on the agency intranet so staff may access it via their computer or administrative staff can view via their cell phones. In addition, Program Specialists, System Information Coordinator, Supervisors, and Administrative Team can utilize an app for google tasks that syncs "task" between their computer and cell phone in Google Calendar.
 - Several links have been created on the agency intranet for easy access to those frequently viewed sites. These include the program's Mental Health and Health Newsletter, Childcare Licensing Regulations, Performance Standards, HS ACT, IM's and PI's, ECKLC, Policy 2525, and Child Nutrition Recipes.
 - The Meals and Attendance form was instituted electronically which allows for an automated tracking for counting children's meals for CACFP claim as well as reasons for absences. This has proven to save time due to a more ledgeable document and the counting for each child per meal.
 - A scanning system was developed for storing income documents collected during the application process. There is a secured password protected on the computer where this file is kept.
 - All HS/EHS Teaching staff moved towards a paperless record by completing family activity log notes in DBA (agency/program automated tracking system).
 - The intranet now houses all DVD training sessions for new hires and annual trainings that has made it a very convenient means for training staff.
 - The Systems Information Coordinator has designed an on-line video training for the DBA Entry Dates and completion of the Meal and Attendance form. Since this has proven to be a successful venue option for training, the Program Specialists plan to provide other on-line videoing trainings for PY50.

Monongalia County Head Start Accomplishments 2014-2015

Information Submitted by:

Brenda Yohn, Director of Early Childhood

- Began its 49th year as a delegate agency with North Central West Virginia Community Action Association Inc.
- The Program offered Head Start services to one hundred and ninety-three (193) children in full-day, center-based programs that met four days a week.
- One additional classroom was successfully added to Monongalia County Head Start. This classroom is located at Suncrest Elementary and was created to meet a growing population in the area. The county offered thirty (30) Head Start/Pre-K classrooms to eligible children.
- All Teachers are certified by the state of West Virginia to teach in a preschool classroom.
- All classroom Assistant Teachers are currently credentialed according to Head Start requirements; of the thirty (30) Assistant Teachers employed, twenty (20) have completed all certification classes and ten (10) are currently enrolled in certification classes.
- Pre-K Academic coaches continued classroom staff training in The Responsive Classroom. Teachers and aides were given group and individualized training on the implementation of Play Plans, which enhance literacy and language skills. All classrooms have implemented the initiative with fidelity and are monitoring child progress in the areas of language/literacy, social skills and approaches to learning.
- Community Partnerships continued to maintain strong relationships during 2014-2015. PNC Bank continued to provide literacy backpacks to Head Start children during the summer and provided financial literacy training to Head Start families. Additionally, the partnership with the Morgantown Service League continued to grow this year. In addition to the emergency services support that included winter clothing, food, cleaning and laundry supplies, and holiday support, the Morgantown Service League also provided books as incentives for School Readiness family participation.
- Program staff implemented a new program created tool during its Self-Assessment process this year. This tool gave staff a new look at program strengths and weaknesses by comparing performance standards to data and outcomes and fostered in depth conversations about program growth, goals and objectives. The outcomes of the tool, as well as other data sources, were utilized to create plans for improvement, staff development plans, budgets, and program calendars.
- The Program continues to enhance in the area of School Readiness. Program staff continued to participate as part of the School Readiness Team, which also included parents. This team revised School Readiness Goals, created data collection systems, collected and analyzed data, and reported goal outcomes. The 2014-2015 School Readiness Goals and Outcome Data can be found on the program website at www.mcsearlychildhood.org.
- Monongalia County Head Start completed year four of a five year grant with West Virginia University. This grant, entitled Choose 2 Change, addressed childhood obesity prevention and provided families, children, and staff resources, training, and planned activities to help address this issue within the home, school, and community. During the school year, this grant continued to provide Choosy training to Teachers, Assistant Teachers, and other program staff. Additionally, grant staff conducted Family Fun Events, parent nutrition trainings, and community exercise events that were very well attended by Head Start families. At these events, families were offered a healthy meal, health and nutrition information, and a fun activity that encouraged movement and family time.
- The Head Start program strived to serve children at greatest risk. This year, the program served seven (7) foster children, twelve (12) homeless children, ten (10) English as a Second Language (ESL) children, and forty-four (44) children with disabilities. Inclusive classroom settings with dual certified Teachers (preschool and preschool special needs), ESL Teachers at each school, and a homeless liaison on staff with Monongalia County Schools ensures that the program meets the individual needs of all children enrolled.
- The program provided individualized professional development by having each staff member identify personal professional development goals. T and TA funds were used to support each goal.



Monongalia County Head Start Accomplishments 2014-2015 (Continued)

Information Submitted by:

Brenda Yohn, Director of Early Childhood



- Monongalia County Schools and Starting Points collaborated to support transition by providing a summer program for children entering Head Start. This three week sessions was staffed by certified Early Childhood Teachers and Assistant Teachers. During this time, staff focused on following a schedule, transitioning, cooperation, self-help skills, and cognitive development.
- Screenings were conducted on all children within forty-five (45) days of enrollment as required by Head Start Performance Standards. These screenings included hearing, speech and language, blood pressure, immunization check, and vision.
- The program has partnered with Monongalia County Schools Special Education Department to provide training and support to Teachers and Assistant Teachers in the area of Preschool Autism. Program staff began to consult with The Watson Institute in 2012 and has secured ongoing funding to provide continued group and individualized support and training for staff throughout the 2014-2015 year.

- Grant funds are allocated each year to ensure that playground equipment, motor materials, and classroom materials have been updated to meet safety standards. Health and Safety Checklists and Health and Safety Screeners are completed at least annually as required by classroom staff to ensure that all materials and equipment are safe and available.
- The Program has a partnership with West Virginia University; this institution of higher learning provided resources that include Masters of Social Work and Bachelors of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to Teachers and Assistant Teachers from Curriculum and Instruction, Family Studies, and Human Resources and Education Departments, and counseling students who provided family support and classroom assistance through the mentorship of our Mental Health Specialist.
- The Program, in partnership with Birth to Three and the Monongalia County Board of Education's Special Education Department, conducted a Child Find screening in August. Several children who attended this event were eligible for Special Education services and were provided with an IEP.
- Partnerships with Monongalia County Board of Education provided additional support in the areas of transportation, classroom staffing, administration, nutrition services, health services, and special education services.



Head Start Grantee and Delegate Enrollment/Attendance Information

Information Submitted by: *Jaime Parkhill, Systems Information Coordinator and Brenda Yohn, Director of Early Childhood*

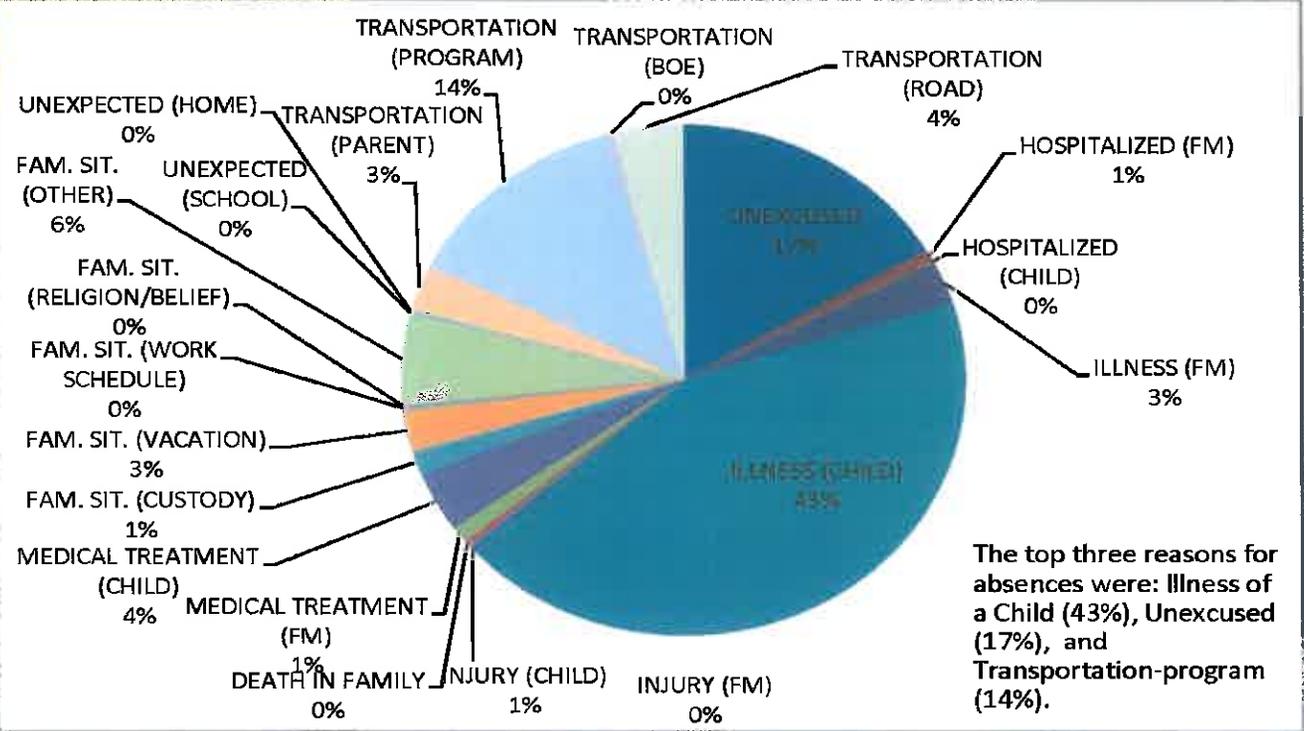
HEAD START GRANTEE AND DELEGATE ENROLLMENT/ATTENDANCE INFORMATION FOR PY49

MONTH	ATTENDANCE AVERAGE	ENROLLMENT PERCENTAGE
AUGUST	90.54%	103.07%
SEPTEMBER	89.04%	102.93%
OCTOBER	88.17%	102.73%
NOVEMBER	85.84%	102.73%
DECEMBER	84.14%	102.73%
JANUARY	80.74%	103.25%
FEBRUARY	83.36%	101.64%
MARCH	84.82%	101.64%
APRIL	87.29%	101.22%
MAY	87.23%	98.70%
JUNE	87.74%	
ANNUAL PROGRAM ATTENDANCE AND ENROLLMENT TOTALS	86.26%	101.95%

COUNTY	FUNDED ENROLLMENT
Barbour	58
Marion	230
Monongalia	181
Pocahontas	20
Preston	117
Randolph	95
Taylor	87
Webster	56
TOTAL	844

The Head Start program remained 100% enrolled throughout the program year. During May, there were 11 vacancies which were not replaced because they occurred within the last 60 days of the site closing. In June 2015, 23 out of 87 classrooms had already closed. Therefore, June 2015 was not included in the enrollment percentages.

REASONS FOR ABSENCES AT THOSE SITES WITH AVERAGE ATTENDANCE <85%:	
UNEXCUSED	1373
HOSPITALIZED (FM)	57
HOSPITALIZED (CHILD)	9
ILLNESS (FM)	233
ILLNESS (CHILD)	3553
INJURY (FM)	2
INJURY (CHILD)	43
DEATH IN FAMILY	35
MEDICAL TREATMENT (FM)	82
MEDICAL TREATMENT (CHILD)	318
FAM. SIT. (CUSTODY)	124
FAM. SIT. (VACATION)	215
FAM. SIT. (WORK SCHEDULE)	24
FAM. SIT. (RELIGION/BELIEF)	1
FAM. SIT. (OTHER)	478
UNEXPECTED (SCHOOL)	1
UNEXPECTED (HOME)	18
TRANSPORTATION (PARENT)	243
TRANSPORTATION (PROGRAM)	1118
TRANSPORTATION (BOE)	20
TRANSPORTATION (ROAD)	323



Early Head Start Enrollment/Attendance Information

Information Submitted by: Jaime Parkhill, Systems Information Coordinator

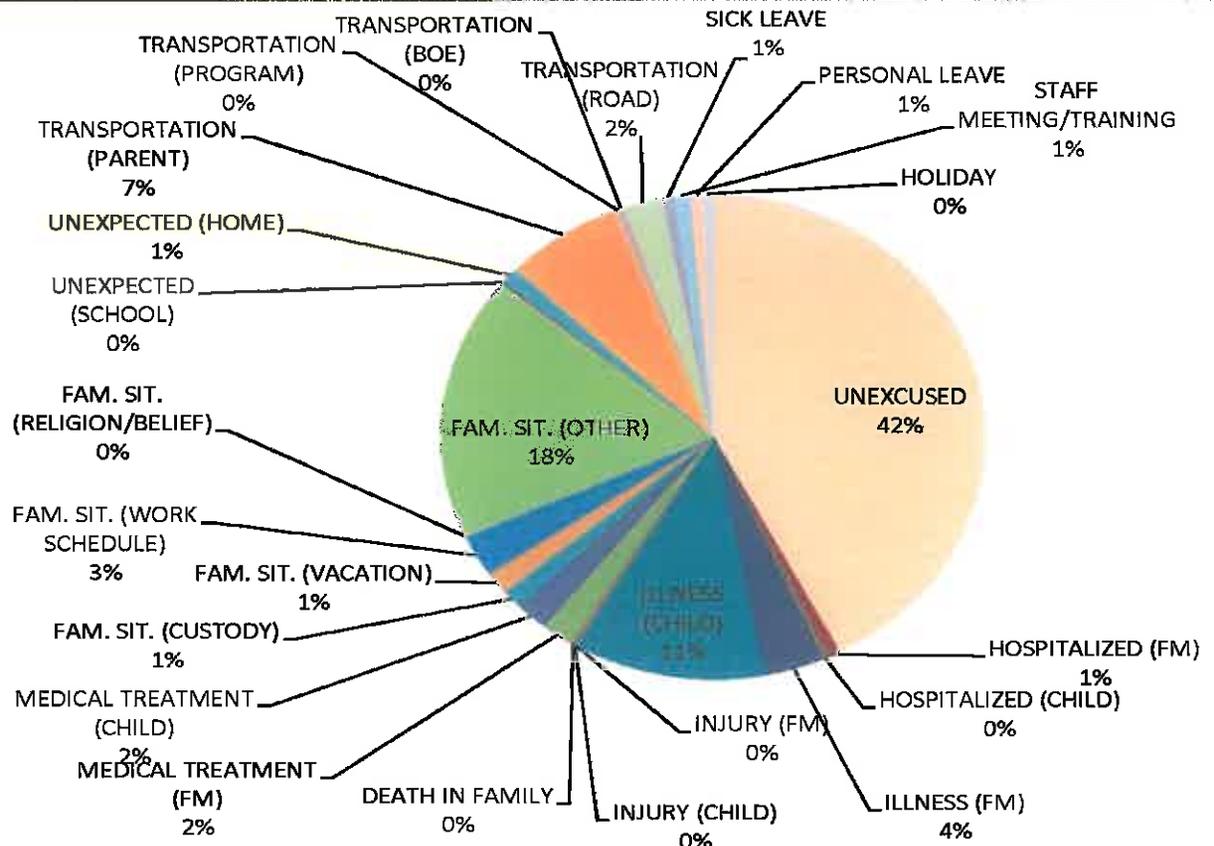
NCWCAA EARLY HEAD START ENROLLMENT/ATTENDANCE TOTALS FOR PY49

CENTER	ENROLLMENT PERCENTAGE	ATTENDANCE PERCENTAGE	TOTAL NUMBER FUNDED
EAST FAIRMONT EHS	100.00%	63.34%	8
NORTH MARION EHS	100.00%	58.61%	8
PRESTON EHS	99.30%	x	12
RANDOLPH EHS	100.00%	x	12
TAYLOR EHS	100.00%	x	9
TUCKER EHS	130.55%	x	3
PROGRAM	104.98%	60.98%	52

*The EHS Program remained 100% enrolled throughout PY49.

The top three reasons for absences were: Unexcused (42%), Family Situation-other (18%) and Illness of a Child (11%).

YEAR TO DATE CENTER-BASED, HV, & SOCIALIZATION ABSENCE REASONS	
UNEXCUSED	995
HOSPITALIZED (FM)	19
HOSPITALIZED (CHILD)	5
ILLNESS (FM)	86
ILLNESS (CHILD)	267
INJURY (FM)	0
INJURY (CHILD)	2
DEATH IN FAMILY	5
MEDICAL TREATMENT (FM)	46
MEDICAL TREATMENT (CHILD)	46
FAM. SIT. (CUSTODY)	30
FAM. SIT. (VACATION)	35
FAM. SIT. (WORK SCHEDULE)	66
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	414
UNEXPECTED (SCHOOL)	5
UNEXPECTED (HOME)	25
TRANSPORTATION (PARENT)	165
TRANSPORTATION (PROGRAM)	3
TRANSPORTATION (BOE)	9
TRANSPORTATION (ROAD)	54
SICK LEAVE	16
STAFF MEETING/TRAINING	22
PERSONAL LEAVE	20
HOLIDAY	11



Number of Children and Families Served, Average Monthly Enrollment, Percentage of Eligible Children

Number of Children and Families Served, Average Monthly Enrollment, Percentage of Eligible Children

HEAD START				
COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY ENROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
BARBOUR	68	68	100.34%	93.15%
MARION	254	252**	98.09%	91.69%
MONONGALIA (Delegate)	193	183	99.89%	99.5%
POCAHONTAS	26	25**	116.00%	86.66%
PRESTON	123	123	99.57%	87.23%
RANDOLPH	107	108*	104.00%	93.85%
TAYLOR	96	94**	100.00%	94.11%
WEBSTER	59	58**	99.80%	92.18%
TOTAL			102.21%	



Number of children and families served taken from the PY49 HS PIR July 1, 2014 to June 30, 2015.

Percentage of eligible children served is based on information obtained from the PIR, Head Start Wait Lists, Demographic Assessments and BOE free/reduced lunch preschool participants.

*Number of families served is greater than number of children served due to Dual-custody families being counted as two families.

**Number of families served is less than number of children served due to multiple children of the same family.



Number of Children and Families Served, Average Monthly Enrollment, Percentage of Eligible Children

EARLY HEAD START				
COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY ENROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
MARION	29	26**	100.00%	90.62%
PRESTON	18	10**	99.30%	90.00%
RANDOLPH	32	22**	100.00%	80.00%
TAYLOR	15	12**	100.00%	100.00%
TUCKER	4	3**	130.55%	80.00%
GRANTEE TOTALS	98	73	104.97%	88.12%

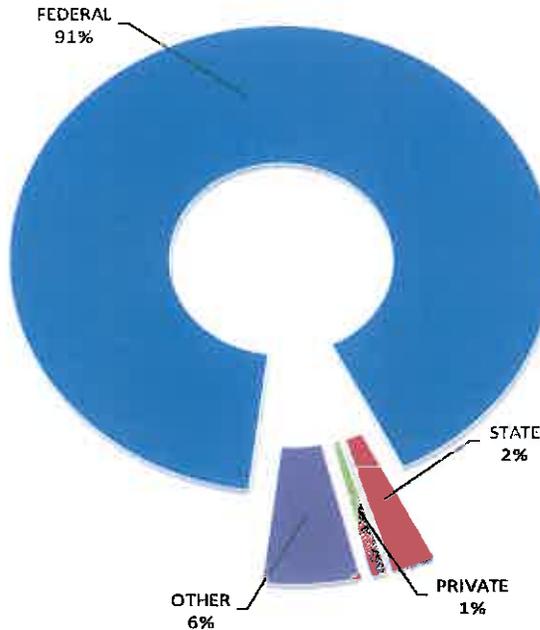
Number of children and families served taken from the PY49 EHS PIR July 1, 2014 to June 30, 2015.

Percentage of eligible children served is based on information obtained from NCWVCAA Enrollment.

Financial Information

Financial Information Submitted by: Patricia McFarland, Finance Director

North Central WV Community Action Agency, Inc. Budgeted Funds for 2015



The total expected federal funds are approximately \$8.9 million from the Department of Health & Human Services, Federal Emergency Management Agency, Housing & Urban Development, Department of Veterans Affairs, and as a pass through the WV Governor's Office of Economic Opportunity and the WV Housing Development Fund.

The expected State Dollars to be received are approximately \$250 thousand, primarily from the WV Department of Health and Human Resources.

The Private and Other funds will amount to approximately \$667 thousand and will primarily come from program income, private donors, low income housing rental income, and the United Wage Agencies in our services areas.

