

North Central West Virginia Community Action Association



Head Start/Early Head Start Annual Report 2011-2012



north central west virginia
communityaction

Head Start/Early Head Start Executive Summary

Dear Parents, Policy Council Representatives, Board of Director Members, Staff, and other interested Early Childhood Community Partners:

As you review the **NCWVCAA Head Start/Early Head Start's PY46 (July 1, 2011-June 30, 2012) Annual Report**, it is evident that this **Grantee and Delegate** is **committed to delivering high-quality and comprehensive services to eligible enrollees and their families by loyal and qualified staff.**

As mandated by the Head Start Act, **School Readiness Goals** have been established to **prepare children for Kindergarten** and for **later life and learning**. The Grantee and Delegate continue to collect, aggregate, and analyze data to revise these goals to reflect and meet the child, parent, and its classroom/home-based program needs.

Although we are **very proud** of our **accomplishments**, there are still **many challenges ahead**. Future **funding levels could impact Federal Programs** including **Head Start/Early Head Start** and public education pending the decision of Congress as a result of the **sequester** or better known as the **"fiscal cliff."** It is important to **"tell our stories" to Congress** and the **public about the benefits of Head Start and Early Head Start** and how these programs have given enrollees and their families a "head start" and sometimes even an "early head start" to **better prepare** them for **school and later in life**. As part of this Annual Report, **please read the stories shared by our staff and parents** that were an enrollee or parent in **Head Start/Early Head Start** and how this **experience** has been a **positive influence** on their lives. If you or know someone who attended Head Start and/or an Early Head Start Program, visit www.supporttheadstart.org to **share your story!**

Both the Grantee and Delegate **welcomes community involvement and engagement of parents** to provide input to **continuously evaluate ways to enhance the delivery of services** to our enrollees and their families served by North Central WV Community Action in the counties of Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster. 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 sites**, 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 Program and other programs/services offered by North Central West Virginia Community Action, please visit the agency website at www.ncwvcaa.org

Best Regards,

Ruth Ann Ponzurick

Ruth Ann Ponzurick

Children Services Director for Head Start and Early Head Start



Head Start/Early Head Start Facts from the Director

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

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

The **Office of Head Start (OHS)** within the **Administration for Children and Families (ACF)** of the **U.S. Department of Health and Human Services (HHS)** administers the **Head Start** and **Early Head Start Programs** that are targeted to serve **low-income children and their families**. These federally funded grants are appropriated to one of the twelve ACF Regional Offices including the American Indian and Alaskan Native (AIAN) and Migrant and Seasonal (MSHS) Programs. From these regions, nearly \$7.5 billion federal funds were directly awarded to approximately 1,600 local public agencies, private nonprofit and for-profit organizations, Indian Tribes, and school systems including faith-based and secular agencies serving 1 million children/families in 2011.

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

Robert Sargent Shriver, Jr., Director of the Office of Economic Opportunity, launched Head Start as part of the Economic Act of 1964, under **President Lyndon B. Johnson** administration's "**War on Poverty**." **Sargent Shriver** is known as the **Head Start founder** and is given credit in developing other **anti-poverty programs** in the mid-1960s that continue to thrive in America today including the Peace Corps, Job Corps, VISTA, **Community Action Programs**, Legal Services to the Poor, and Foster Grandparents.

Initially established as an eight-week program during the summer of 1965 for low income preschoolers to now a part year or full year program, **Head Start (HS)** promotes school readiness by offering **comprehensive early childhood education, nutritional, health, social, and mental health ser-**

vices 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**.

Early Head Start (EHS), launched in 1995, 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 post-partum care**; supports **parent's efforts** to fulfill their **parental roles**; and helps **parents move toward self-sufficiency**.

For both HS/EHS, 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. **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**.

A variety of program options that could deliver HS/EHS services 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. According to the National Head Start Association Week of May 25, 2012 news release, "Head Start will pass its milestone of 28,000,000 graduates in May 2012!"

President Obama and the Department of Health and Human Services announced on November 8, 2011 "historic reforms.....that will for the first time in the program's history-require all Head Start grantees that fail to meet a new set of rigorous quality benchmarks to compete for federal funding." Under this final rule, there will be no arbitrary number of programs that must re-compete for funding; only programs that do not meet certain standards of high quality will do so.