Direct Federally Funded Programs

Head Start
Early Head Start
Continuum of Care Program
Emergency Food & Shelter
VA Homeless Per Diem
Supportive Services for Veterans Families

State or Federal Flow Through Funded Programs

Weatherization
Community Services Block Grant
Homeless Prevention & Rapid Re-Housing
Homeless Shelter Grants
Volunteer Income Tax Assistance Grant
WV Housing Development Fund

Private & Other Programs

Group Work Camp
United Way
Donations
Low Income Housing Rental Income

Financial Information (Con't)

Financial Information Submitted by: Patricia McFarland, Finance Director

PY 49 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 4,119,724.00	\$ -	\$ 4,119,724.00
FRINGE BENEFITS	\$ 1,002,754.00	\$ -	\$ 1,002,754.00
TRAVEL	\$ 5,725.00	\$ 37,057.00	\$ 42,782.00
EQUIPMENT	\$ 22,000.00	\$ -	\$ 22,000.00
SUPPLIES	\$ 215,582.00	\$ 4,000.00	\$ 219,582.00
CONTRACTUAL	\$ 61,697.00	\$ 7,500.00	\$ 69,197.00
OTHER	\$ 509,569.00	\$ 35,440.00	\$ 545,009.00
INDIRECT COSTS	\$ 485,305.00	\$ -	\$ 485,305.00
TOTALS	\$ 6,422,356.00	\$ 83,997.00	\$ 6,506,353.00

PY 49 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,133,232.00		\$ 3,133,232.00
FRINGE BENEFITS	\$ 718,790.00		\$ 718,790.00
TRAVEL	\$ 2,450.00	\$ 21,443.00	\$ 23,893.00
EQUIPMENT	\$ 5,000.00		\$ 5,000.00
SUPPLIES	\$ 169,926.00	\$ 3,500.00	\$ 173,426.00
CONTRACTUAL	\$ 45,000.00	\$ 7,000.00	\$ 52,000.00
OTHER	\$ 469,605.00	\$ 24,906.00	\$ 494,511.00
INDIRECT COSTS	\$ 422,835.00		\$ 422,835.00
TOTALS	\$ 4,966,838.00	\$ 56,849.00	\$ 5,023,687.00

PY 49 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 314,031.00		\$ 314,031.00
FRINGE BENEFITS	\$ 72,227.00		\$ 72,227.00
TRAVEL	\$ 275.00	\$ 5,838.00	\$ 6,113.00
EQUIPMENT			\$ -
SUPPLIES	\$ 15,339.00	\$ 300.00	\$ 15,639.00
CONTRACTUAL	\$ 3,097.00	\$ 500.00	\$ 3,597.00
OTHER	\$ 23,739.00	\$ 4,991.00	\$ 28,730.00
INDIRECT COSTS	\$ 42,488.00		\$ 42,488.00
TOTALS	\$ 471,196.00	\$ 11,629.00	\$ 482,825.00

PY 49 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 672,461.00		\$ 672,461.00
FRINGE BENEFITS	\$ 211,737.00		\$ 211,737.00
TRAVEL	\$ 3,000.00	\$ 9,776.00	\$ 12,776.00
EQUIPMENT	\$ 17,000.00		\$ 17,000.00
SUPPLIES	\$ 30,317.00	\$ 200.00	\$ 30,517.00
CONTRACTUAL	\$ 13,600.00		\$ 13,600.00
OTHER	\$ 16,225.00	\$ 5,543.00	\$ 21,768.00
INDIRECT COSTS	\$ 19,982.00		\$ 19,982.00
TOTALS	\$ 984,322.00	\$ 15,519.00	\$ 999,841.00

PY 50 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,940,940.00	\$ -	\$ 3,940,940.00
FRINGE BENEFITS	\$ 957,030.00	\$ -	\$ 957,030.00
TRAVEL	\$ 18,175.00	\$ 27,372.00	\$ 45,547.00
EQUIPMENT	\$ 12,000.00	\$ -	\$ 12,000.00
SUPPLIES	\$ 223,383.00	\$ 3,700.00	\$ 227,083.00
CONTRACTUAL	\$ 81,400.00	\$ 7,000.00	\$ 88,400.00
OTHER	\$ 712,867.00	\$ 45,925.00	\$ 758,792.00
INDIRECT COSTS	\$ 476,561.00	\$ -	\$ 476,561.00
TOTALS	\$ 6,422,356.00	\$ 83,997.00	\$ 6,506,353.00

PY 50 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 2,952,101.00		\$ 2,952,101.00
FRINGE BENEFITS	\$ 678,983.00		\$ 678,983.00
TRAVEL	\$ 15,050.00	\$ 11,667.00	\$ 26,717.00
EQUIPMENT	\$ 1,000.00		\$ 1,000.00
SUPPLIES	\$ 176,039.00	\$ 3,293.00	\$ 179,332.00
CONTRACTUAL	\$ 67,000.00	\$ 7,000.00	\$ 74,000.00
OTHER	\$ 661,860.00	\$ 34,889.00	\$ 696,749.00
INDIRECT COSTS	\$ 414,805.00		\$ 414,805.00
TOTALS	\$ 4,966,838.00	\$ 56,849.00	\$ 5,023,687.00

PY 50 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 308,752.00		\$ 308,752.00
FRINGE BENEFITS	\$ 71,013.00		\$ 71,013.00
TRAVEL	\$ 125.00	\$ 5,929.00	\$ 6,054.00
EQUIPMENT			\$ -
SUPPLIES	\$ 14,575.00	\$ 200.00	\$ 14,775.00
CONTRACTUAL	\$ 850.00	\$ -	\$ 850.00
OTHER	\$ 34,107.00	\$ 5,500.00	\$ 39,607.00
INDIRECT COSTS	\$ 41,774.00		\$ 41,774.00
TOTALS	\$ 471,196.00	\$ 11,629.00	\$ 482,825.00

PY 50 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 680,087.00		\$ 680,087.00
FRINGE BENEFITS	\$ 207,034.00		\$ 207,034.00
TRAVEL	\$ 3,000.00	\$ 9,776.00	\$ 12,776.00
EQUIPMENT	\$ 11,000.00		\$ 11,000.00
SUPPLIES	\$ 32,769.00	\$ 207.00	\$ 32,976.00
CONTRACTUAL	\$ 13,550.00		\$ 13,550.00
OTHER	\$ 16,900.00	\$ 5,536.00	\$ 22,436.00
INDIRECT COSTS	\$ 19,982.00		\$ 19,982.00
TOTALS	\$ 984,322.00	\$ 15,519.00	\$ 999,841.00

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

Information Submitted by: Shannon Gore, Program Specialist Supervisor/Family and Community Partnership



The NCWVCAA Head Start/Early Head Start (HS/EHS) Program provided multiple opportunities for parents, family members, community members, and community stakeholders to engage in the program. Staff encouraged parent engagement through classroom volunteerism, participating in Parent Meetings, election of Center Committee, Policy Council, and Advisory members, and invita-

tions to Parent Participation Events. Community members and stakeholders were also invited to visit and volunteer at HS/EHS classrooms.

Head Start and Early Head Start sites held Parent Committee Meetings in the early fall, providing opportunities for parents to participate in leadership roles and program policy development. At Parent Committee Meetings, Center Committee members, Policy Council members, and Health, Partnership and Education Advisories, members were elected to assist staff with classroom decisions, provide parental input when planning Parent Participation Events, and spending Parent Monies as well as input towards program development. As in years past, Center Committee members voted to spend Parent Monies in a variety of ways including family pictures, educational transition bags, garden stones, pottery decorating, and tie-dyed t-shirts.

Policy Council attendance remained steady for PY49 with membership composed of at least 51% of parents of enrolled Head Start/Early Head Start children. As Per Policy Council By-Laws, Policy Council membership was also made up from Non-ACF enrolled families and community members. The Policy Council Chairperson and Secretary participated in the WV Head Start Association Conference during the 2014-2015 school year. Policy Council members also participated on Self-Assessment teams, NCWVCAA Board of Directors meetings, and the Community Assessment.

Head Start families were invited to attend at least three Parent Participation Events and Early Head Start families were invited to participate in four. During Parent Participation Events, families were provided with training information and resources on topics including child development, budgeting work-

shops, positive parenting, developmentally appropriate activities for children, stress reduction, oral health and the benefits of dental care, and nutrition presentations such as "Rethink Your Drink." Parent Participation Events also included social activities such as family dinners, field days, family game nights, arts and crafts activities, art gallery shows, pottery painting, family pictures, bowling, and other hands-on activities with children to encourage strong family attachments.

Fatherhood/Male Involvement activities were also offered in each county, often in conjunction with Parent Participation Events. Fatherhood/Male Involvement activities for PY49 included craft activities provided by Lowes, memory books with special father/child activities completed monthly, bowling, roller skating, various craft activities, art gallery shows, and family fun nights.

Health, Partnership, and Education Advisories each held a minimum of two meetings during the program year attended by staff, parents, and community members. Advisory team members provided assistance to Program Specialists with tasks such as creating a lesson plan template and revising the Family Satisfaction Survey. The School Readiness Leadership Team also met during the school year to ensure that NCWVCAA HS/EHS School Readiness Goals continued to meet the needs of the WV Early Learning Standards Framework, Head Start regulations, and the interests of parents. This information was reviewed throughout the program year and data was presented to Advisory members, Policy Council members, Board of Directors, and staff.

The HS/EHS Program also recognized special volunteers for their efforts through the Volunteer Incentive Program (VIP). Individuals who had accumulated the most volunteer hours in the classroom or Home-based setting in their counties throughout the program year were invited, along with their immediate families, to attend the end of the year Policy Council event at Valley Worlds of Fun. During the meeting, VIP winners were recognized for their dedication and volunteer service. As part of the Volunteer Incentive Program, the Program Option Volunteer Recognition monies were awarded twice during the 2014-2015 school year to those classrooms per county and home-based sites who had accumulated the most volunteer hours within a given timeframe. The parent committees from the winning sites voted to spend the monies towards allowable activities or items such as parent/child activities that were an extension of the program, classroom supplies, field trips, or other social events.

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities (Cont.)

In order to ensure that the program is meeting the needs of families and assisting families with preparing their child and family for the next educational setting, Family and Community Partnership (FCP) service area data for PY47, 48, and 49 was compared and progress for PY49 added to the NCWVCAA Head Start/Early Head Start Parent, Family, and Community Engagement Framework Action Plan. Data indicates that the program continues to strive to assist families with growth.

Family Satisfaction Survey Results

The PY49 Family Satisfaction Survey incorporated both the NCWVCAA Parent, Family, and Community Engagement (PFCE) Framework goals as well as Head Start/Early Head Start School Readiness Goals in order to ensure that the program is meeting families' needs and interests. Both the Head Start and Early Head Start Family Satisfaction Surveys were revised by the Partnership Advisory Team and the revisions were approved by Policy Council.

Revisions to the surveys included adding an additional answer option, "Offered, Not Needed" to questions concerning services that families were offered, but may not have needed or been interested in receiving in order to obtain more accurate data. An additional survey was provided to families who received services from the NCWVCAA Mental Health Program Specialist to determine their level of satisfaction with services received.

Head Start (HS) and Early Head Start (EHS) families completed the applicable surveys based upon their experiences with the program during the 2014 – 2015 school year. The program was funded for six hundred and sixty-three (663 Head Start enrollees and fifty-two (52) Early Head Start enrollees. Of these numbers, four hundred and six (406) Head Start Families or 61% returned surveys and thirty-three (33) Early Head Start Families or 63% returned surveys. Family Satisfaction Survey results were provided to NCWVCAA HS/EHS staff, Supervisors, and the Policy Council and Board members in order to acknowledge areas of satisfaction, address areas needing improvement, and to provide trainings, if necessary. It also allowed Administrative staff and Program Specialists to re-evaluate School Readiness and the PFCE Framework Action Plan Goals based upon parental feedback as to how they felt the Program did in preparing the family and their child for the next school setting.

Head Start:

- 95.81% of families were satisfied that staff made their family aware of family social events and trainings.
- 91.13% of families were satisfied that staff provided opportunities to engage in proper nutrition practices and physical activities.
- 91.87% of families were satisfied that staff assisted them in understanding all developmental, health, and mental health screenings and screening results.
- 94.33% of families were satisfied that staff promoted good attendance at the center/classroom.
- 94.58% of families were satisfied with their child's progress in recognizing healthy and safe habits.
- 93.84% of families were satisfied with their child's growth in creativity and playing with other children.
- 94.83% of families were satisfied that the program met their overall expectations.

Early Head Start:

- 96.97% of families were satisfied with the assistance they received from staff in setting and achieving goals.
- 93.94% of families were satisfied that staff made their family aware of family social events and trainings.
- 100% of families were satisfied with the information staff provided on positive parent-child relationships and healthy attachments.
- 96.97% of families were satisfied that staff provided them new ideas to use when playing with their child.
- 93.94% of families were satisfied with the opportunities provided to participate in leadership development and decision making.
- 100% of families were satisfied with their child's introduction to skills such as hand washing, tooth brushing, eating healthy, and following safety rules.
- 96.97% of families were satisfied that the program met their overall expectations.



Information Submitted by: Ruth Ann Ponzurick, Children Services Director

PY50 NCWVCAA Board of Directors

Michael Brantmayer, President
Barbara Pavel-Alvarez, Vice-President
Joyce Floyd, Secretary
Stacey Layne, Treasurer



Pictured (Left front): Stacey Layne, Joyce Floyd, Michael Brantmayer, and Barbara Pavel-Alvarez

PY49 NCWVCAA Policy Council Officers:

Bobbi Garber, Chairperson
Tiffany Armstrong, Vice-Chairperson
Rose McIe Secretary
Jackie Mahaney, Parliamentarian



Pictured left to right: Bobbi Garber, Ruth Ann Ponzurick, HS/EHS Director, and Rose McIe * Not pictured - Tiffany Armstrong and Jackie Mahaney

Grantee and Delegate PY49 Program Options

NCWVCAA Early Head Start Grantee served fifty-two (52) prenatal, infants, and toddlers and their families in the following options:

- Two (2) Center-based Classrooms in Marion County;
- Four (4) Home-based sites in Preston, Randolph, Taylor, and Tucker Counties.

NCWVCAA Head Start Grantee offered services to six hundred and sixty-three (663) three and four year old children and their families in the following options:

- Fifty-eight (58) Center-based classrooms in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties.
 - Of the fifty-eight,
 - Fifty-two (52) operated over 6 hours per day/4 days per week as collaborative classrooms with the Boards of Education;
 - One (1) operated as a full day Childcare collaborative in Pocahontas County;
 - Four (4) were half-day operating 4 hours per day/5 days per week as collaborative classrooms with the Boards of Education in Marion and Taylor Counties;
 - One (1) was half-day operating 4 hours per day/5 days per week as a non-collaborative classroom in Taylor County.

Monongalia County Board of Education Head Start Delegate served one hundred and eighty-one (181) three and four year old children and their families in the following options:

- Thirty (30) Center-based options across the county.
 - Of the thirty,
 - All operated full-day over 6 hours per day/4 days per week as collaborative classrooms with the Board of Education

Monongalia County Board of Education is also a Grantee for the Early Head Start Program serving one hundred and twenty (120) prenatal, infants, toddlers, and their families in a Home-based option.

Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by:

Brenda Yohn, Director of Early Childhood

Monongalia County Schools, a Head Start Delegate of North Central West Virginia Community Action Association Inc., strives to provide families with opportunities to be active participants in Head Start. Parent engagement in a child's education fosters an environment of support and appropriate learning expectations. Program Governance, as well as classroom participation, help families learn more about the program and develop skills in which they can carry throughout their child's educational experience. Parent trainings, parent meetings, volunteerism, and participation in program initiatives such as fatherhood events and Family Fun Nights are examples of how Monongalia County Head Start fosters family engagement.



Before school begins each fall, Family Service Specialists hold a Back to School event at each location. Head Start parents are invited to attend and receive information about classroom schedules, transportation, home visits, and Program Governance. During the first month of school, families additionally receive information in their child's backpack about program governance and how they can become involved in the program. In September, Family Service Specialists schedule Parent Meetings and invite parents to become involved in Parent Policy Committee, the North Central WV Community Action Head Start/Early Head Start Policy Council, Parent Committees, Social Service Advisory, Health Advisory, TADPOLE Committee, School Readiness Committee, and the Pre-K Core Team. After discussion, each school's Parent Committee votes on representatives

for the above mentioned committees. Each month, families continue to receive flyers and phone call reminders from the school and program staff sharing information about upcoming meetings, school events, program events, and parent trainings. Family Service Specialists are required to schedule at least four Parent Committee meetings at their school throughout the year. Families discuss program and school events, address concerns and issues, and receive trainings in areas such as behavior management, accessing community resources, transition, and volunteerism in their child's school. At many schools, Principals and Teachers participate in the meetings, creating an environment of community and inclusiveness.

Collaboration is a key component to Head Start. Throughout the year, families receive information about various community events. Early Head Start, Birth to Three, Family Resource Network, The SHACK, Scott's Run Settlement House, Morgantown Service League, PNC Bank, WVU, and BoParc are just a few examples of the extensive collaboration that benefit Monongalia County Head Start families. Throughout the years, Head Start collaborations provided activities and support to program families that included Lowe's Building Workshops, winter clothing, Thanksgiving Baskets, incentive books, emergency support, and the Holiday Toy and Food Drive. Through these collaborations, families also benefit from county-wide parent trainings in areas of child development, positive discipline techniques, and the identification of developmental delays through the Parent Education Resource Center, the Office of Guidance and Counseling, and the Office of Special Education Services.

As part of a child's transition, Family Service Specialists work closely with classroom Teachers and school staff to provide children with a positive and supportive environment. We believe that parents are their child's first teacher and encourage families to be active participants in the classroom and school. Family Service Specialists offer a Hands-on-Training program that helps parents successfully volunteer in the classroom. This training is offered annually and on an on-going basis so that all parents can participate as they are able. Frequently, parent trainings are offered individually at Parent Meetings and at program events. Through this training, parents discover how children learn through play. Additionally, Monongalia County Schools' Head Start provides various activities to help support a father's role in the child's life. Such events included Fatherhood Field Day and Build a Bookshelf. These events help fathers and father figures feel important in the life and education of the child.



Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by:

Brenda Yohn, Director of Early Childhood

Head Start recognizes the importance of family input and appreciates parental feedback. Annually, Head Start families are asked to complete a Parent Interest survey and a Program Satisfaction survey. Once again this year, after receiving positive feedback from Parents, Teachers, and Head Start staff, the annual Family Activity Calendar was created. This calendar outlines a variety of program activities to encourage family participation in the home, school, and community. Additionally, in response to School Readiness Goals, Head Start families were given a monthly activity calendar that outlined simple, no-cost activities that parents could complete with their children. These activities centered on the program's School Readiness Goals for Cognitive Development, Approaches to Learning, and Language and Literacy. Parents were encouraged by program staff to complete all or some of the activities with their children and to return the completed calendar in order to receive a book donated by the Morgantown Service League. All parental feedback and input is useful information that is necessary to help program staff plan parent trainings, family events, and school offerings.

In conclusion, Monongalia County Head Start staff is proud of the collaborations fostered with the community, schools, parents, children, and families this past year. Over time, these partnerships have become mutually beneficial, supporting the children, families, and community agencies in the area. Offering events based on family need and interest is the key to the success of family participation and will continue to be at the forefront of program planning.



Information Submitted by: Education Program Specialists

North Central WV Community Action Head Start/Early Head Start School Readiness Leadership Team consists of Head Start Program Specialists, Supervisors, Administrative Advisory (Children Services Director, Children Services Assistant Director, and Children Services Program Manager), Systems Information Coordinator, Mentor Family Resource Coordinator, Mentor Teachers, Policy Council Parents as well as an Early Childhood Coordinator from Pierpont Community Technical College/NCWVCAA Board of Directors Member. The team meets three times a year following each checkpoint when the WV Early Learning Scale (ELS) for Head Start (three and four-year-olds) and COR Advantage (formerly Online COR) for Early Head Start (Infants and Toddlers) data checkpoints were accessible: November 2014 for the October checkpoint; March 2015 for the February checkpoint; and June 2015 for the end of the school year May checkpoint.



During these meetings, discussions surrounded previous and current data from the WV ELS and COR Advantage to define the next steps necessary for the NCWVCAA Head Start/Early Head Start Program to prepare and plan activities and staff professional development trainings to ensure outcome data suggested infants, toddlers, children, and parents were ready for the next educational transition. The team decided that no changes would be

made to the School Readiness Goals for PY50 based upon feedback from the School Readiness Surveys conducted in the early part of the 2015-2016 school year that indicated to continue current goals.