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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

To ensure that Head Start/Early Head Start Programs are **accountable** and that their **children and families** receive the **highest quality of service delivery**, the **Final Rule on Designation Renewal**, dated November 9, 2011 was developed. Grantees must **report the following conditions** that will then cause them to **compete** with other early childhood education providers for **Head Start/Early Head Start funding**:

1. Revocation of a license to operate a center by a State or local licensing entity.
2. Filed for bankruptcy or agreed to a reorganization plan as part of a bankruptcy settlement.
3. Debarred from receiving Federal or State funds from any Federal or State department agency or has been disqualified from the Child and Adult Care Food Program (CACFP).
4. Received an audit, audit review, investigation or inspection report from the agency's auditor, a State agency, or the cognizant Federal audit agency containing a determination that the agency is at risk for ceasing to be a "going concern."

Additionally, programs will be required to compete for future funds if the following are found during the on-site Monitoring Review:

1. Deficiencies.
2. Failure to establish program goals for improving the school readiness of children and taking steps to achieve those school readiness goals.
3. Scored in the lowest 10% of all Head Start centers who received a Classroom Assessment Scoring System (CLASS), an instrument to access teacher-child interactions.



Head Start Program Fact Sheet Fiscal Year 2011

	FY 2010 Appropriations	FY 2011 Appropriations
Local Head Start Projects		
States and Territories	\$6,447,162,660	\$6,780,935,000
American Indian/Alaska Native, and Migrant and Seasonal Programs	\$ 519,268,340	\$ 532,882,000
Subtotal	\$6,996,431,000	\$7,313,817,000
Support Activities		
Training and Technical Assistance	\$ 176,352,000	\$ 183,956,000
Research, Demonstration and Evaluation	\$ 20,000,000	\$ 19,951,000
Monitoring/Program Review	\$ 42,000,000	\$ 41,910,000
Subtotal	\$ 238,352,000	\$ 245,817,000
Total¹	\$7,234,783,000	\$7,559,634,000
Head Start ARRA²	\$	\$1,000,000,000
Early Head Start ARRA²	\$	\$1,000,000,000
States and Territories Funded Enrollment	904,118	964,430

¹The total above represents the funding available to the Head Start program after a rescission. The initial appropriation was \$7,574,783,000.

²The American Recovery and Reinvestment Act (ARRA) appropriated \$2.1 billion to the Head Start program in FY 2009 and was available for obligation for a two-year period. ARRA funds supported a variety of activities, including a cost-of-living adjustment, quality improvement, and an expansion of Head Start and Early Head Start enrollment by 61,000 children, families, and pregnant women. Grantees used ARRA expansion funds awarded late in FY 2010 throughout FY 2011 to continue serving the children, families, and pregnant women added with ARRA funds.

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

Head Start/Early Head Start Letter from the Director

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

Letter from the Director

Program Year 46 or July 1, 2011-June 30, 2012 School Year

The North Central West Virginia Community Action Association Inc. (NCWVCAA) is a **Head Start Grantee** funded to serve a total of **eight hundred and forty-four (844) three and four year old children** and their **families**. Head Start services are provided in **center-based (classroom)** and **home-based (home visiting/socialization)** options throughout the north central WV counties of **Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster**.

As **one of the larger Head Start Programs** in the state of **West Virginia**, the NCWVCAA Head Start **Grantee** is also the **only program** in the state with a **Delegate**, the Monongalia County Board of Education. The Delegate **serves one hundred and eighty-one (181) Head Start enrollees** in **center-based options**. 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** served by the North Central Community Action **Grantee** receive services primarily 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, including **School Days Childcare** in Pocahontas County as well as **home-based** options in Tucker and Webster Counties.

North Central WV Community Action has been an **Early Head Start Grantee** since January 1999. This program serves **fifty-two (52) prenatal, infant, and toddlers** and their **families** in four of the nine counties including Marion, Preston, Randolph, and Tucker.

Thirty-six EHS enrollees are served in the **home-based option** in Preston, Randolph, and Tucker Counties. The other **sixteen (16) enrollees** are offered services in **center-based (classroom) options** in Marion County at each of the two local high schools in **collaboration** with the **Board of Education** primarily serving **expectant teen parents**.

The NCWVCAA Head Start/Early Head Start Programs' **grant award** for PY46 or **2011-2012** school year was **\$6,378,530** to serve a total of **796 Head Start and Early**

Head Start enrollees and their **families**. All West Virginia Head Start/Early Head Start Programs' allocations and enrollment for 2011 were as follows:

Head Start/Early Head Start Program Allocations and Enrollment for West Virginia		
	FY 2011 State Funding	FY 2011 State Enrollment
West Virginia	\$55,548,315	8,234

Head Start/Early Head Start Programs are also required to contribute 20 percent of the total cost of their program from non-federal funds, 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 HS/EHS Program's **Non-federal share for PY46** was **\$1,594,633**.