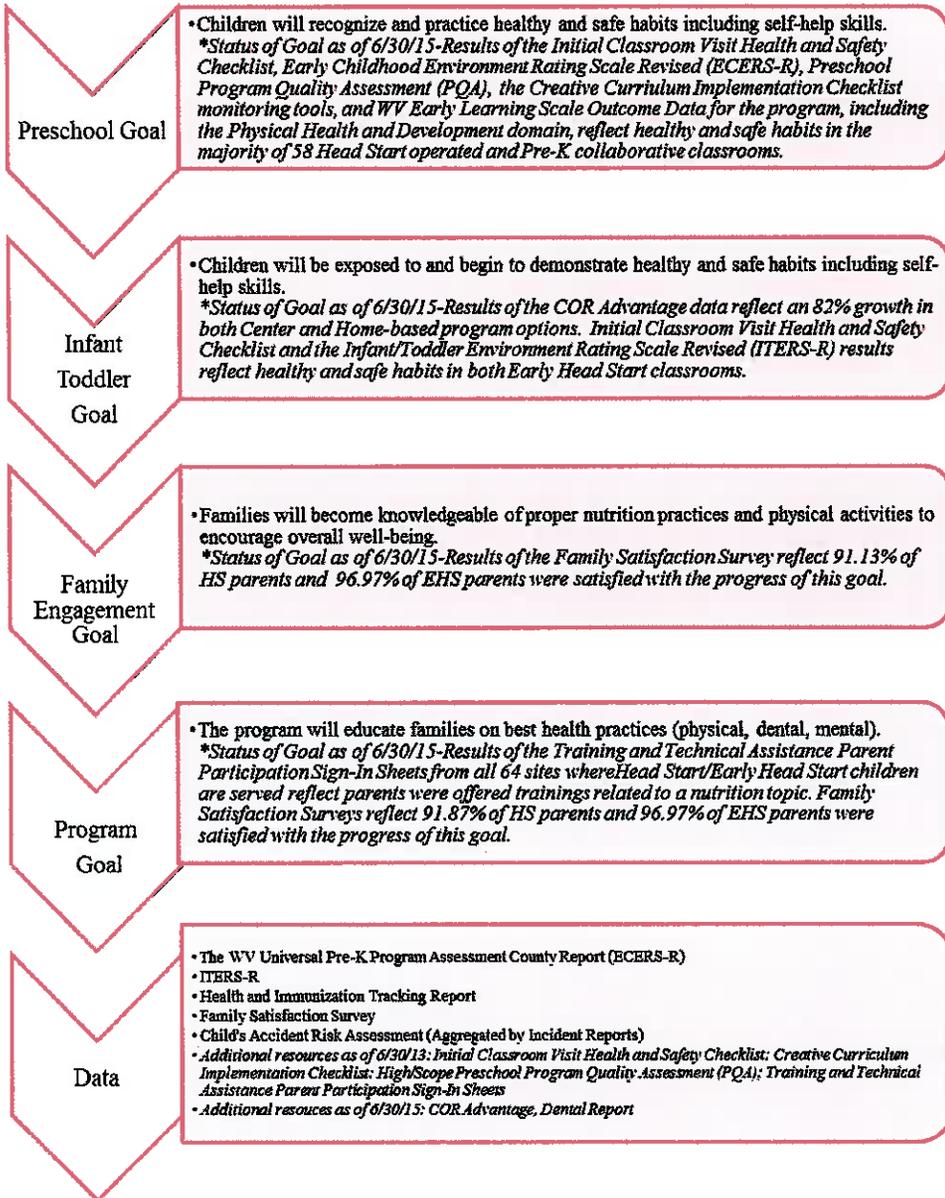
School Readiness Leadership Team will continue to meet to analyze data unless achieved as noted in the areas below:

1. Analyzing available data and compare it with the program's School Readiness Goals;
2. Determining number of years (three or more) of aggregated checkpoint data to use to establish trends; [Achieved 2015-2016 – three (3) years of data will be aggregated]
3. Determining trends for areas of strengths and areas that need improvement;
4. Compiling other service areas for data that include: health, mental health, enrollment/attendance, nutrition, etc. and determine how it impacts infants/toddlers, and child and family outcomes;
5. Providing input to the State Board of Education regarding revisions to the WV Early Learning Standards Framework (ELSF) by corresponding with the WV Department of Education, Office of Early Learning Committee.
6. Determining a percentage of growth from baseline to end checkpoint to be considered an area of strength;
7. Collecting Early Head Start data at four checkpoints to analyze for trends and progressions.

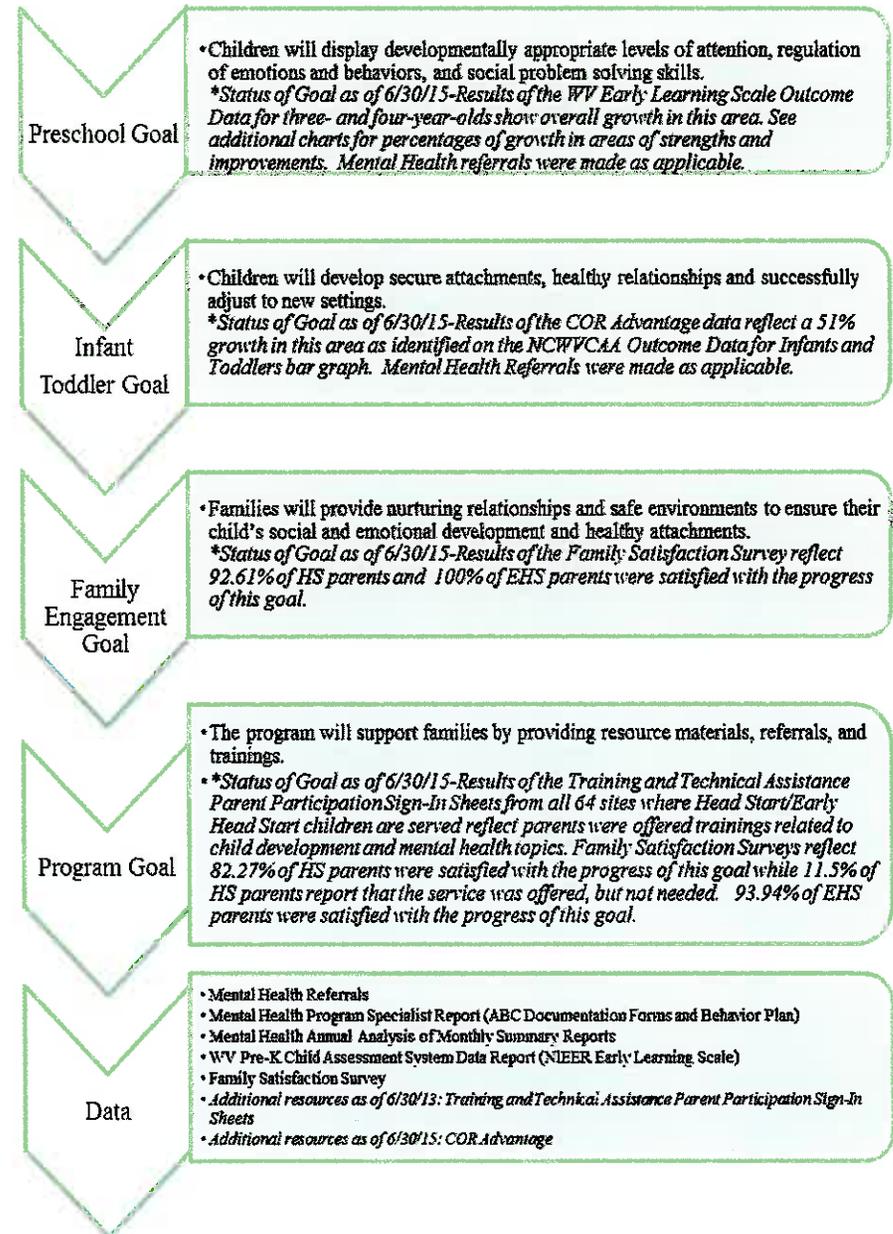
The status of the progress made towards the School Readiness Goals for Pre-school, Infant/Toddler, Family Engagement, and Program for each of the five (5) domains: 1. Physical Development and Health; 2. Social and Emotional Development; 3. Cognition and General Knowledge; 4. Language and Literacy, and 5. Approaches to Learning are based upon available data as of June 30, 2015 as follows:



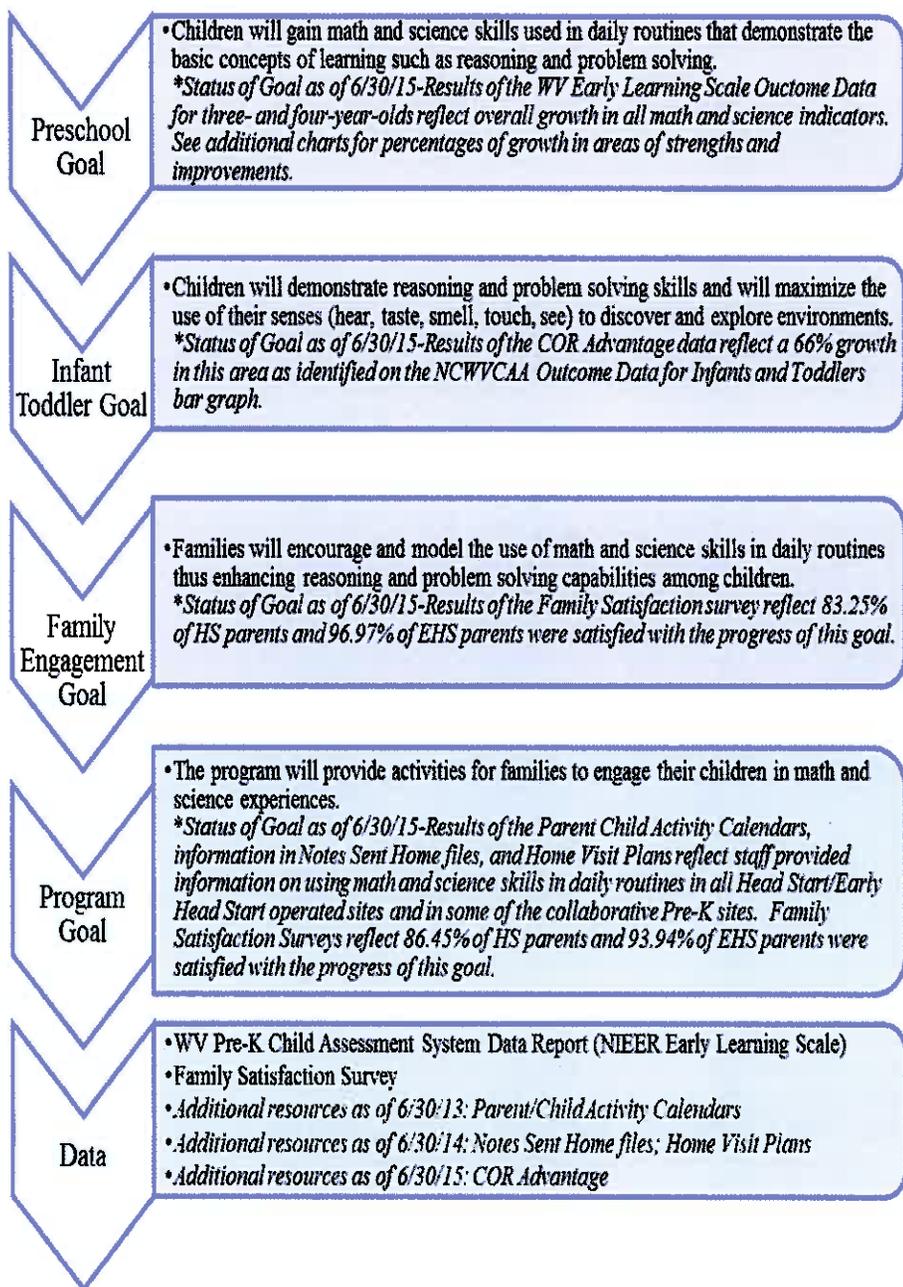
GOAL: PHYSICAL DEVELOPMENT AND HEALTH



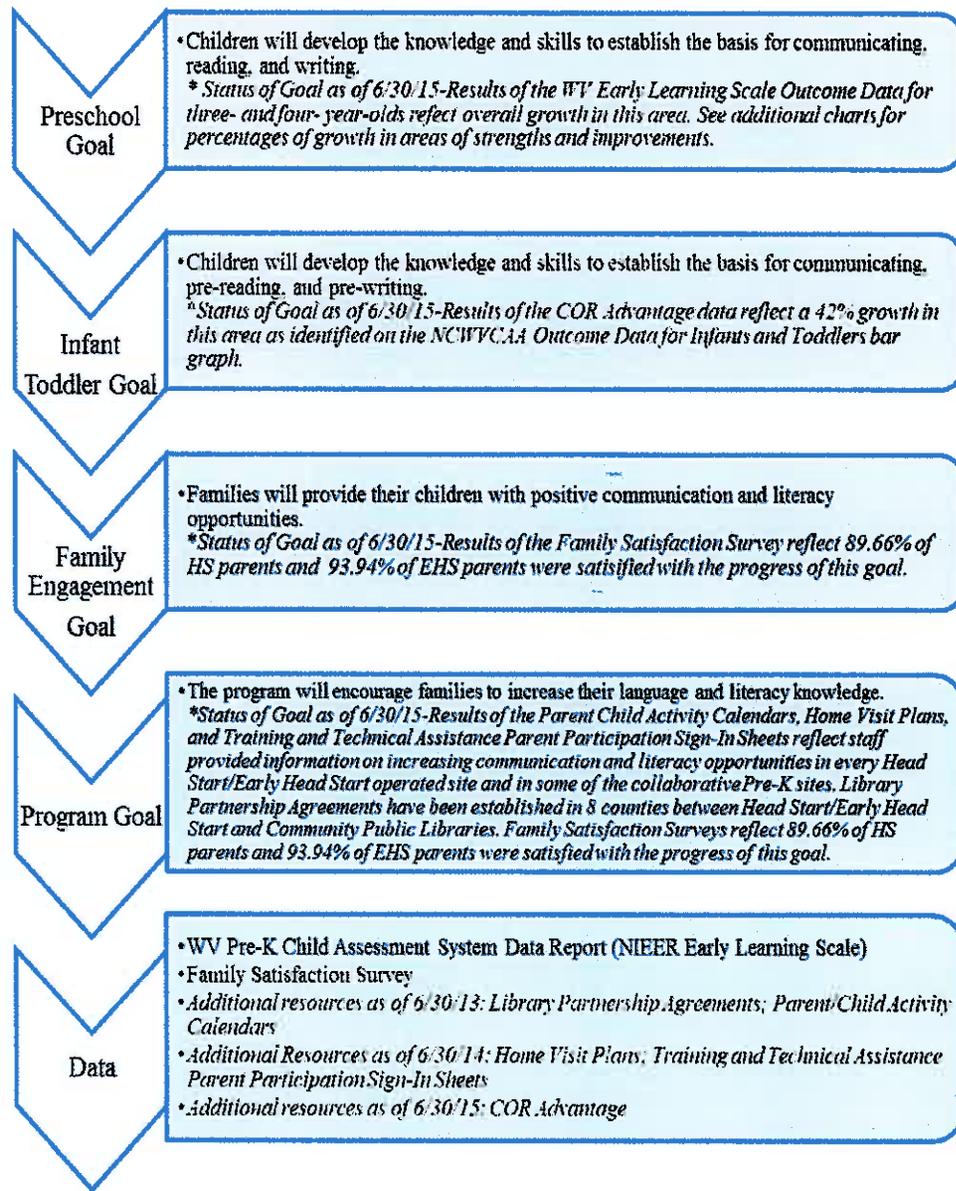
GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT



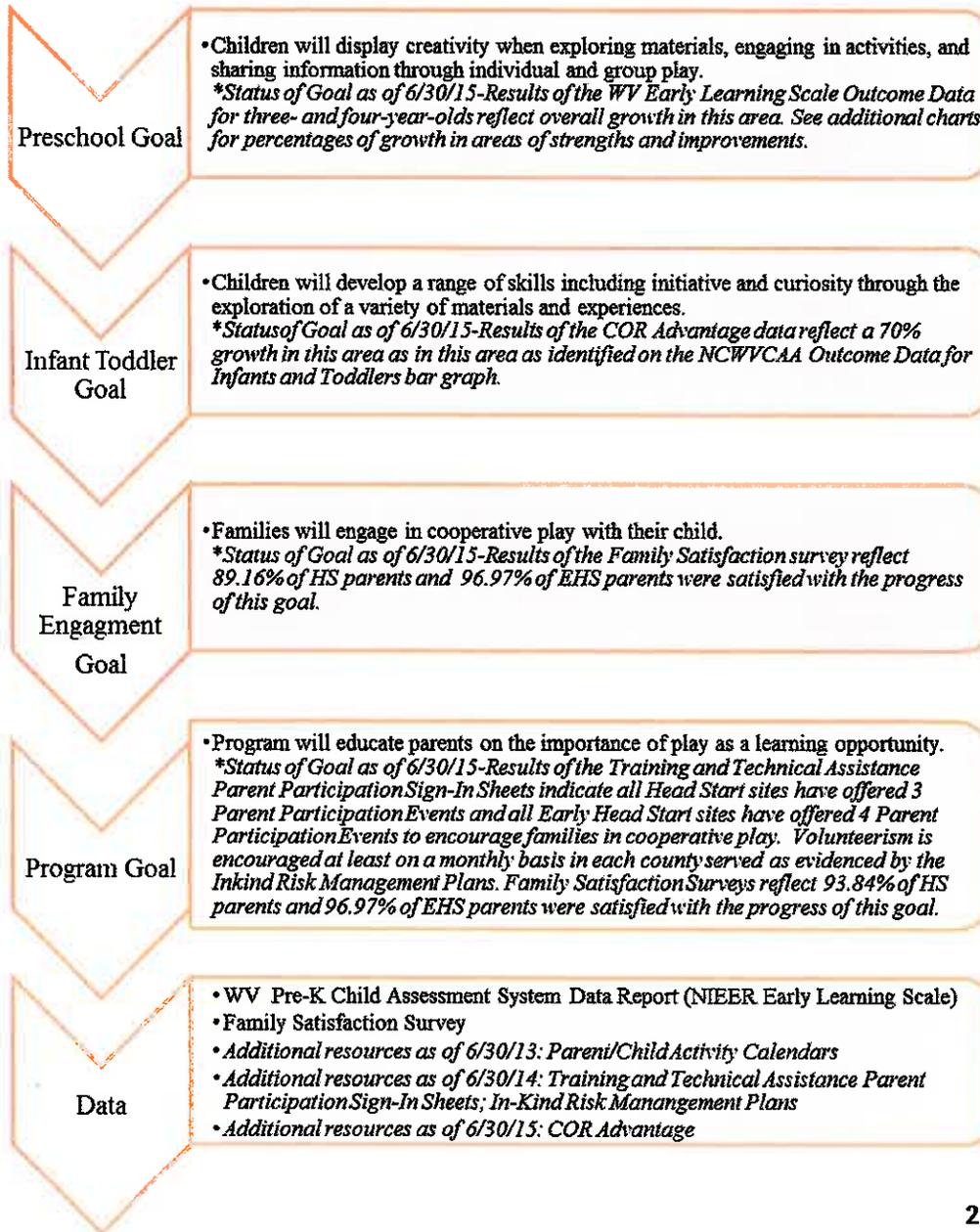
GOAL: COGNITION AND GENERAL KNOWLEDGE



GOAL: LANGUAGE AND LITERACY



GOAL: APPROACHES TO LEARNING



NCWVCAA Grantee School Readiness Goals and Results of Survey

This school year for 2015-2016, the School Readiness Leadership Team continued to conduct the School Readiness Surveys for all Early Head Start and Head Start families. Community members were also polled for their input into the NCWVCAA Head Start/Early Head Start School Readiness Goals.

Separate surveys for the Head Start and Early Head Start families focused on the five domains of School Readiness: 1. Physical Development and Health; 2. Social and Emotional Development; 3. Cognition and General Knowledge; 4. Language and Literacy; and 5. Approaches to Learning. Early Head Start survey questions asked parents to identify their top three priorities per domain that they thought their child, birth to three years of age, needed in preparation for Pre-School. Early Head Start School Readiness surveys were modified to two separate surveys, one for infant's ages 0-12 months and one for toddler's ages 12-36 months. The survey questions did not change, however examples of developmental milestones were added to each indicator to better assist parents and stakeholders in completing the surveys. Head Start survey questions asked parents of children three to four years of age to identify their top three priorities, per domain, regarding their child's preparation for Kindergarten. These parent surveys were completed during initial home visits, phone calls with Family Community Partnership Staff, or at Classroom Orientations.

Community Members were from the counties served by NCWVCAA and functioned as a former Community Assessment participant or was an interested early childhood partner. The following were solicited to complete the surveys: Family Resource Network staff, NCWVCAA Board Members, Head Start Collaborative Director, Board of Education staff (including Pre-k Liaison and Principal), College Professor, Extension Agents, DHHR Representative, Health Department Representative, Child Care Providers, Dental hygienist students, Clergy, and a Librarian. These surveys asked community members to also identify their top three priorities per domain for children birth to three years of age using the Early Head Start Survey and for children age three to four using the Head Start Survey. Community members completed the survey online thru Google Drive.

Responses from the surveys were entered into the Google Drive internet site where results were tabulated based on each domain per family from Early Head Start, Head Start, and the Community Members. There were six hundred and forty (640) completed surveys which included five hundred and seventy-seven (577) from Head Start families, forty-nine (49) Early Head Start families, and fourteen (14) Community Representatives.