Head Start/Early Head Start Accomplishments

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

The NCWVCAA Head Start Program is one of the largest Head Start Programs in the state of West Virginia serving nine counties and 844 participants.

NCWVCAA HS/EHS completed its 46th year providing Head Start services and its 13th year (January 1999) offering Early Head Start.

The Grantee and Delegate received no findings as part of the on-site Federal Review conducted in April 2010. The next Triennial Federal On-site Monitoring Review has been scheduled for the week of March 3, 2013 through March 8, 2013.

Established a School Readiness Leadership Team comprised of NCWVCAA Head Start/Early Head Start Administrative and Program Staff, Early Childhood Educators from local university/college and Parents.

School Readiness Goals and a Plan of Action was developed to establish goals for each Preschool (Head Start); Infant/toddlers (Early Head Start); Family Engagement; and the Program. *Please see the Child Outcomes Report as part of this Annual Report submitted by the Education Program Specialists for more details about the Grantee's School Readiness Goals.*

Continued an independent contract with a Registered Dietician that provides nutritional consultation and establishes/approval of all menus for both the HS/EHS Grantee.

Continued an independent contract with a Licensed Psychologist that provides training and Mental Health consulting services to the HS/EHS Program.

Additional time was added to the following class schedules to now classify as full day sessions serving children over 6 hours daily: Philippi I and II in Barbour County; Carolina I and II, Edgemont I and II, Fairmont I and II, and Mannington I and II in Marion; and Webster Center in Taylor County.

All counties including Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster are considered Universal status in that each have meet all requirements set forth by WV Policy 2525 including that the county has demonstrated that every four year old has access to preschool.

Memorandums of Understanding (MOUs) were established as part of collaborative partnerships with Boards of Education from Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties. These agreements delineate financial and resource sharing obligations that are negotiated on an annual basis.

The Marion County Board of Education as part of its MOU provided monetary funding for serving Pre-K four year old children and three year old children with Individualized Education Plans (IEPs) in Head Start Pre-K Centers.

Continued partnership with School Days Childcare in Pocahontas to provide Head Start and Pre-K services.

Participated in West Virginia University's Oral Health Study for pregnant and post-partum women and their babies. The North Central HS/EHS Program offered and/or coordinated space for the dentist and their equipment to provide dental care to patients in the community. This oral health study offered mothers and their baby to attend 4 in-person dental visits over the course of 2 years with monetary incentives for participation.

Established a Memorandum of Understanding with "Smile West Virginia." This partnership provides dentists traveling to community settings to provide dental services to children ages 12 months to 18 years of age.

Established a partnership with a dentist in Marion County to complete dental exams on children at the NCWVCAA Head Start Centers.

Established Collaborative Child Welfare Partnerships with each county's Department of Health and Human Resources served by NCWVCAA. These written agreements identified the roles and responsibilities of each party as they relate to the Early Head Start/Head Start 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.

Established Public Library Partnerships within each county served by the NCWVCAA Head Start/Early Head Start 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.

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

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

Completed its first of a 3 year bid awarded to an independent contractor, Kingery and Company, to conduct the Community Assessment and updates for all of the North Central Community Action service areas.

Employed a Maintenance Coordinator who possesses a plumber's license and is a Certified Playground Safety Inspector through the National Playground Safety Institute.

Employed 4 certified First Aide/CPR Instructors.

All 4 Education Specialist are certified in CPI (Non Violent Crisis Intervention).

Employed a Bus Driver who is also a Certified Bus Driver Instructor from the State Board of Education Transportation Department through RESA VII.

3rd^d Annual Bus Road-e-o was held in June 2012 in conjunction with Bus Drivers' annual training.

Transportation Waiver was approved through September 30, 2013 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 Survey was combined with the Mental Health Survey and revised for PY46. Overall, 94.65% of parents were satisfied/very satisfied that the program met their expectations.

All Maintenance staff received the annual OSHA training in June 2012 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).

Other than the installation of carpeting, several maintenance projects that included improvements to facilities and/or playgrounds were completed by the NCWVCAA Maintenance Coordinator and his helpers:

Barbour County- new roofs over porches and classroom painted with designs at Philippi I Head Start and new playground unit and equipment purchased/installed at Junior and Philippi Elementary;

Marion County-cargo lift was installed to transport meals from first floor to second floor at Edgemont Head Start, Carolina Head Start received new carpet in both classrooms, and windows were replaced, a canopy was installed over the walkway, and landscaping to divert water drainage at the Fairmont Head Start Center;

Pocahontas County-playground equipment was purchased for Hillsboro Elementary and School Days Childcare Center;

Preston County-purchased/installed new activity center and picnic tables at Aurora, new activity center purchased/installed, hedges and old playground equipment was removed, and a fence added at Bruceton, new activity center and fencing purchased/added to Kingwood to enlarge the playground, fence also extended on the Rowlesburg playground and a new activity center was purchased/installed and the fence was repaired on the Valley II and III playground;

Randolph County-new playground unit purchased/installed at Third Ward, additional fall zone material added and equipment inspected at Midland and Homestead, new fence and play unit purchased/installed at Jennings Randolph, and a new play unit and moved fence to enlarge playground space at North;

Taylor County-ceramic tile was installed in both bathrooms and new laminate flooring was laid at Lucretia Head Start Center;

Tucker County-new storm door, front door, new handrails added to the back steps, purchased new hot water tank, added new lights in the socialization room, painted windows inside/outside and installed underpinning around storage buildings;

Webster County-playground expanded with fencing at the Webster Springs Pre-K playground and new equipment purchased/installed at Cowen.

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 that includes monitoring of the Delegate on an annual basis.

Purchased cribs and emergency evacuation cribs with certificates that validate compliance with new Federal safety standards published by the Consumer Product Safety Commission (CPSC).

Security systems are in operation for the following HS/EHS operated sites: 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. Philippi I & II security systems in Barbour County will be up and running in PY47.

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

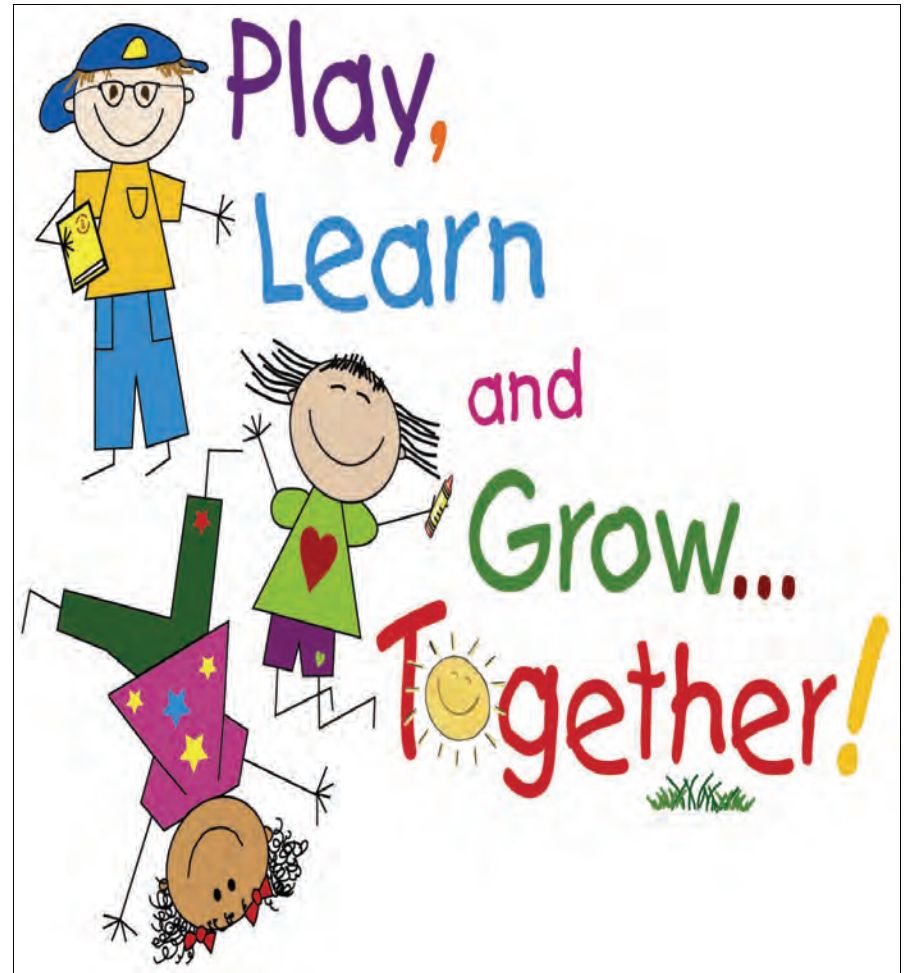
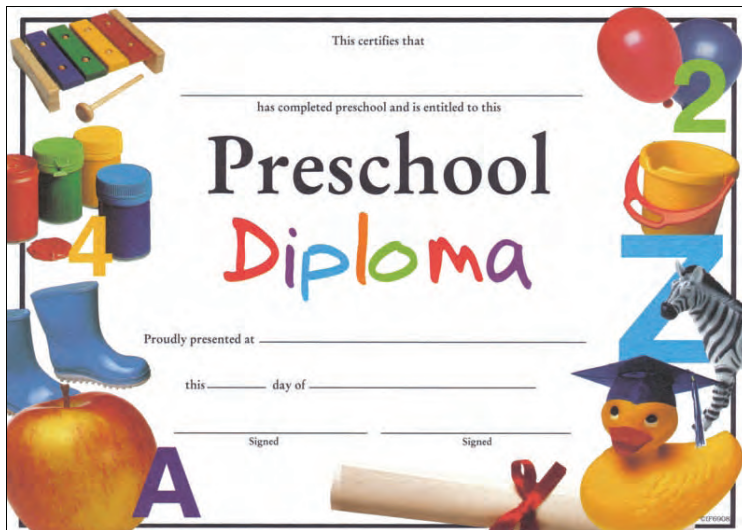
Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