See the attached summary results for the Early Head Start Parents, Head Start Parents, and Community Members, per domain, as well as those identified by the School Readiness Leadership Team:

North Central West Virginia Community Action Head Start/Early Head Start School Readiness Survey Results
2014-2015 School Year

Early Head Start Survey Results

Domains	EHS Parents Results Survey	Community Representatives Results Survey	NCWVCAA Current School Readiness Goals Approved by PC/BOD
Physical Development and Health	<ol style="list-style-type: none"> 1. Learns to follow rules and routines and eat healthy foods. 2. Engages in washing hands and brushing teeth. 3. Introduced to and participates in daily movement activities. 	<p>Tie:</p> <ol style="list-style-type: none"> 1. Introduced to and participates in daily movement activities (dancing, playing games, exercising legs and arms) 1. Has necessary Check-Ups and Shots <p>Tie:</p> <ol style="list-style-type: none"> 2. Learns to follow rules and routines and eat healthy foods 2. Engages in washing hands and brushing teeth 3. Develops control of small (fingers) and large (legs and arms) muscles 	<p>Infant/Toddler Goal: Children will be exposed to and begin to demonstrate healthy and safe habits including self-help skills.</p> <ul style="list-style-type: none"> • <i>Introduced to and begin to engage in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life.</i> • <i>Participate in daily movement activities (Little Voices for Healthy Choices) to decrease the risk of obesity.</i>
Social and Emotional Development	<ol style="list-style-type: none"> 1. Adjusts to new situations and interacts with adults 2. Learns to use rules, routines, and directions. <p>Tie:</p> <ol style="list-style-type: none"> 3. Develops secure attachments with adults/caregivers. 3. Develops awareness of self. 	<p>Tie:</p> <ol style="list-style-type: none"> 1. Develops awareness of self 1. Adjusts to new situations and interacts with adults 2. Develops secure attachment with adults/caregivers 3. Begins to demonstrate control over some of their feelings and behaviors. 	<p>Infant/Toddler Goal: Children will develop secure attachments, healthy relationships and successfully adjust to new settings.</p> <ul style="list-style-type: none"> • <i>Respond to familiar peers and adults in their environment.</i> • <i>Adjust positively to their changing surroundings.</i>
Cognition and General Knowledge	<ol style="list-style-type: none"> 1. Uses early math concepts in daily routines. 2. Develops awareness of how their body moves. 3. Investigates their environment using their senses. 	<ol style="list-style-type: none"> 1. Develops the use of skills to remember and connect information 2. Investigates their environment using their senses 3. Notices differences, similarities, and changes 	<p>Infant/Toddler Goal: Children will demonstrate reasoning and problem solving skills and will maximize the use of their senses (hear, taste, smell, touch, see) to discover and explore environments.</p> <ul style="list-style-type: none"> • <i>Given opportunities to explore and investigate their environments.</i>

**North Central West Virginia Community Action Head Start/Early Head Start School Readiness Survey Results
2014-2015 School Year**

Early Head Start Survey Results (Continued)

<p>Language and Literacy</p>	<ol style="list-style-type: none"> 1. Engages in stories and books 2. Develops communication skills 3. Demonstrates and expresses language skills 	<p>Tie:</p> <ol style="list-style-type: none"> 1. Develops communication skills. 1. Engages in stories and books. 1. Demonstrates and expresses language skills. 2. Attempts to draw and hold writing utensils. 3. Learns and demonstrates how print works 	<p>Infant/Toddler Goal: Children will develop the knowledge and skills to establish the basis for communicating, pre-reading, and pre-writing.</p> <ul style="list-style-type: none"> • <i>Many opportunities to develop and increase vocabulary.</i> • <i>Introduced to a print rich environment.</i>
<p>Approaches to Learning</p>	<ol style="list-style-type: none"> 1. Shows interest and independence when working with materials, activities, and information 2. Learns and uses words to describe what they are thinking and doing 3. Shows ideas and feelings through creative play 	<ol style="list-style-type: none"> 1. Enters into play with other children <p>Tie:</p> <ol style="list-style-type: none"> 2. Shows interest and independence when working with materials, activities, and information 2. Learns and uses words to describe what they are thinking and doing 3. Engages in pretend play 	<p>Infant/Toddler Goal: Children will develop a range of skills including initiative and curiosity through the exploration of a variety of materials and experiences.</p> <ul style="list-style-type: none"> • <i>Access to a vast variety of materials to show individual creativity.</i>

**North Central West Virginia Community Action Head Start/Early Head Start School Readiness Survey Results
2014-2015 School Year**

Head Start Survey Results

Domains	HS Parents Results Survey	Community Representatives Results Survey	NCWVCAA Current School Readiness Goals Approved by PC/BOD
Physical Development and Health	<ol style="list-style-type: none"> 1. Practices safe and healthy habits such as washing hands and brushing teeth 2. Identifies and makes healthy food choices 3. Actively participates in movement activities 	<p>Tie:</p> <ol style="list-style-type: none"> 1. Practices daily experiences in safe and healthy habits such as washing hands and brushing teeth. 1. Has necessary Health and Shot Records. 2. Actively participates in movement activities.. 3. Demonstrates control of small (fingers) and large (legs and arms) muscles. 	<p>Preschool Goal: Children will recognize and practice healthy and safe habits including self-help skills.</p> <ul style="list-style-type: none"> • <i>Participate in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life.</i> • <i>Participate daily in moderate to vigorous activities (IMIL) to decrease risk of obesity.</i>
Social and Emotional Development	<ol style="list-style-type: none"> 1. Follows simple directions and rules 2. Uses words to solve problems and resolve conflicts 3. Adjusts to new situations and interacts with adults 	<ol style="list-style-type: none"> 1. Uses words to solve problems and resolve conflicts. 2. Expresses emotions, needs, and asks for help. 3. Follows simple directions and rules. 	<p>Preschool Goal: Children will display developmentally appropriate levels of attention, regulation of emotions and behaviors, and social problem solving skills.</p> <ul style="list-style-type: none"> • <i>Follow classroom rules and directions.</i>
Cognition and General Knowledge	<ol style="list-style-type: none"> 1. Counts, sorts, and create patterns 2. Notices differences, similarities, and changes 3. Uses math to problem solve 	<ol style="list-style-type: none"> 1. Counts, sorts and creates patterns 2. Notices differences, similarities and changes 3. Remembers information 	<p>Preschool Goal: Children will gain math and science skills used in daily routines that demonstrate the basic concepts of learning such as reasoning and problem solving.</p> <ul style="list-style-type: none"> • <i>Use manipulatives for counting, sorting and patterning.</i> • <i>Use tools for exploring and investigating their environment.</i>

**North Central West Virginia Community Action Head Start/Early Head Start School Readiness Survey Results
2014-2015 School Year**

Head Start Survey Results (Continued)

<p>Language and Literacy</p>	<ol style="list-style-type: none"> 1. Recognizes and prints namee 2. Talks and listens to adults and children 3. Draws and uses writing utensils 	<ol style="list-style-type: none"> 1. Talks and listens to adults and children <p>Tie:</p> <ol style="list-style-type: none"> 2. Learns about print and books 2. Draws and uses writing utensils 3. Recognizes and prints name 	<p>Preschool Goal: Children will develop the knowledge and skills to establish the basis for communicating, reading, and writing.</p> <ul style="list-style-type: none"> • <i>Engage in continuous conversations with peers and adults.</i> • <i>Exposed to a print rich environment.</i>
<p>Approaches to Learning</p>	<ol style="list-style-type: none"> 1. Asks questions and solves problems independently 2. Shows interest when working with materials, activities, and information 3. Enters into play when a group of children are already involved 	<ol style="list-style-type: none"> 1. Enters into play when a group of children are already involved <p>Tie:</p> <ol style="list-style-type: none"> 2. Shows interest when working with materials, activities, and information 2. Asks questions and solves problems independently 3. Shows ideas and feelings through creative play 	<p>Preschool Goal: Children will display creativity when exploring materials, engaging in activities, and sharing information through individual and group play.</p> <ul style="list-style-type: none"> • <i>Provided a vast variety of materials to show individual creativity.</i>

CHILD OUTCOME DATA

The NCWVCAA Head Start Program chose two developmentally appropriate and research-based curriculums to ensure School Readiness Goals were met. HighScope Curriculum for Preschool is utilized in Barbour, Randolph, and Taylor Counties while The Creative Curriculum for Preschool is utilized in Marion, Pocahontas, Preston, and Webster Counties. Both curriculums are aligned with Head Start Positive Child Outcomes and WV Kindergarten Content Standards and Objectives.

Federal guidelines in the Head Start Act require that programs collect, aggregate, and analyze child outcome data in the following Domains and Elements/Indicators:

1. Language
 - a. Understand an increasingly complex and varied vocabulary
 - b. Develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs and for other varied purposes
 - c. Use an increasingly complex and varied vocabulary
2. Literacy
 - a. Phonological Awareness
 - b. Associate sound with written words
 - c. Book knowledge and appreciation
 - d. Print Awareness and Concepts Print Awareness
 - e. Recognize a word as a unit of print
 - f. Identify at least 10 letters of the alphabet
 - g. Know that letters of the alphabet are a special category that can be individually named
3. Math
- a. Numbers and Operations
4. Science
5. Creative Arts
6. Social/Emotional
7. Approaches to Learning
8. Physical Health and Development

Based on the guidelines above, teachers collected children's work samples and classroom anecdotes three times per year to generate data by using the ELS, created by the National Institute for Early Education Research specifically for the state of West Virginia. This data was used to measure progress and growth for the whole child in the following domains: Math/Science, Social Emotional/Social Studies, Language Arts Literacy, and Physical Health and Development. There are only two years, both 2013-2014 and 2014-2015, of aggregated data included in this report for the Physical Health and Development domain. In years prior, the ELS did not include specifics on physical development.

The following chart represents a comparison of the 2012-2013, 2013-2014, and 2014-2015 school years from the first checkpoint in the Fall to the end of the school year checkpoint in Spring for three year old and four year old children. Aggregated data includes three and four year old children with Individualized Education Plans (IEPs).



*North Central WV Community Action Association, Inc. Head Start Program Grantee
Outcomes for Four-Year Olds 2012-2013, 2013-2014, 2014-2015 Comparison*

NCWCAA Head Start Outcomes for Four-Year-Olds 2012-2013, 2013-2014, and 2014-2015 Comparison

WV Early Learning Scale Indicators	4 Year Olds Fall 2012-2013 (PY47)	4 Year Olds Winter 2012-2013 (PY47)	4 Year Olds Spring 2012-2013 (PY47)	4 Year Olds Percentage of Growth 2012-2013 (PY47)	4 Year Olds Fall 2013-2014 (PY48)	4 Year Olds Winter 2013-2014 (PY48)	4 Year Olds Spring 2013-2014 (PY48)	4 Year Olds Percentage of Growth 2013-2014 (PY48)	4 Year Olds Fall 2014-2015 (PY49)	4 Year Olds Winter 2014-2015 (PY49)	4 Year Olds Spring 2014-2015 (PY49)	4 Year Olds Percentage of Growth 2014-2015 (PY49)
Functional Counting	2.58	3.50	4.01	57.25%	2.25	3.28	3.88	71.79%	2.40	3.34	3.88	66.41%
Numerical Operations	2.07	3.20	4.04	95.17%	1.71	2.86	3.88	115.21%	1.92	2.94	4.01	110.02%
Written Numbers	2.57	3.37	4.08	71.75%	2.04	3.02	3.88	90.49%	2.09	3.10	4.01	85.60%
Classification	2.68	3.57	4.16	55.25%	2.32	3.41	4.06	75.36%	2.52	3.41	4.25	68.69%
Algebraic Thinking	2.41	3.46	4.02	66.53%	1.86	3.12	3.88	109.34%	2.10	3.21	4.03	92.47%
Identifying and naming shapes	2.55	3.25	3.88	49.94%	2.13	2.93	3.88	62.43%	2.30	3.11	3.88	58.60%
Measurement	2.54	3.37	3.88	69.79%	1.92	3.09	3.88	100.63%	2.12	3.20	3.88	82.20%
Observation and Reporting	2.12	3.10	3.88	81.66%	1.80	2.91	3.88	96.57%	1.94	2.94	3.88	88.84%
Prediction	2.53	3.32	4.03	59.06%	2.12	2.97	3.88	72.79%	2.35	3.12	3.88	99.15%
Investigation	1.91	2.94	3.88	89.90%	1.66	2.49	3.88	93.45%	1.86	2.61	3.88	74.61%
Independent Behavior	3.89	4.50	4.79	23.24%	3.22	4.35	4.56	41.54%	3.52	4.24	4.54	29.06%
Regulation of Emotions and Behavior	3.71	4.31	4.61	24.44%	3.11	4.00	4.38	34.41%	3.36	4.08	4.32	28.55%
Prosocial Behavior	3.76	4.38	4.66	24.04%	3.12	3.98	4.22	37.35%	3.47	4.17	4.42	27.31%
Social Problem Solving	3.08	3.77	4.28	38.73%	2.72	3.60	3.78	39.04%	2.99	3.61	4.01	33.82%
Quality and Attributes of Engagement and Exploration	3.90	4.59	4.83	23.77%	3.44	4.36	4.64	31.94%	3.72	4.47	4.70	26.09%
Quality and Attributes of Cooperative Play	3.54	4.29	4.68	32.16%	3.16	4.19	4.58	42.56%	3.44	4.22	4.57	32.82%
Quality and Attributes of Sociodramatic Play	3.36	4.24	4.71	40.20%	2.99	4.16	4.51	50.79%	3.39	4.17	4.65	37.16%
Speaking	3.40	4.08	4.40	29.25%	3.03	3.90	4.30	41.88%	3.17	3.83	4.36	37.84%
Story Retelling	2.67	3.78	4.40	64.70%	1.25	3.42	4.04	76.74%	2.52	3.47	4.24	68.66%
Language Manipulation	2.35	3.20	3.98	59.64%	1.93	2.91	3.88	83.49%	2.22	3.07	3.88	75.53%
Alphabetic Awareness	2.28	3.29	3.88	69.59%	1.99	3.23	3.88	84.77%	2.24	3.14	3.88	73.90%
Print Knowledge	2.77	3.73	4.26	54.23%	2.39	3.47	4.21	75.80%	2.48	3.52	4.16	67.51%
Composing	2.52	3.93	3.88	54.85%	2.27	3.09	3.77	63.66%	2.55	3.28	3.88	49.46%
Production	2.43	3.36	3.88	56.82%	2.25	3.11	3.88	61.49%	2.32	3.27	3.88	61.45%

Area of Strength

Area in Need of Improvement

Trend for Area in Need of Improvement

The program determined a score of four or higher (highlighted in yellow above) would be considered an area of strength for four-year-olds during PY49 or the 2014-2015 school year. Areas of strength for four-year-olds are as follows:

- Classification
- Algebraic Thinking
- Independent Behavior
- Regulation of Emotions and Behavior
- Prosocial Behavior
- Social Problem Solving
- Quality and Attributes of Engagement and Exploration
- Quality and Attributes of Cooperative Play
- Quality and Attributes of Sociodramatic Play
- Speaking
- Story Retelling
- Print Knowledge

The program determined a score less than four (highlighted in blue above) would be considered an area in need of improvement for four-year-olds. However, it must be noted that some of the areas had percentages of growth over 50% in comparison from the Fall 2014 to the Spring 2015 checkpoints as indicated in the parenthesis below. Areas in need of improvement for four-year-olds are as follows:

- Functional Counting (66.41%)
- Numerical Operations (110.03%)
- Written Numbers (85.60%)
- Identifying and Using Shapes (58.60%)
- Measurement (82.20%)
- Observation and Reporting (88.84%)
- Prediction (59.15%)
- Investigation (74.61%)
- Language Manipulation (75.55%)
- Alphabetic Awareness (73.90%)
- Composing
- Production (61.45%)

In comparing the scores of four-year-olds for the 2012-2013, 2013-2014, and 2014-2015 school years, the trend for areas in need of improvement (marked with asterisks above) include:

- Identifying and Using Shapes
- Measurement
- Observation and Reporting
- Investigation
- Language Manipulation
- Alphabetic Awareness
- Composing
- Production



*North Central WV Community Action Association, Inc. Head Start Program Grantee
Outcomes for Three-Year Olds 2012-2013, 2013-2014, 2014-2015 Comparison*

NCWVCAA Head Start Outcomes for Three-Year-Olds 2012-2013, 2013-2014, and 2014-2015 Comparison

WV Early Learning Scale Indicators	3 Year Olds Fall 2012-2013 (PY47)	3 Year Olds Winter 2012-2013 (PY47)	3 Year Olds Spring 2012-2013 (PY47)	3 Year Olds Percentage of Growth 2012-2013 (PY47)	3 Year Olds Fall 2013-2014 (PY48)	3 Year Olds Winter 2013-2014 (PY48)	3 Year Olds Spring 2013-2014 (PY48)	3 Year Olds Percentage of Growth 2013-2014 (PY48)	3 Year Olds Fall 2014-2015 (PY49)	3 Year Olds Winter 2014-2015 (PY49)	3 Year Olds Spring 2014-2015 (PY49)	3 Year Olds Percentage of Growth 2014-2015 (PY49)
Functional Counting	1.58	2.44	2.70*	73.32%	1.94	2.37	2.80*	45.45%	1.57	2.41	2.71*	77.58%
Numerical Operations	1.30	1.97	2.72*	82.95%	1.47	1.98	2.80*	58.67%	1.39	2.01	2.80*	90.84%
Written Numbers	1.43	2.03	2.80*	74.49%	1.62	2.14	2.80*	55.48%	1.41	2.10	2.80*	72.46%
Classification	1.89	2.75	3.16	67.66%	2.69	2.81	2.80*	37.86%	1.95	2.71	3.09	55.99%
Algebraic Thinking	1.53	2.21	2.70*	76.46%	1.41	2.02	2.80*	87.50%	1.73	2.42	2.80*	64.07%
Identifying and Using shapes	1.81	2.33	2.80*	56.78%	1.97	2.49	2.70*	56.86%	1.73	2.56	2.80*	55.87%
Measurement	1.56	2.26	2.80*	80.53%	1.50	2.17	2.80*	76.47%	1.67	2.30	2.80*	71.39%
Observation and Reporting	1.54	2.10	2.80*	68.65%	1.24	1.98	2.80*	88.89%	1.33	1.76	2.80*	59.07%
Prediction	1.87	2.66	2.70*	48.72%	1.94	2.17	2.80*	36.36%	1.78	2.38	2.70*	53.42%
Investigation	1.52	2.19	2.80*	65.42%	1.26	1.79	2.80*	95.55%	1.31	1.69	2.80*	63.27%
Independent Behavior	2.72	3.72	4.03	47.97%	2.82	3.92	4.03	42.74%	2.63	3.77	4.21	59.87%
Regulation of Emotions and Behavior	2.80	3.45	3.95	41.05%	2.94	3.60	3.85	30.85%	2.66	3.39	3.86	45.19%
Prosocial Behavior	2.85	3.58	4.08	43.29%	2.79	3.41	4.00	43.16%	2.72	3.66	3.79	39.55%
Social Problem Solving	2.39	2.98	3.41	42.34%	2.53	3.16	3.42	35.38%	2.33	3.20	3.29	41.23%
Quality and Attributes of Engagement and Exploration	2.95	3.72	4.27	44.79%	3.24	3.92	3.94	21.82%	2.84	3.86	4.34	53.02%
Quality and Attributes of Cooperative Play	2.80	3.54	4.22	50.72%	2.88	3.63	4.02	39.83%	2.73	3.66	3.99	45.87%
Quality and Attributes of Sociodramatic Play	2.59	3.11	4.05	69.46%	2.71	3.73	4.12	52.17%	2.65	3.57	3.97	49.53%
Speaking	2.44	3.02	3.59	47.14%	2.56	3.10	3.06	19.61%	2.43	2.98	3.51	44.34%
Story Retelling	1.66	2.57	2.70*	62.99%	1.71	2.56	3.41	100%	1.70	2.49	3.00	76.36%
Language Manipulation	1.48	2.53	2.80*	82.40%	1.71	2.08	2.70*	61.65%	1.69	2.69	2.80*	76.54%
Alphabetic Awareness	1.26	1.83	2.80*	73.35%	1.71	2.46	3.00	75.86%	1.51	2.30	2.70*	82.64%
Print Knowledge	1.86	2.55	2.80*	51.05%	1.56	2.40	2.80*	80.79%	1.76	2.69	2.80*	67.17%
Composing	1.93	2.24	2.80*	57.75%	1.87	2.40	3.15	61.47%	1.83	2.43	2.70*	52.07%
Production	1.33	1.94	2.80*	66.74%	1.53	2.24	2.70*	80.36%	1.51	2.19	2.80*	64.28%

Area of Strength

Area in Need of Improvement

* Trend for Area in Need of Improvement

*North Central WV Community Action Association, Inc. Head Start Program Grantee
Outcomes for Three-Year Olds 2013-2014 and 2014-2015 Comparison (Continued)*

The program determined a score of three or higher would be considered a strength for three-year-olds in PY49 or the 2014-2015 school year. (See the above table highlighted in yellow.)

- Classification
- Independent Behavior
- Regulation of Emotions and Behavior
- Prosocial Behavior
- Social Problem Solving
- Quality and Attributes of Engagement and Exploration
- Quality and Attributes of Cooperative Play
- Quality and Attributes of Sociodramatic Play
- Speaking
- Story Retelling

The program determined a score less than three would be considered an area in need of improvement for three-year-olds. However, it must be noted that some of the areas had percentages of growth over 50% in comparison from the Fall 2014 to the Spring 2015 checkpoints as indicated in the parenthesis below. (See the above table highlighted in blue.)

- Functional Counting (77.58%)
- Numerical Operations (90.84%)
- Written Numbers (72.46%)
- Algebraic Thinking (64.07%)
- Identifying and Using Shapes (55.87%)
- Measurement (71.39%)
- Observation and Reporting (59.07%)
- Prediction (53.42%)
- Investigation (63.27%)
- Language Manipulation (76.54%)
- Alphabetic Awareness (82.64%)
- Print Knowledge (67.17%)
- Composing (52.07%)
- Production (64.28%)

In comparing the scores of three-year-olds for the 2012-2013, 2013-2014, and 2014-2015 school years, the trend for areas in need of improvement (marked with asterisks above) include:

- Functional Counting
- Numerical Operations
- Written Numbers
- Algebraic Thinking
- Identifying and Using Shapes
- Measurement
- Observation and Reporting
- Prediction
- Investigation
- Language Manipulation
- Print Knowledge
- Production



**NCWCAA Head Start Physical Health and Development Domain Outcomes for
Three and Four Year Olds 2013–2014 and 2014-2015**

WV Early Learning Scale Indicators	Fall 2013-2014 (PY48)	Winter 2013-2014 (PY48)	Spring 2013-2014 (PY48)	Percentage of Growth 2013-2014 (PY48)	Fall 2014-2015 (PY49)	Winter 2014-2015 (PY49)	Spring 2014-2015 (PY49)	Percentage of Growth 2014-2015 (PY49)
Small Muscle Coordination	2.89	3.87	4.43	53.02%	2.88	3.81	4.47	55.04%
Large Muscle Coordination	3.15	4.03	4.59	45.55%	3.15	3.95	4.59	45.91%
Health Development	3.17	4.04	4.52	42.59%	3.12	3.88	4.45	42.40%
Safety Practices	3.15	3.99	4.38	39.22%	3.24	3.93	4.43	36.78%

The domain of Physical Health and Development has been aggregated for both three- and four-year-olds for the 2013-2014 and 2014-2015 school years, above. The data is only presented for two years because in prior years this information was not evident. The Early Learning Scale did not include the domain of Physical Health and Development. The domain includes the following indicators: fine motor, gross motor, health development, and safety practices. Fine motor includes the small muscle coordination strands, which encompasses control and manipulation, eye-hand coordination, manipulating writing, drawing, and art tools, and self-help skills. The gross motor indicator includes the strand of large muscle coordination which involves control and proficiency, coordinating movements, and balance. Health development includes healthy food choices, physical fitness, physical growth, daily health routines, and understanding of apparel. Safety practices incorporate safety activities, symbols, and rules.

Conclusion

Children’s growth was evident and traceable in all areas of development and learning. Teachers in Head Start and collaborative sites analyzed individual child data along with class data three times during the year. This information is used to assist teachers in planning individual and group experiences/activities for children. Parent/Teacher conferences occurred after each checkpoint to discuss strengths and areas of improvement of their child and parental input was collected.

The program will address the areas of improvement as those found in the comparison of 2012-2013, 2013-2014, and 2014-2015 indicators through the Training and Technical Assistance Plan for Preservice, inservices, individual in-county trainings, and/or applicable external trainings through Professional Development Plans.

The program continues to analyze data for strengths and areas of improvement as historical data becomes available.

*North Central WV Community Action Association, Inc.
Early Head Start Program Grantee—Outcome Data for Infants and Toddlers*

Early Head Start

During the 2014-2015 school year, NCWVCAA Early Head Start Center- and Home-Based Program started implementing HighScope curriculum and COR Advantage as the assessment system tool. Rich and fact-based observations were collected to show each infant and toddler’s progress throughout the school year. These observations were recorded and analyzed in COR Advantage at fall, winter, spring, and summer checkpoints to determine areas of strength and areas in need of improvement to allow teaching staff to plan appropriate activities. Conferences were held between teachers and parents to discuss each checkpoint’s data and collect parental input.

The below data showed a percentage of growth for enrolled children and as evidenced in the bar graph as follows:

The highest percentage of growth was in Physical Well-Being and Motor Development at 82%.

The lowest percentage of growth was in Language and Literacy at 42%.

2014-2015 NCWVCAA Outcome Data for Infants and Toddlers

HS Domain	Fall 2014-2015	Winter 2014-2015	Spring 2014-2015	Summer 2014-2015	Percentage of Growth
Language and Literacy	1.09	0.93	1.46	1.51	42%
Cognition and General Knowledge	0.96	0.95	1.54	1.62	66%
Approaches to Learning	1.02	0.89	1.70	1.72	70%
Physical Well-Being and Motor Development	1.40	1.18	2.35	2.22	82%
Social and Emotional Development	0.95	0.91	1.54	1.46	51%

- Area of Strength
- Area in Need of Improvement

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015

Information Submitted by: Brenda Yohn, Director of Early Childhood

The Office of Head Start and Monongalia County Head Start staff believe that an important requirement of the program is to prepare young children for future educational success. As such, School Readiness has become a key component to program planning, data collection and analysis, and professional development to support children across their early childhood developmental years from the ages of birth through five.



In response to the requirements of the Office of Head Start, Monongalia County Head Start In order to monitor the School Readiness process, a School Readiness Team was created. This team meets several times throughout the program year and spends a great amount of time identifying strengths and weaknesses, updating School Readiness Goals, revising procedures, and collecting and analyzing data. Although School Readiness Goals are based on results across the program, it is understood that we must continue to look carefully at individual child results in order to meet the needs of each. By providing activities and programming that support the strengths and weaknesses of each child, teachers are able to provide individualized educational experiences. These experiences, centered around the Head Start Framework, support children's growth in the areas of language & literacy, cognitive development, social/emotional development, approaches to learning, and physical skills.

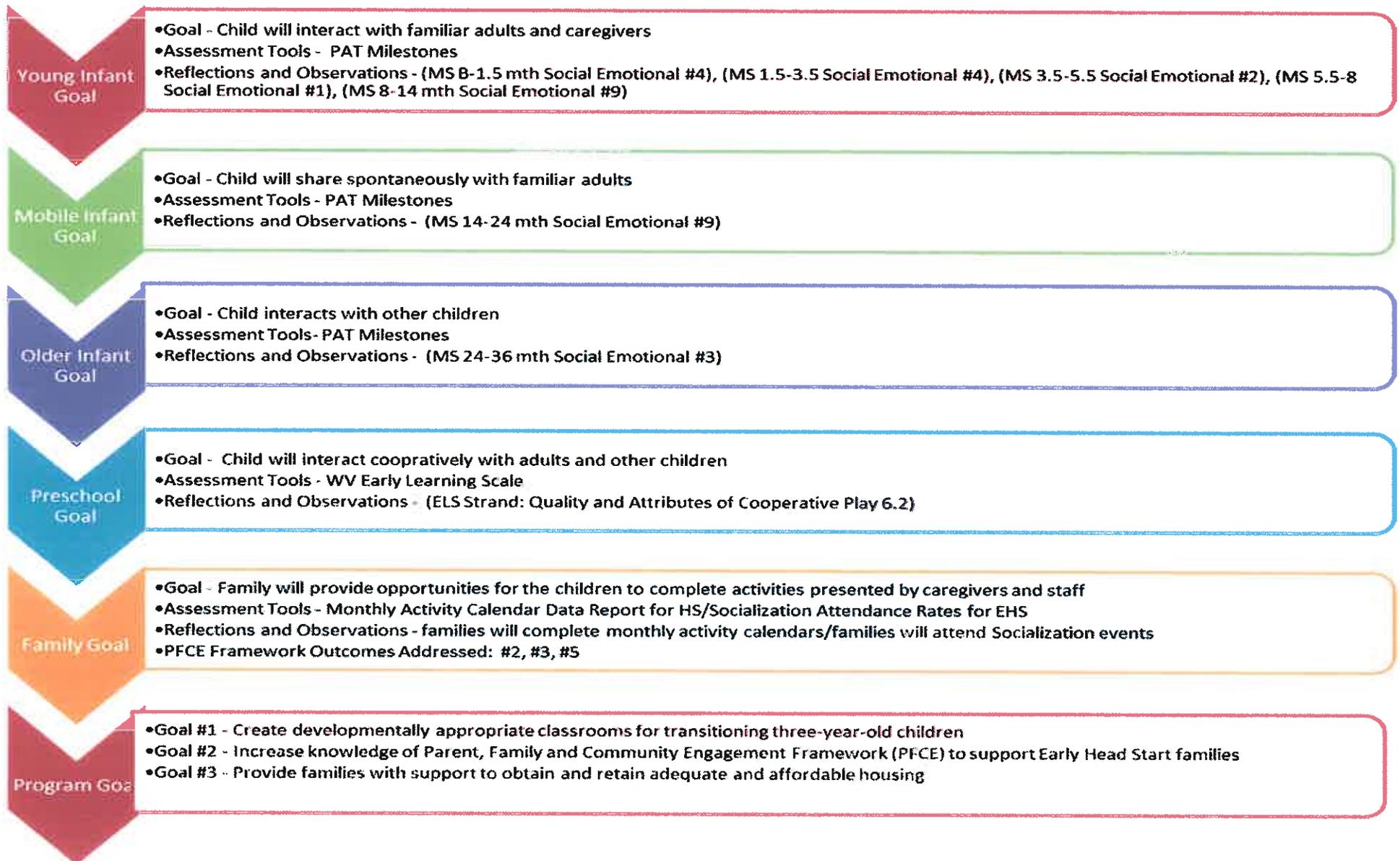
Child outcomes are measured on an on-going basis, data is collected and analyzed three times annually, and data is used to determine the need for supportive materials, individualized activities, and staff development in order to improve child outcomes so that all children would be ready for Kindergarten. School Readiness Goals targeted the five essential domain subtopics that include quality of engagement, numerical operations, phonological awareness, physical health, and social problem solving. These goals can be found below.



*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)*

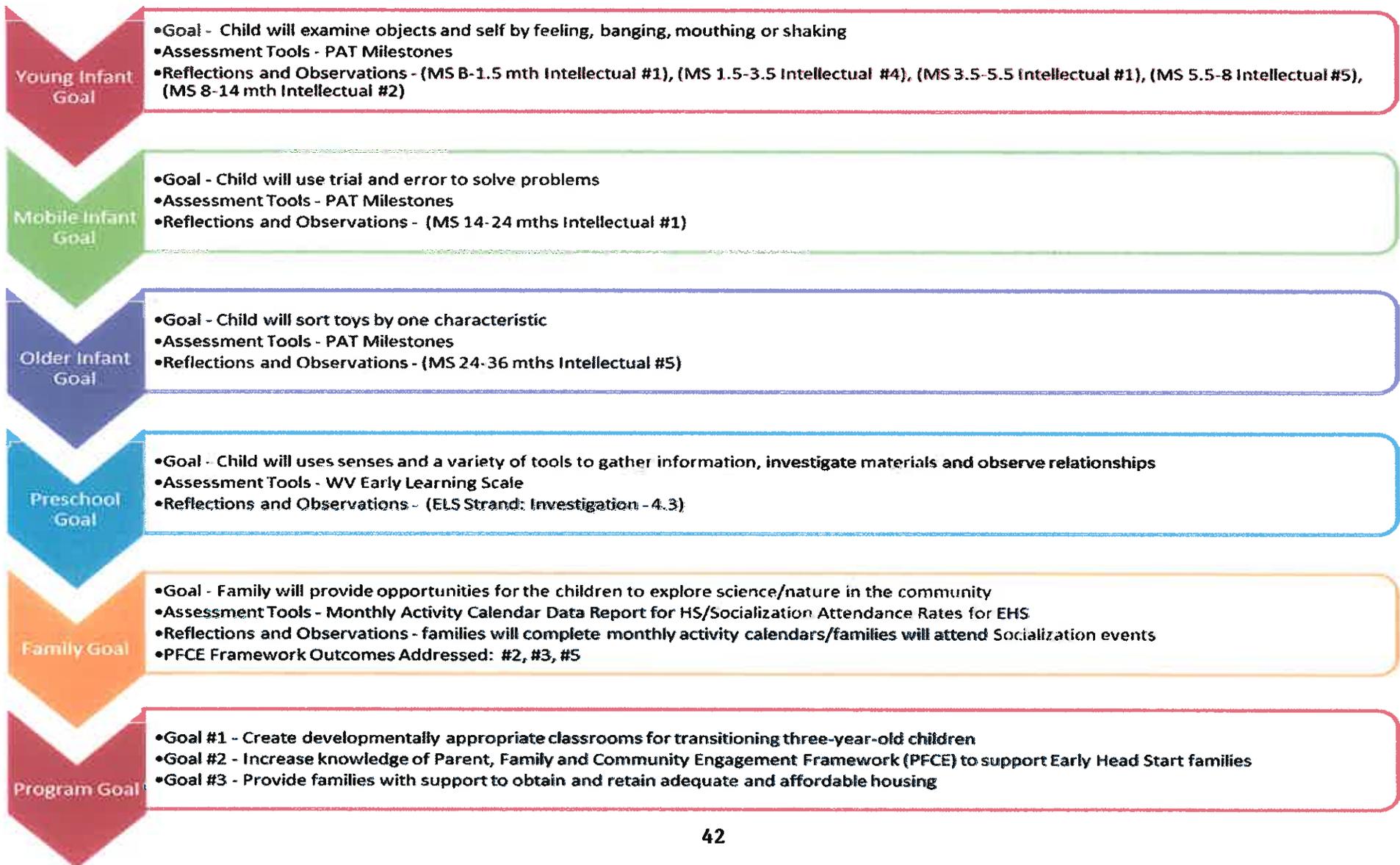
Goal 1: Domain: Approaches to Learning

Strand: Quality of Engagement



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)

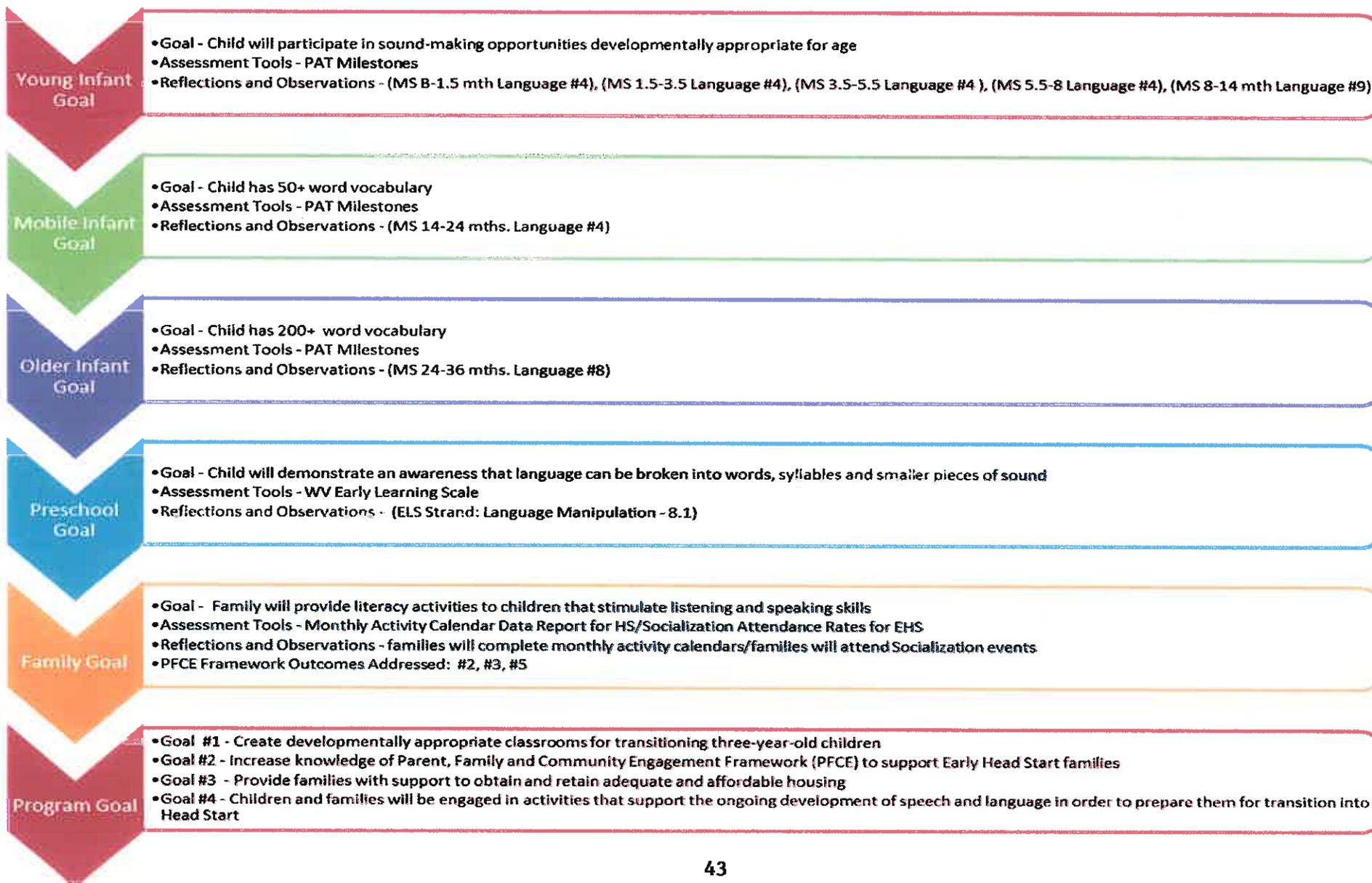
Goal 2: Domain: Cognitive Development
Strand: Numerical Operations



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)

Goal 3: Domain: Language and Literacy

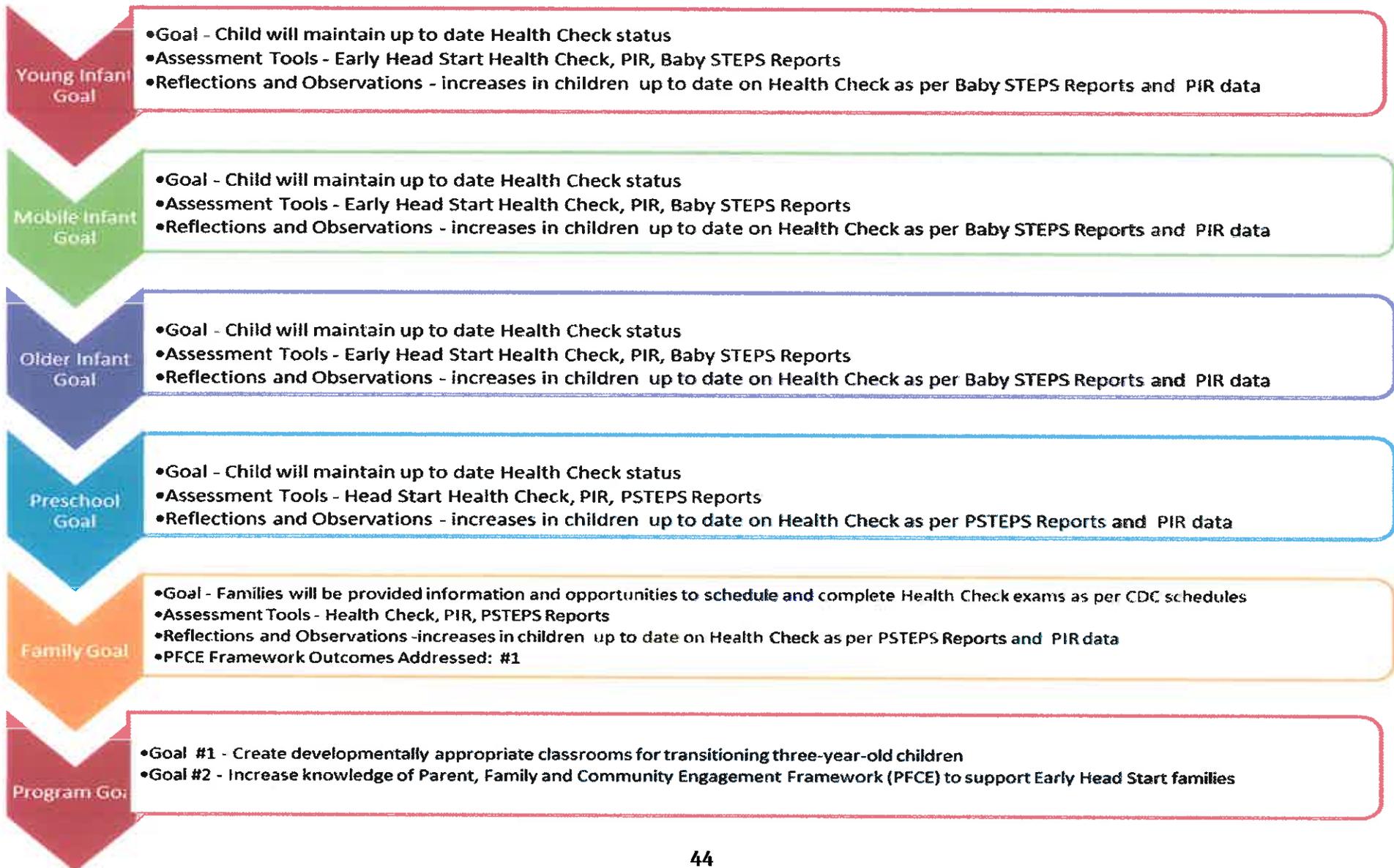
Strand: Phonological Awareness



*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)*

Goal 4: Domain: Physical Development

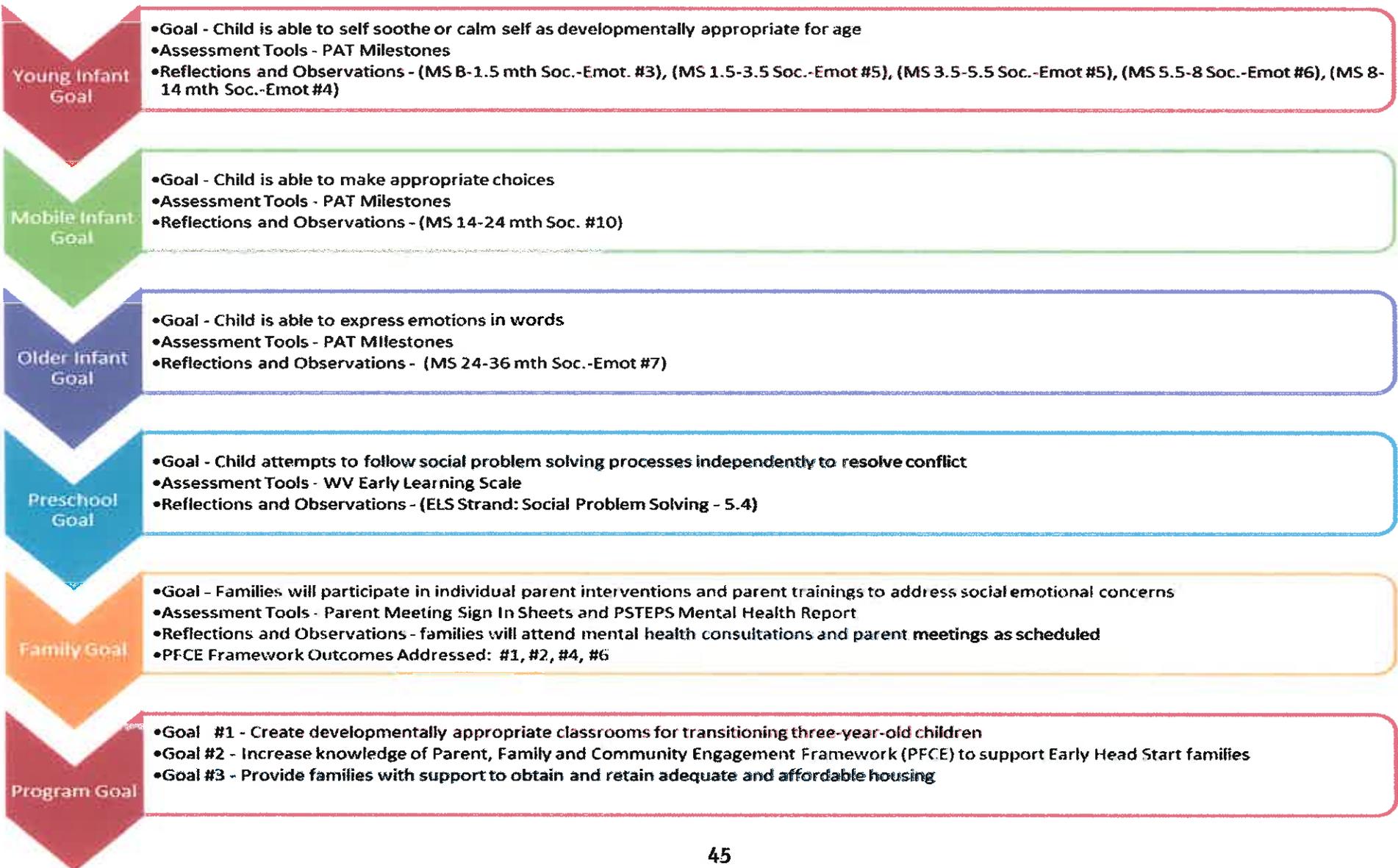
Strand: Physical Health



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)

Goal 5: Domain: Social Emotional Development

Strand: Social Problem Solving



*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Can't)*

Information Submitted by: Brenda Yahn, Director of Early Childhood

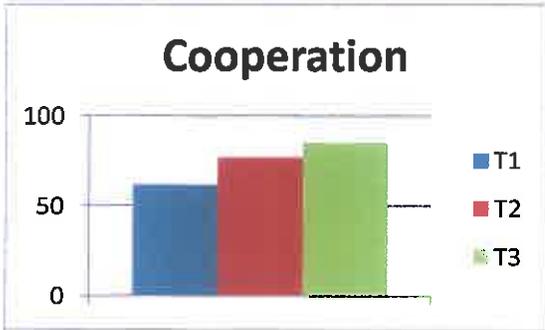
School Readiness is a strong focus of Monongalia County Head Start Program, Early Head Start Program, and WV Pre-K. Monongalia County Head Start/Pre-K teachers use the Creative Curriculum and its assessment system to track child outcomes and program trends. The Creative Curriculum has 52 objectives, disseminating across multiple domains, including social/emotional, physical, language and literacy, and math development. Teachers made observations during daily routines, direct teaching and child-initiated play that were the basis for leveling children three times a year on the objectives. Observations were collected in a variety of ways and were organized to develop an accurate picture of a child's progress in each objective area. Data from these observations were used to level children's progress three times each year, in October, February, and May. The leveling data was entered into the WVDE WVEIS Early Learning Reporting System. There, teachers were able to review trends, track individual student progress, and produce individualized reports to share with parents during home visits and parent/teacher conferences. This information was also used by the School Readiness Team when analyzing data toward the progress of the above goals. The data was compiled after each reporting session and again for an annual outcomes report at the end of the school year. The data was organized into charts and tables for review, analysis, and comparison. The data below is an end-of-year compilation for each School Readiness Goal and additional School Readiness data can be found at www.mcsearlychildhood.org/sr/index.cfm.

Early Experiences Last a Lifetime

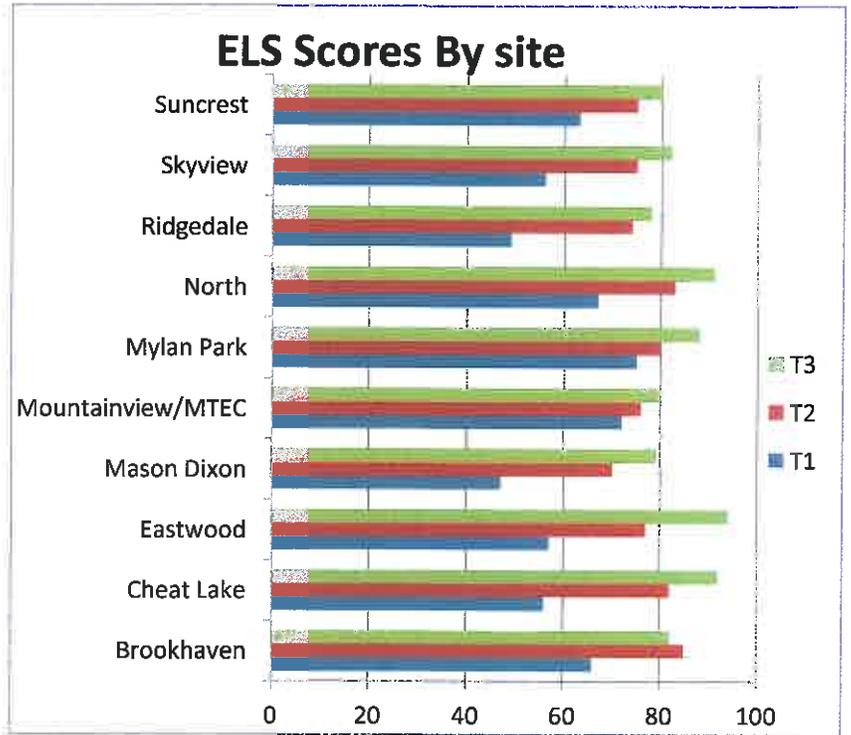


**Goal 1: Approaches to Learning
Cooperation**
Annual Comparison Data- July 1, 2014 – June 30, 2015

Head Start:

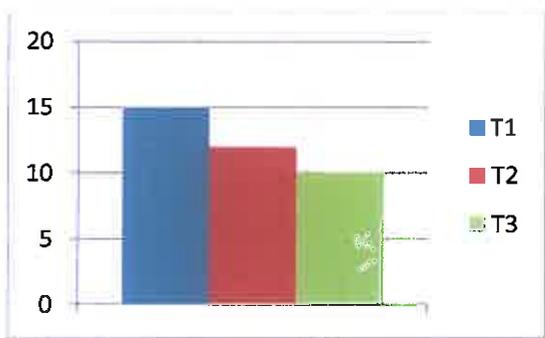


Data Source: (ELS Strand: Quality and Attributes of Cooperative Play 6.2)

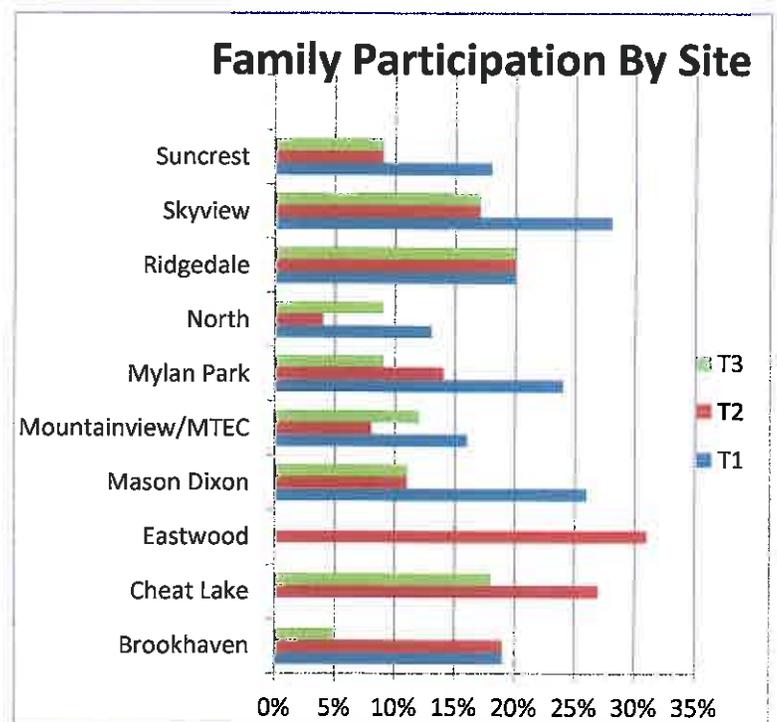


Family Participation:

Head Start:

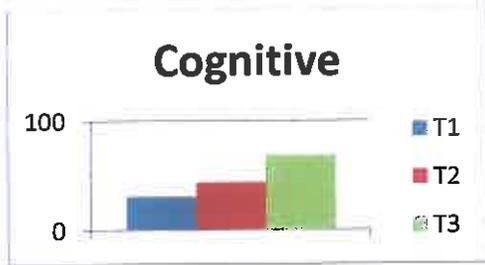


Data Source: Family Activity Calendars

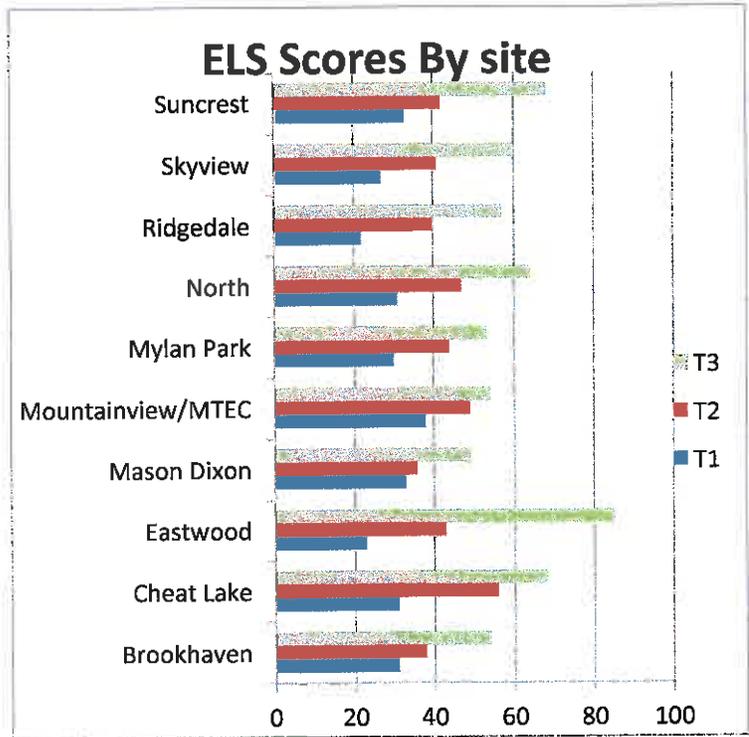


Goal 2: Cognitive Development
Scientific Inquiry
Annual Comparison Data- July 1, 2014 – June 30, 2015

Head Start:

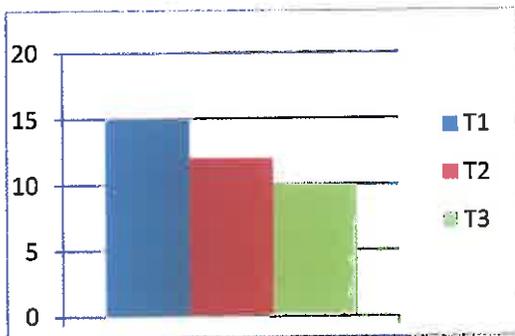


Data Source: (ELS Strand: Investigation - 4.3)

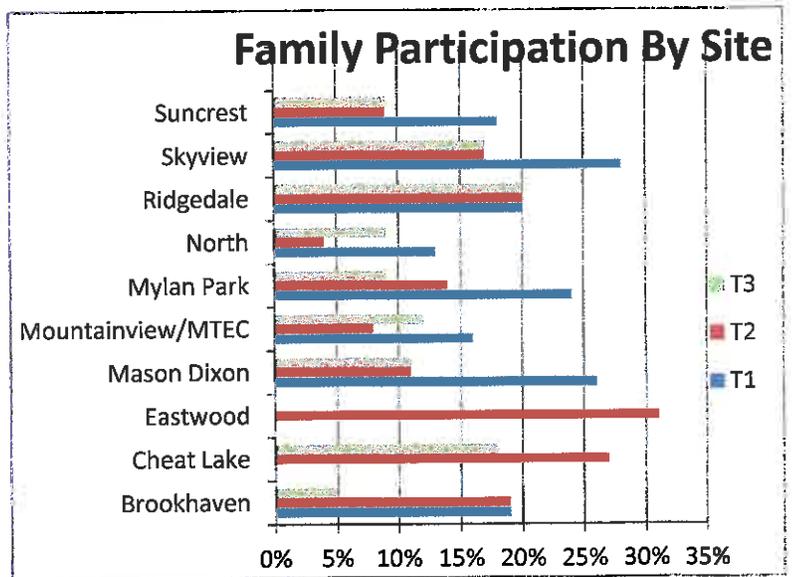


Family Participation:

Head Start:

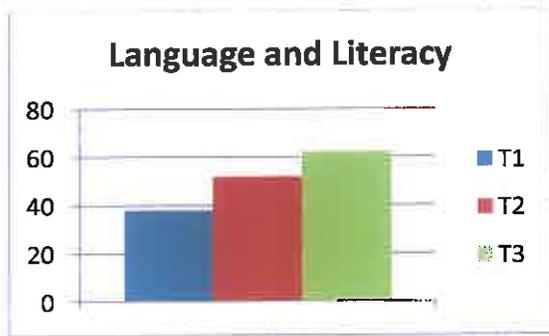


Data Source: Family Activity Calendars

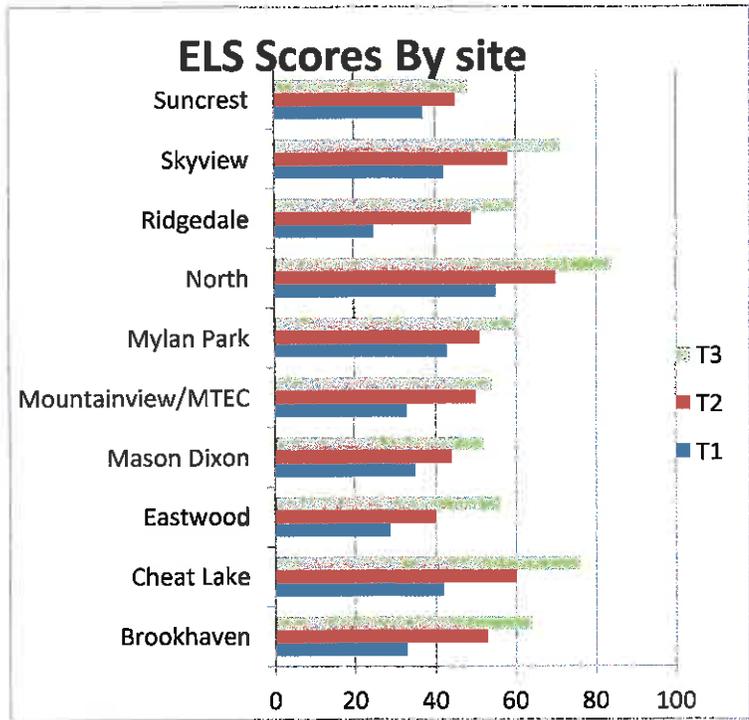


Goal 3: Language and Literacy
Phonological Awareness
Annual Comparison Data- July 1, 2014 – June 30, 2015

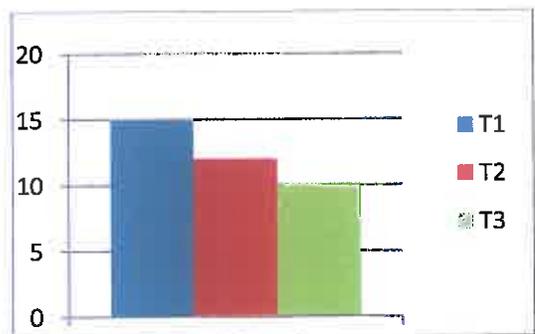
Head Start:



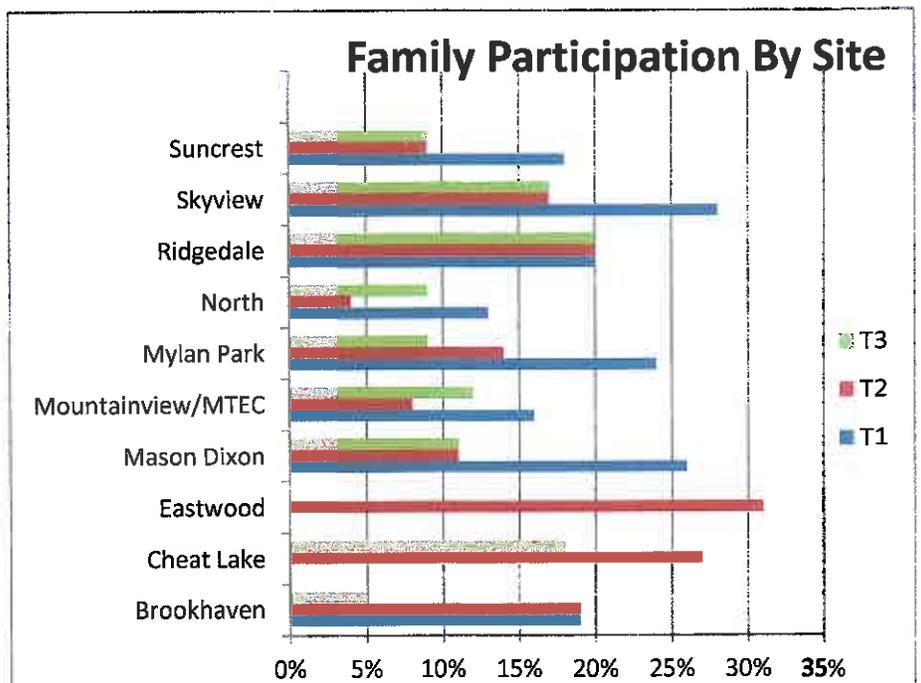
Data Source: (ELS Strand: Language Manipulation - 8.1)



Family Participation:
Head Start:

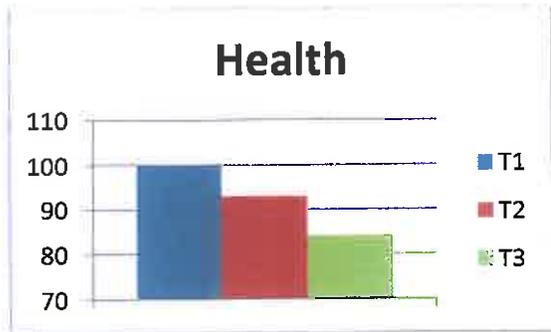


Data Source: Family Activity Calendars

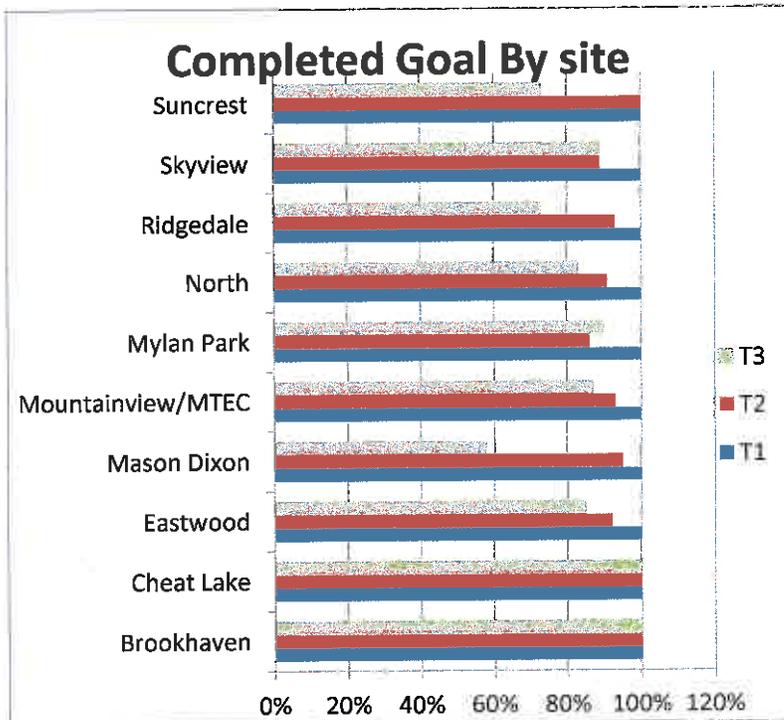


**Goal 4: Physical Development
Physical Health
Annual Comparison Data- July 1, 2014 – June 30, 2015**

Head Start:

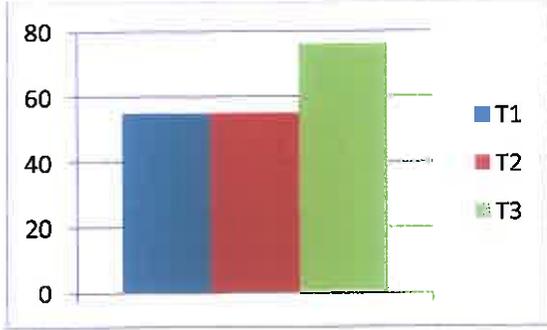


Data Source: Health Compliance Reports on PSTEPS

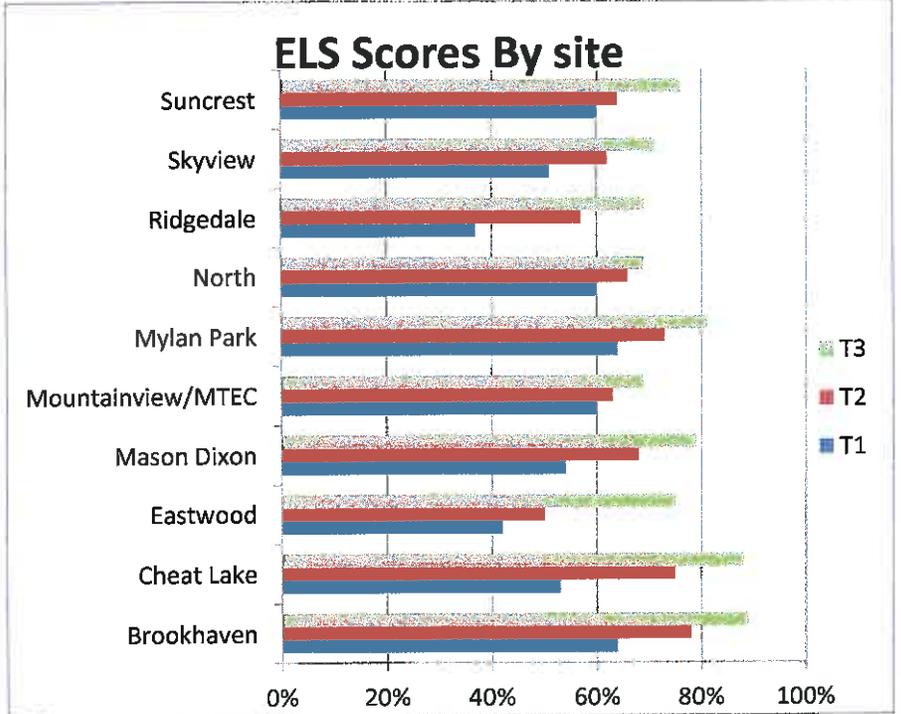


**Goal 5: Social Emotional Development
Social Problem Solving
Annual Comparison Data- July 1, 2014 – June 30, 2015**

Head Start:

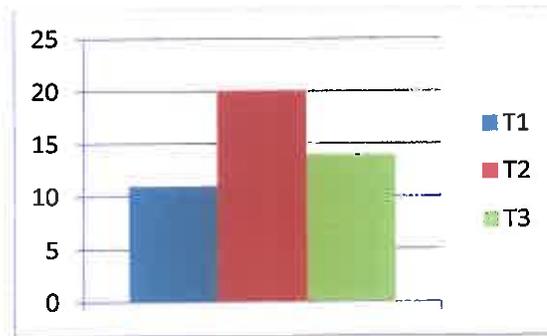


Data Source: (ELS Strand: Social Problem Solving - 5.4)

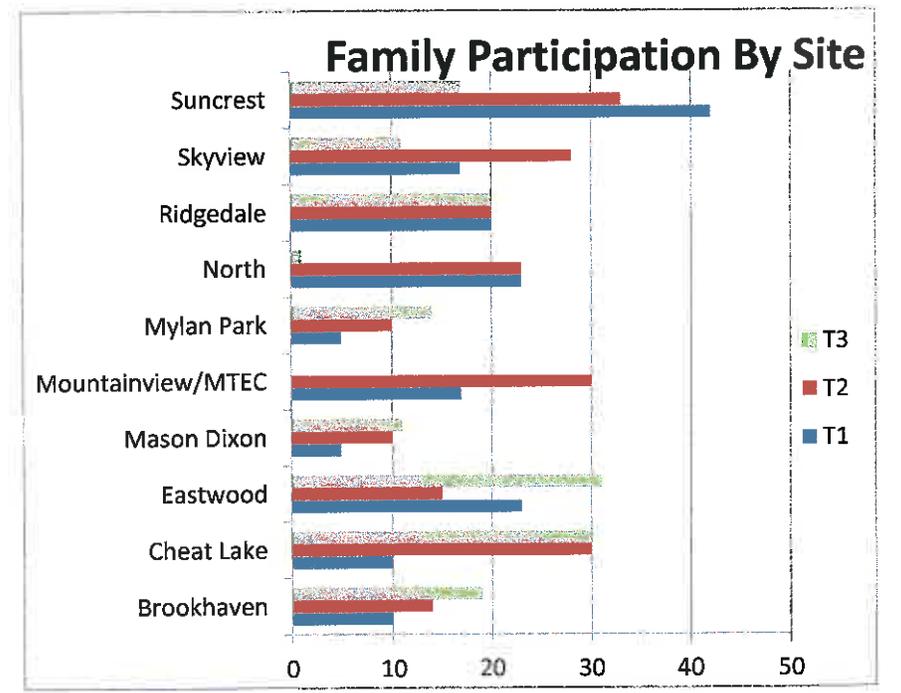


Family Participation:

Head Start:



Data Source: Mental Health Consultation Records and Attendance Records



*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2014-2015 (Con't)*

Information Submitted by: Brenda Yohn, Director of Early Childhood

Summary

Monongalia County Board of Education Head Start Delegate Program is proud of the growth that has been shown in our children's scores in many areas across the developmental continuum. It has been determined that our children continue to need additional support in the areas of cognitive development and language and literacy. It is our goal to continue to assist children in these areas by providing additional materials, supplies, and staff professional development in these specific areas.

Our teachers, assistant teachers, coaches and administrators continue to use the data from the assessment system to individualize for child and programmatic changes and needs. During the school year, program staff provided individualized staff development for teachers and assistant teachers to assure developmentally appropriate content to be included in lesson plans and classroom experiences. It is our hope that progress is made across all curricular domains so that our children receive the best early childhood education possible.



HEAD START/EARLY HEAD START PERFORMANCE INDICATORS FOR LOCAL, STATE, AND NATIONAL 2014-2015					State	State	National	National
PIR #		HS Grantee	HS Delegate	EHS Grantee	HS	EHS	HS	EHS
101	Percentage (%) of children enrolled for multiple years.	17.9%	20.2%	33.7%	20.6%	44.1%	29.8%	39%
102	Percentage (%) of children enrolled less than 45 days.	3.3%	0.5%	15.1%	4%	6.8%	4.7%	6.1%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll.	8.9%	8.8%	39.8%	12.3%	28.3%	16.3%	30%
111	Percentage (%) of children with health insurance.	99.6%	100%	100%	97.3%	99.4%	96.6%	97.1%
112	Percentage (%) of children with a medical home.	99.5%	100%	100%	96.7%	99.1%	96.6%	96.4%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date.	98.1%	99.5%	89.5%	96.7%	93.5%	97.4%	93.2%
114	Percentage (%) of children with a dental home.	97.3%	100%	76.7%	94.8%	83.1%	92.8%	77.6%
121	Percentage (%) of children with an IFSP or IEP.	14.1%	22.8%	12.8%	16.5%	20.8%	12.2%	13.3%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule.	88%	87.6%	72.1%	84.1%	87.9%	87.1%	80.3%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment.	3.1%	19.5%	4.8%	8.6%	12.3%	10.6%	8.3%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment.	90%	100%	100.0%	97.4%	94.8%	92.1%	93%
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR.	100%	100%	N/A	99.2%	N/A	97.2%	N/A
132	Percentage (%) of preschool children completing professional dental exams.	85.7%	99.0%	N/A	85.8%	N/A	83.1%	N/A
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment.	17.5%	18.8%	N/A	13.5%	N/A	17.9%	N/A
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment.	68.2%	72.2%	N/A	67.3%	N/A	72.4%	N/A
141	Percentage (%) of families who received at least one of the family services reported in the PIR.	99.6%	69.4%	100%	74.6%	91.6%	70.9%	77.3%
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year.	46.9%	33.3%	50%	41.3%	50.5%	31.8%	35.7%
151	Percentage (%) of preschool classroom teachers that meet degree/credential requirements of Section 648A.(2)(A) (BA or higher- early childhood) that become effective September, 2013.	89.7%	100%	N/A	91.6%	N/A	72.8%	N/A
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) that become effective October, 2011.	100%	100%	N/A	82.1%	N/A	89.2%	N/A
153	Percentage (%) of preschool classroom assistant teachers that meet the degree/credential requirements of Section 648A.(2)(B)(ii) (CDA or equivalent) that become effective September, 2013.	100%	100%	N/A	97.9%	N/A	89.6%	N/A
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) that became effective September, 2010.	N/A	N/A	100%	N/A	100%	N/A	93.7%

Revised 10/8/2015

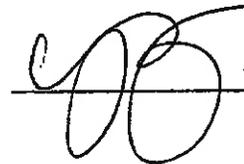


ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Mr. Jeff Van Volkenburg
Board Chairperson
North Central West Virginia Community
1304 Goose Run Rd.
Fairmont, WV 26554

From: Responsible HHS Official
Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

 4/23/13
Date

Overview of Findings

From 3/3/2013 to 3/8/2013, the Administration for Children and Families (ACF) conducted a monitoring review of the North Central West Virginia Community Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Jeff Van Volkenburg, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, your Head Start and Early Head Start programs were found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report.

If you are a grantee serving preschool age children in the center-based option, a sample of your preschool classrooms will be observed using the Classroom Assessment Scoring System (CLASS). This classroom observation instrument looks at the teacher/child interactions, as well as interactions between children. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

During your review, the team used a sampling methodology that included a random selection of child files, staff files, and class, center, and group observations. If your report includes findings related to evidence that involved sampling, the finding narratives in your report include specific percentages from each sample that were determined by dividing the number of issues found by

the total sample size. This methodology, which uses statistically driven random samples, allows the OHS to use information collected through the representative samples to make generalizations regarding your program as a whole.

For example, if, during your review, the team examines a sample of 45 child files, the finding narrative will indicate the percentage of files that were identified with an issue. The percentage will be determined by dividing the number of child files with issues by 45. Likewise, when summarizing information from classroom observations, the total number of classrooms with issues will be divided by the total number observed to determine the percentage of the sample with problems.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Ms. Linda Savage, Regional Program Manager
 Mr. Joe Mauller, Policy Council Chairperson
 Ms. Vicki Geary, CEO/Executive Director
 Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>North Central West Virginia Community</i>
Program Type:	<i>Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Eva Hoffman</i>
Funded Enrollment HS:	<i>844</i>
Funded Enrollment EHS:	<i>52</i>

Area of Strength

The grantee developed a mentor system for grantee teachers, assistant teachers, and Family and Community Partnership staff who were new or needed additional training. New hires in the three positions were assigned to either a mentor teacher or were mentored by the Family Resource Coordinator. The new hires observed mentors' classrooms or shadowed the Family Resource Coordinator on home visits. Next, the mentors observed the mentees in the classroom or on home visits. At the end of the process, feedback was provided to both the mentees and their supervisors. The mentoring partnership was in place for a year, with consultation as needed. The mentor system was also used to promote quality performance for existing staff.

New Area of Noncompliance Determinations

At least one area of noncompliance was documented at North Central West Virginia Community Head Start and Early Head Start programs.

Management Systems

Applicable Standards	Program Type	Status	Finding Type
<i>1304.52(k)(1)</i>	<i>HS and EHS</i>	<i>Noncompliance</i>	<i>Human Resources</i>

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.52 Human Resources Management.

(k) Staff and volunteer health.

(1) Grantee and delegate agencies must assure that each staff member has an initial health examination (that includes screening for tuberculosis) and a periodic re-examination (as recommended by their health care provider or as mandated by State, Tribal, or local laws) so as to assure that they do not, because of communicable diseases, pose a significant risk to the health or safety of others in the Early Head Start or Head Start program that cannot be eliminated or reduced by reasonable accommodation. This requirement must be implemented consistent with the requirements of the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

The grantee did not ensure each staff member completed an initial health examination including screening for tuberculosis (TB). Nineteen percent of personnel files lacked evidence of either an initial health examination or a TB screening.

A sample of 150 staff files was reviewed. Of the sample, 29 files did not contain evidence of physical examinations or TB screenings. Eighteen delegate and collaborative-partner teachers hired between July 22, 1985 and August 20, 2012 did not have documentation of initial health examinations, and nine delegate and collaborative-partner bus drivers hired between August 28, 1992 and March 29, 2012 did not have documentation of TB screenings. In addition, a delegate mechanic/bus driver hired August 22, 1994 and a grantee Family Educator hired July 3, 2012 did not have documentation of initial health examinations.

In an interview, the Head Start Director stated physical examinations and TB tests were required for staff hired and paid by the grantee agency, but the delegate and partner Boards of Education followed State law, which did not require health examinations for teachers. She further stated she spoke with the delegate Director, but not the partners, regarding Head Start requirements. In an interview, the delegate Head Start Director stated the delegate agency was in the process of implementing new requirements to ensure all staff working directly with Head Start children completed physical examinations and TB screenings.

A review of the West Virginia Code on TB Testing, Control, Treatment, and Commitment found routine Mantoux TB skin testing of school personnel was to be eliminated in accordance with Centers for Disease Control and Prevention guidance issued in 2000. The regulation stated high-risk groups or persons--including residents and employees of high-risk congregate settings and medically underserved, low-income populations--were to be tested for latent TB infections.

The grantee did not ensure each staff member completed an initial health examination including screening for TB; therefore, it was not in compliance with the regulation.

Child Health & Safety

Applicable Standards	Program Type	Status	Finding Type
<i>1304.40(i)(6)</i>	<i>EHS</i>	<i>Noncompliance</i>	<i>Access to Health and Dental Care</i>

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies**1304.40 Family Partnerships.****(i) Parent Involvement in Home Visits**

(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.

The grantee did not arrange for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child. Post-partum home visits were not completed by Health staff.

A review of the files of the four women who gave birth in the current program year found the Child and Family Services Coordinators and Family Educators conducted the 2-week post-partum visits. A review of the Transition Procedures document outlining the procedures for 2-week post-partum visits found they stated visits were to be completed by the Child and Family Services Coordinator or Family Educator. In an interview, the Health Program Specialist and Nutrition and Safety Program Specialist confirmed the 2-week visits were conducted by the Child and Family Services Coordinators and Family Educators rather than Health staff.

The grantee did not arrange for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child; therefore, it was not in compliance with the regulation.

Child Development and Education

Applicable Standards	Program Type	Status	Finding Type
<i>648A(f)</i>	<i>HS</i>	<i>Noncompliance</i>	<i>Quality of Teaching and Learning</i>

Head Start Act**Sec. 648A. STAFF QUALIFICATIONS AND DEVELOPMENT [42 U.S.C. 9843a]**

(f) Professional Development Plans- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

The grantee did not create professional development plans (PDPs) for all Head Start employees providing direct services to children. Twenty-seven percent of the personnel files reviewed did not contain PDPs.

A sample of 41 teacher personnel files was reviewed. Of the sample, 11 collaborative partner teacher personnel files did not contain PDPs. The file review found three teachers from Randolph County Board of Education hired between August 23, 1999 and August 16, 2010; six teachers from Preston County Board of Education hired between November 8, 1999 and August 17, 2012; and two teachers from Taylor County Board of Education hired on August 21, 1986 and August 20, 2012 did not complete PDPs.

In an interview, the Superintendent of Randolph County Schools stated the Randolph County Board of Education did not require PDPs for staff. In an interview, the Human Resources Director for Preston County Board of Education stated the Preston County Board of Education and the State of West Virginia did not require PDPs. In an interview, the Director of Curriculum and Instruction for the Taylor County Board of Education confirmed the Taylor County Board of Education did not require PDPs.

The grantee did not create PDPs for all Head Start employees who provided services to children; therefore, it was not in compliance with the regulation.

Timeframe for Corrective Action

The area(s) of noncompliance cited in this report must be corrected within 120 days of the receipt of this report. Correction requires achieving full compliance with the violated requirement(s). Pursuant to Section 637(2)(C) of the Head Start Act, a grantee that fails to correct an area of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected within the time period required by the responsible HHS official.

If you anticipate that you will not be able to correct all noncompliances within the correction time specified in this report, you must submit a letter to your ACF Regional Office requesting an extension, with an explanation as to why an extension is necessary. The letter requesting an extension must be submitted prior to the expiration of the original corrective action time period.

— END OF REPORT —

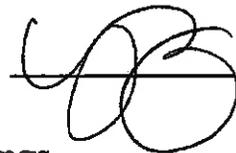


ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Mr. Jeff Van Volkenburg
Board Chairperson
North Central West Virginia Community
1304 Goose Run Rd.
Fairmont, WV 26554

From: Responsible HHS Official
Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

 9/16/13
Date

Overview of Findings

On 8/29/2013, the Administration for Children and Families (ACF) conducted a monitoring review of the North Central West Virginia Community Head Start and Early Head Start programs to determine whether the previously identified findings had been corrected.

Based on the information gathered during our review, we have closed the previously identified findings. Accordingly, no corrective action is required at this time. If you have questions about this report, please contact your ACF Regional Office.

This Head Start Review Report has been issued to Mr. Jeff Van Volkenburg, Board Chairperson, as legal notice to your agency of the results of the program review.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

- Ms. Linda Savage, Regional Program Manager
- Ms. Stephanie Arbogast, Policy Council Chairperson
- Ms. Vicki Geary, CEO/Executive Director
- Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	<i>Desk Review</i>
Organization:	<i>North Central West Virginia Community</i>
Program Type:	<i>Head Start and Early Head Start</i>
Team Leader:	<i>Lori Hayes</i>
Purpose:	<i>Follow Up</i>
Funded Enrollment HS:	<i>814</i>

Funded Enrollment EHS: 43

Status of Previously Identified Areas of Noncompliance

Management Systems

Date of Review in which Noncompliance was identified	Applicable Standards	Program Type	Status	Finding Type
Mar 3, 2013	1304.52(k)(1)	HS and EHS	Withdrawn	Human Resources

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.52 Human Resources Management.

(k) Staff and volunteer health.

(1) Grantee and delegate agencies must assure that each staff member has an initial health examination (that includes screening for tuberculosis) and a periodic re-examination (as recommended by their health care provider or as mandated by State, Tribal, or local laws) so as to assure that they do not, because of communicable diseases, pose a significant risk to the health or safety of others in the Early Head Start or Head Start program that cannot be eliminated or reduced by reasonable accommodation. This requirement must be implemented consistent with the requirements of the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

Triennial (3/3/2013)

The grantee did not ensure each staff member completed an initial health examination including screening for tuberculosis (TB). Nineteen percent of personnel files lacked evidence of either an initial health examination or a TB screening.

A sample of 150 staff files was reviewed. Of the sample, 29 files did not contain evidence of physical examinations or TB screenings. Eighteen delegate and collaborative-partner teachers hired between July 22, 1985 and August 20, 2012 did not have documentation of initial health examinations, and nine delegate and collaborative-partner bus drivers hired between August 28, 1992 and March 29, 2012 did not have documentation of TB screenings. In addition, a delegate mechanic/bus driver hired August 22, 1994 and a grantee Family Educator hired July 3, 2012 did not have documentation of initial health examinations.

In an interview, the Head Start Director stated physical examinations and TB tests were required for staff hired and paid by the grantee agency, but the delegate and partner Boards of Education followed State law, which did not require health examinations for teachers. She further stated she spoke with the delegate Director, but not the partners, regarding Head Start requirements. In an interview, the delegate Head Start Director stated the delegate agency was in the process of implementing new requirements to ensure all staff working directly with Head Start children completed physical examinations and TB screenings.

A review of the West Virginia Code on TB Testing, Control, Treatment, and Commitment found

routine Mantoux TB skin testing of school personnel was to be eliminated in accordance with Centers for Disease Control and Prevention guidance issued in 2000. The regulation stated high-risk groups or persons--including residents and employees of high-risk congregate settings and medically underserved, low-income populations--were to be tested for latent TB infections.

The grantee did not ensure each staff member completed an initial health examination including screening for TB; therefore, it was not in compliance with the regulation.

Desk Review - Withdrawn

This finding was withdrawn per the Office of Head Start.

Child Health & Safety

Date of Review in which Noncompliance was identified	Applicable Standards	Program Type	Status	Finding Type
Mar 3, 2013	1304.40(i)(6)	EHS	Corrected	Access to Health and Dental Care

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.40 Family Partnerships.

(i) Parent Involvement in Home Visits

(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.

Triennial (3/3/2013)

The grantee did not arrange for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child. Post-partum home visits were not completed by Health staff.

A review of the files of the four women who gave birth in the current program year found the Child and Family Services Coordinators and Family Educators conducted the 2-week post-partum visits. A review of the Transition Procedures document outlining the procedures for 2-week post-partum visits found they stated visits were to be completed by the Child and Family Services Coordinator or Family Educator. In an interview, the Health Program Specialist and Nutrition and Safety Program Specialist confirmed the 2-week visits were conducted by the Child and Family Services Coordinators and Family Educators rather than Health staff.

The grantee did not arrange for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child; therefore, it was not in compliance with the regulation.

Desk Review - Corrected

The grantee arranged for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child. A review of a Program Specialist Monthly

Status Monitoring report for the period June 16 through July 15, 2013--completed July 29, 2013--found the four children born between March 12 and July 2, 2013 received home visits from the Health Program Specialist and Mental Health Program Specialist within 2 weeks after birth.

A review of the revised Change of Information Procedure found it stated reports of infant births were to be sent to the Health Program Specialist within 24 hours of birth to enable the specialist to schedule the post-partum visit within 2 weeks. A review of revised Transition Procedures found they stated the Health Program Specialist or a Licensed Practical Nurse was required to complete a home visit within 2 weeks after each infant's birth.

In an interview, the Head Start Director confirmed the Transition Procedures were revised to reflect the Head Start Program Performance Standards. She stated she received copies of monthly reports and was able to monitor the completion of the 2-week visits and further stated the visits were tracked manually. She added all staff were trained on the updated policies, procedures, and forms in May 2013, and supervisors were trained in July 2013.

The grantee arranged for Health staff to visit each newborn within 2 weeks after the infant's birth to ensure the well-being of both the mother and child. This area of noncompliance is corrected.

Child Development and Education

Date of Review in which Noncompliance was identified	Applicable Standards	Program Type	Status	Finding Type
Mar 3, 2013	648A(f)	HS	Corrected	Quality of Teaching and Learning

Head Start Act

Sec. 648A. STAFF QUALIFICATIONS AND DEVELOPMENT [42 U.S.C. 9843a]

(f) Professional Development Plans- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

Triennial (3/3/2013)

The grantee did not create professional development plans (PDPs) for all Head Start employees providing direct services to children. Twenty-seven percent of the personnel files reviewed did not contain PDPs.

A sample of 41 teacher personnel files was reviewed. Of the sample, 11 collaborative partner teacher personnel files did not contain PDPs. The file review found three teachers from Randolph County Board of Education hired between August 23, 1999 and August 16, 2010; six teachers from Preston County Board of Education hired between November 8, 1999 and August 17, 2012; and two teachers from Taylor County Board of Education hired on August 21, 1986 and August 20, 2012 did not complete PDPs.

In an interview, the Superintendent of Randolph County Schools stated the Randolph County Board of Education did not require PDPs for staff. In an interview, the Human Resources Director for Preston County Board of Education stated the Preston County Board of Education and the State of West Virginia did not require PDPs. In an interview, the Director of Curriculum and Instruction for the Taylor County Board of Education confirmed the Taylor County Board of Education did not require PDPs.

The grantee did not create PDPs for all Head Start employees who provided services to children; therefore, it was not in compliance with the regulation.

Desk Review - Corrected

The grantee created professional development plans (PDPs) for all Head Start employees providing direct services to children. A review of training plans from the Randolph, Preston, and Taylor County Boards of Education found each County used an automated system to track teachers' staff development plans or PDPs, and the plans were updated annually. A review of automated staff development plans for each of the 11 collaborative-partner teachers cited during the triennial found they were up to date.

A review of West Virginia Board of Education Policy 2525 found all County Pre-K staff were required to develop staff development plans and participate in 15 hours of staff development, including a minimum of 6 hours of education on issues related to young children with special needs. In an interview, the Head Start Director stated all Head Start employees providing direct services to children at the grantee and its collaborative partners had current PDPs.

A review of revised Memoranda of Understanding (MOUs) with Randolph, Preston, and Taylor Counties found County Board of Education Pre-K teachers were required to develop PDPs and provide copies to the Head Start Education Program Specialist. In an interview, the Head Start Director stated the revised MOUs were forwarded to the County Superintendents for signatures in July 2013.

The grantee created PDPs for all Head Start employees providing direct services to children. This area of noncompliance is corrected.

— END OF REPORT —



ADMINISTRATION FOR
CHILDREN & FAMILIES

To: Board Chairperson
Mr. Jeff Van Volkenburg
Board Chairperson
North Central West Virginia Community
1304 Goose Run Rd.
Fairmont, WV 26554

From: Responsible HHS Official
Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

04/19/2013

Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from 03/03/2013 to 03/08/2013 of your Head Start program.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS™). The CLASS™ tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2212	Classroom Organization	5.9444	Instructional Support	2.6709

DIMENSIONS					
Positive Climate	6.32	Behavior Management	6.26	Concept Development	2.51
Negative Climate*	1.03	Productivity	6.24	Quality of Feedback	2.67
Teacher Sensitivity	5.87	Instructional Learning Formats	5.33	Language Modeling	2.83
Regard for Student Perspectives	5.72				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS™ domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Ms. Linda Savage*, Regional Program Manager
Mr. Joe Mauller, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

About CLASS™

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS™ assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS™ remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions*, the scoring principles are as follows¹:

Low range score

1—The low range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.

2—The low range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle range score

3—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

4—The middle range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.

5—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High range score

6—The high range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.

7—The high range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS™ observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS™ for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS™ in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS™ reviewers, and additional support for the CLASS™ reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

¹ Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.

A National Overview of Grantee CLASS™ Scores in 2013

During the 2012-2013 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS™) Pre-K Teacher-Child Observation Instrument during its on-site reviews of grantees. CLASS-reliable reviewers visited a random sample of preschool classrooms to obtain **grantee-level** scores. This document provides descriptive statistics of the 2013 grantee-level CLASS™ data.

For more information, see: [Use of CLASS™ in Head Start](#), available on the ECLKC. Individual grantee CLASS™ reports also are available on the ECLKC in the [Program Service Reports](#).

National Statistics by Dimension

In 2013, 359 Head Start grantees received CLASS™ reviews. The CLASS™ tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS™ dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

OHS CLASS Descriptive Statistics, 2013 National Grantee-Level Scores by Dimension					
Domain	Dimension	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	Positive Climate	5.97	0.41	4.50	7.00
	Negative Climate	1.05	0.08	1.00	1.65
	Teacher Sensitivity	5.70	0.50	4.06	7.00
	Regard for Student Perspectives	5.32	0.59	3.47	7.00
Classroom Organization	Behavior Management	5.87	0.45	4.25	7.00
	Productivity	5.89	0.48	4.50	7.00
	Instructional Learning Formats	5.12	0.58	2.72	7.00
Instructional Support	Concept Development	2.42	0.56	1.00	4.70
	Quality of Feedback	2.73	0.56	1.25	5.10
	Language Modeling	3.02	0.57	1.10	5.00

National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.* Previous large-scale studies of CLASS™ have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS CLASS Descriptive Statistics, 2013 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	5.99	0.34	4.99	6.94
Classroom Organization	5.63	0.43	4.15	7.00
Instructional Support	2.72	0.50	1.33	4.83

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS CLASS Descriptive Statistics, 2013 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.5417	5.99	6.44
Classroom Organization	5.0556	5.62	6.17
Instructional Support	2.1061	2.71	3.35



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

To The Board of Directors of
North Central West Virginia Community Action Association, Inc.
Fairmont, West Virginia:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Central West Virginia Community Action Association, Inc. (the "Association") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 10, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Association's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control. Accordingly, we do not express an opinion on the effectiveness of the Association's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Association's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



David L. Howell, CPA
Cabin Creek, West Virginia
March 10, 2016

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR
PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY
OMB CIRCULAR A-133

To The Board of Directors:
North Central West Virginia Community Action Association, Inc.
Fairmont, West Virginia:

Report on Compliance for Each Major Federal Program

We have audited North Central West Virginia Community Action Association, Inc.'s (the "Association") compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement that could have a direct and material effect on each of the Association's major federal programs for the year ended June 30, 2015. The Association's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Association's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Association's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Association's compliance.

Opinion on Each Major Federal Program

In our opinion, the Association complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect

on each of its major federal programs for the year ended June 30, 2015.

Report on Internal Control Over Compliance

Management of the Association is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Association's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Association's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



David L. Howell, CPA
Cabin Creek, West Virginia
March 10, 2016

**NORTH CENTRAL WEST VIRGINIA
COMMUNITY ACTION ASSOCIATION, INC.**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Year Ended June 30, 2015

Section I- Summary of Auditor's Results

Financial Statements:

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficienc(ies) identified?	No
Noncompliance material to financial statements noted?	No

Federal Awards:

Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficienc(ies) identified?	No

Type of auditor's report issued on compliance for major programs:	Unmodified
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Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	No
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Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
93.600	Head Start/Early Head Start Programs

Dollar threshold used to distinguish between type A and type B programs:	\$ 300,000
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Did auditee qualify as low-risk auditee?	Yes
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NORTH CENTRAL WEST VIRGINIA
COMMUNITY ACTION ASSOCIATION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)

Year Ended June 30, 2015

Section II - Financial Statement Findings

No findings are reported.

Section III - Federal Award Findings and Questioned Costs

No findings or questioned costs reported.

Section IV - Corrective Action Plan

Not required as there are no findings or questioned costs.

**NORTH CENTRAL WEST VIRGINIA
COMMUNITY ACTION ASSOCIATION, INC.**

SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

Year Ended June 30, 2015

There were no findings or questioned costs in the prior year.



Story Submitted By: Kelly Satterfield, Family Resource Coordinator, Taylor County

I have a family in Rosemont who relocated here from Florida...Mom, Dad, and four children. Dad works two part time jobs to pay the expenses and mom stays home with the kids. The family has no transportation and relies on friends to help with grocery shopping and doctor appointments. Dad catches a ride with a coworker to his jobs and then pays that person gas money.

When I first enrolled the two boys in Flemington Preschool last fall the family had no furniture in their home and were barely getting by on what Dad could bring home. Both boys needed speech therapy and Mom painstakingly arranged transportation to get all the boys health documentation completed in a timely manner.

As the FRC, I created Family Partnership Agreements to help the family with child discipline and eventually, better housing. Before the holidays, a local church wanted to sponsor a family. I submitted this family to the church and delivered a car load of gifts and food to the family a week and half before the holiday.

All in all, with the help of community volunteers and the sponsoring church, this family now has furniture in their home, had gifts and food for the holidays, and the boys are attending preschool regularly with the help of friends who are transporting the children in the absence of bussing. The family has stated over and over again how blessed they are and are so very thankful for the assistance they have received as a result of their involvement with the Head Start Program.

As an FRC, I can honestly say that even though the job can be very stressful... successes like this make it all worth it!

Story Submitted By: James Danesh, Parent, Policy Council Community Representative, Monongalia County

My two children, my world, were both diagnosed with developmental delays. Mikey, now 12, and Matthew, 5, were unable to do what kids their ages would do.

At first we were introduced to Birth to 3, which helped them to walk and talk basic in their early life stage. We were soon introduced to the Head Start program by their pediatrician. As they developed a full range of skills in learning and understanding surroundings, we were amazed at how their vocabulary drastically increased with the one on one interaction. Soon they both were able to know colors and numbers. I must say we were blessed to realize how the Early Head Start and Head Start Program changed my kids abilities to learn .

I recommend any advocate families to know how important is to help their kids in early years of life to take advantage of program. It is totally free and advantageous to kids and they look forward to schooling.





SKY

My name is Jacqueline Mahaney and I am writing this Testimonial about my Head Start experience over the last two years. Head Start has been a great learning experience for me and my daughter. Havanna has been in the Head Start Program for two years now. She attended Mannington I with Ms. Lisa and Ms. Tina. When Havanna first started, she was shy and backwards. This has helped her with her socializing skills with other kids and adults alike. They have provided Havanna with programs and activities that she has needed, such as, Speech with Ms. Amy Shannon from the Board of Education. I enjoy being able to take my son Erik into the classroom to get him acquainted with the surroundings, and I enjoy being able to volunteer in the classroom, as well as doing things outside the classroom to help with the Program. As a parent, I get to volunteer in one of the many Committee's through the Head Start Program. The one I have been on is Policy Counsel. They provide the transportation needed to get to and from such events. This makes it so much easier for me as a parent to participate.

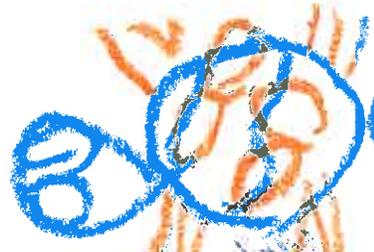
As Havanna is preparing her transition into Kindergarten next year, she is having to say goodbye to her Head Start friends to whom she has shared many fond memories with.

Finally, as one door closes and another one opens for my family, I will highly recommend to all my family and friends to put their child/ren in the Head Start Program, as it has done a great deal for my immediate family.

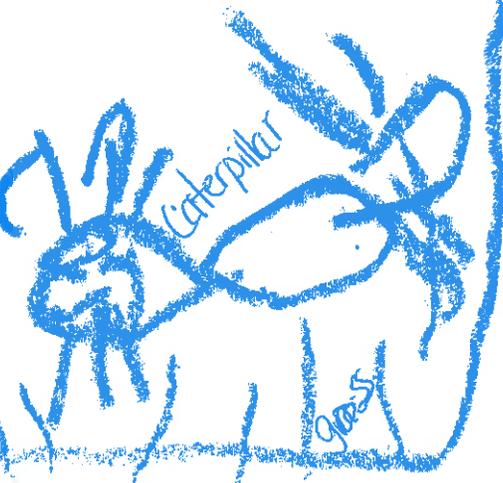
Thank you so much for all that Head Start does.



grapes



Caterpillar



grass

Jacqueline Mahaney

Jacqueline Mahaney

Head Start/Early Head Start Success Stories

*Story Submitted by: Pam Nolan, Family Resource Coordinator,
Marion County*



Amber Luketic's son, Ethan, started Head Start in August 2015 at the Rivesville Head Start site. She decided to put her son in Head Start because she had friends whose children were in it and had heard good things about the program. She likes the things that he is learning and the activities he is participating in as well as the Head Start Teachers. Head Start encourages parents to volunteer in the classroom and she wanted to be involved in her son's classroom but her part-time evening schedule didn't allow her to do that.

Amber felt that she was missing out because she was not able to be home to pick her son up from school, feed him dinner, etc. She would be at work until 8 or 9 at night. She remembers the first week that he was in Head Start, it really bothered her because he was in bed by 8 or 9 and she didn't get home from work until 9:30 p.m. and she did not get to ask him "how his day was".

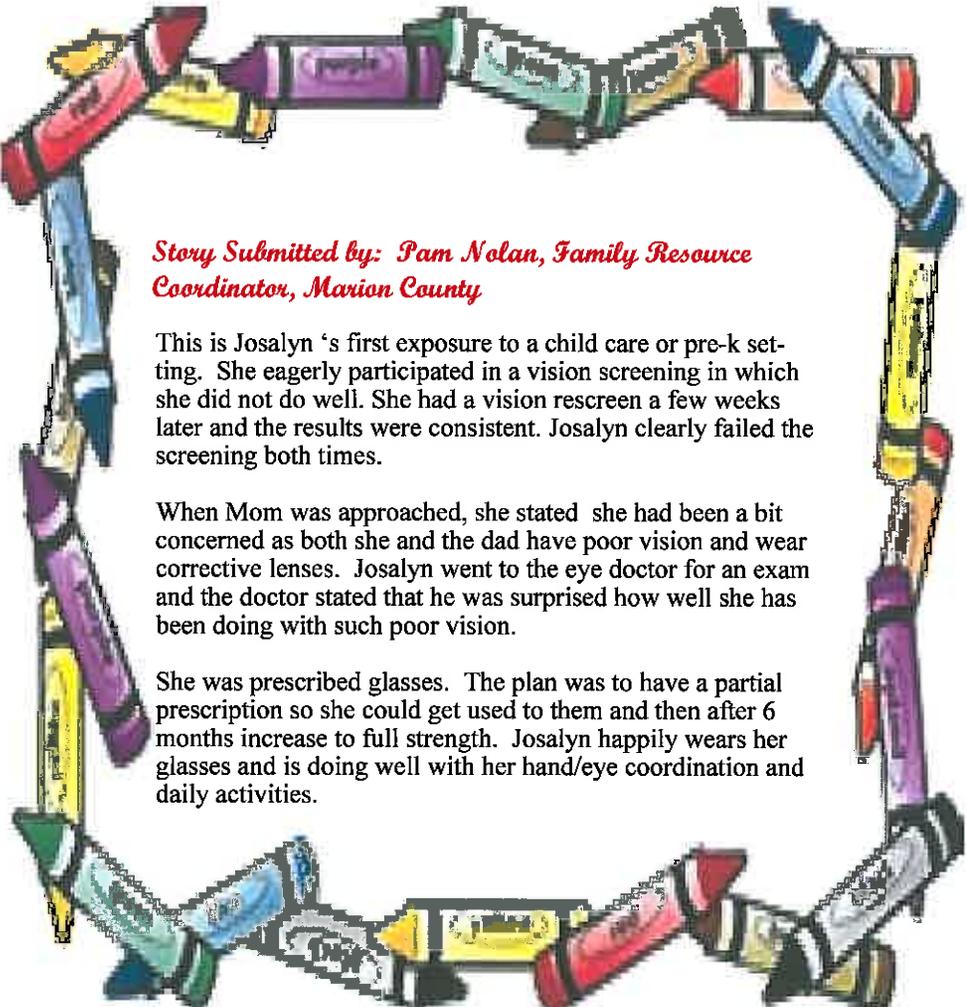
Amber had attended the Arts and Science Institute of Cosmetology and Massage Therapy in White Hall prior to her son being born. She completed the course for both degrees and took the licensure exam for cosmetology but did not take the exam for massage therapy. She was then employed by Wal-Mart as a full time hair stylist after she graduated. She worked full time for a while with the help of her mother and father but ended up cutting her hours to free up her parents time. Working only part time made it difficult to support her son.

The feeling of missing out spurred her to make a change in September 2015. She saw a building that she thought would be perfect size for a startup salon. She contacted the owner and he agreed to rent the property plus grounds maintenance. She applied for a business license and got a loan with the help of her parents. With the help of friends and family, she was able to get her salon open.

With owning her own business and Ethan being in Head Start until 2:30 p.m., this has allowed her to be able to walk from her business to Head Start and pick him up when school lets out and spend time with him at the hair salon. She is also able to volunteer in his classroom.

Head Start has taught her son so much. She likes watching him learn and likes seeing how excited he is about the stuff he is learning.



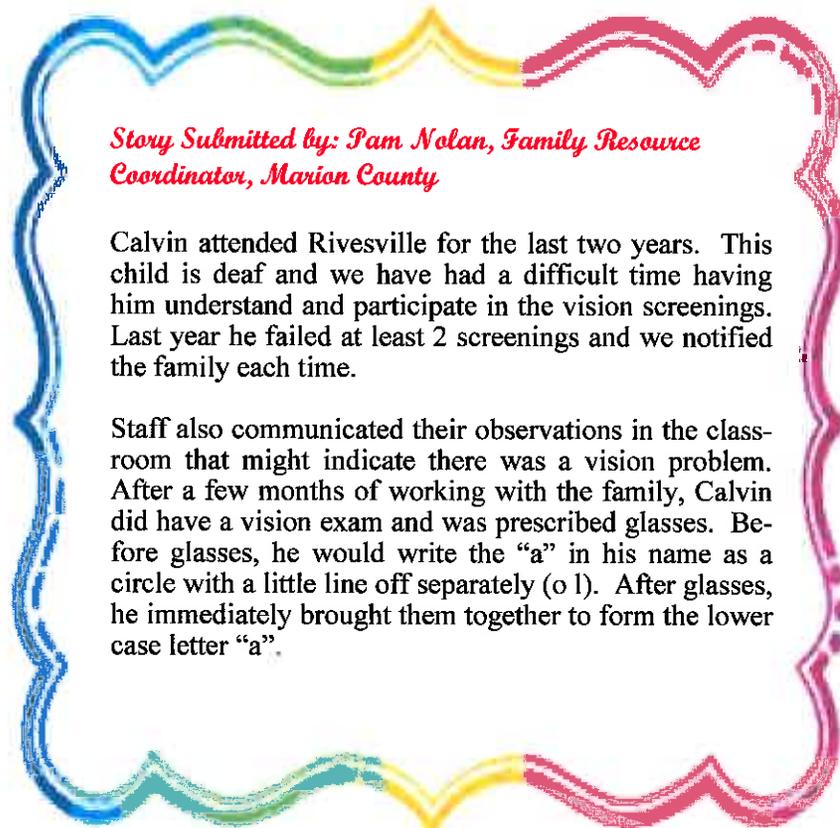


Story Submitted by: Pam Nolan, Family Resource Coordinator, Marion County

This is Josalyn 's first exposure to a child care or pre-k setting. She eagerly participated in a vision screening in which she did not do well. She had a vision rescreen a few weeks later and the results were consistent. Josalyn clearly failed the screening both times.

When Mom was approached, she stated she had been a bit concerned as both she and the dad have poor vision and wear corrective lenses. Josalyn went to the eye doctor for an exam and the doctor stated that he was surprised how well she has been doing with such poor vision.

She was prescribed glasses. The plan was to have a partial prescription so she could get used to them and then after 6 months increase to full strength. Josalyn happily wears her glasses and is doing well with her hand/eye coordination and daily activities.



Story Submitted by: Pam Nolan, Family Resource Coordinator, Marion County

Calvin attended Rivesville for the last two years. This child is deaf and we have had a difficult time having him understand and participate in the vision screenings. Last year he failed at least 2 screenings and we notified the family each time.

Staff also communicated their observations in the classroom that might indicate there was a vision problem. After a few months of working with the family, Calvin did have a vision exam and was prescribed glasses. Before glasses, he would write the "a" in his name as a circle with a little line off separately (o l). After glasses, he immediately brought them together to form the lower case letter "a".

Mission Statement

*NCWVCAA Head Start/Early Head Start offers early childhood education
Opportunities and comprehensive services through collaborative partnerships
That support children, families, and staff in our communities
To meet the challenges of today and the changes of tomorrow.*

Vision Statement

*NCWVCAA Head Start/Early Head Start will improve the quality
Of early childhood education and family services by working
With a cooperative spirit, leading by example, and staying focused on the
Well-being of children and families.*



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