In preparing to meet the Teaching staff credentials requirements as required by the Head Start Act, Teaching staff employed by the NCWVCAA Head Start Program for PY46 possessed the following:

- Out of 28 Teachers with Early Childhood degrees: 3 have a Masters, 16 have a Bachelors; 9 have an Associates with 7 also enrolled in a Bachelor's program. In addition to these degrees, 13 Teachers had a Temporary Authorization, 5 had a Permanent Authorization and 8 are Pre-K Certified all through the WV State Board of Education.
- Out of 8 Associate/Assistant Teachers that worked along with the Board of Education Teachers in the Board of Education collaborative classrooms, 4 have a Bachelor while 3 had an associate Degree and 1 position was vacant.
- Out of 28 Assistant Teachers with degrees in Early Childhood: 1 had a Bachelors, 5 had an Associate Degree, 14 had the Apprenticeship for Child Development Specialist (ACDS), 5 were enrolled in the ACDS Program while 3 were awaiting for ACDS classes to be offered.

The NCWVCAA Early Head Start program employed four (4) Teaching staff in the classrooms in Marion County. Each of the 2 Lead Teachers and the 2 Teachers possess a Bachelors degree.



Monongalia County Head Start Accomplishments 2011-2012

Information Submitted by: Brenda Yohn, Director of Early Childhood

- Began its 47th year as a delegate agency with North Central West Virginia Community Action Association Inc.
- The Program offered Head Start services to 181 children in full-day, center-based programs that meet four days a week.
- All Teachers are certified by the state of West Virginia to teach in a preschool classroom.
- Nine (9) classroom Aides are currently credentialed according to Head Start requirements; of the seventeen (17) aides need a Child Development Associate, nine (9) have enrolled in the program, seven (7) are in the process of enrolling in the program and one aide is enrolled in a baccalaureate program.
- Teachers received training in classroom observation and assessment. This included training specific to ongoing assessment, the WV Early Learning Scale, and CLASS.
- New partnerships were built with community agencies. One partnership was with PNC Bank that provided literacy backpacks to Head Start children during the summer and provided financial literacy training to Head Start families. A second new partnership was with the Morgantown Service League. This partnership offered emergency services to families that included winter clothing, food, cleaning and laundry supplies, and holiday support.
- Program staff attended several conferences and trainings pertaining to School Readiness. The information obtained during these trainings was beneficial in meeting the requirements of the Head Start Act.
- Program staff created a School Readiness Team that consisted of parents and program staff. This team created School Readiness Goals, created data collection systems, collected and analyzed data, and revised goals according to child, classroom, and program need. The county School Readiness Goals can be found on the program website at www.mcsearlychildhood.org.
- Monongalia County Head Start completed year one of a 5 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 2011-2012 school year, this grant provided Choosy training to Teachers, Aides, and other program staff, enrolled families in the grant program, provided home visits, and conducted needs assessments and surveys.
- The Teachers and Aides received training in the Early Childhood Positive Behavior Support system. Training was provided to new staff when they were hired.
- The program provided individualized professional development by having each staff member identify personal professional development goals. T&TA funds were used to support each goal.
- 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 are completed three times annually by classroom staff to ensure that all materials and equipment are safe and available.
- The Head Start parents and children were the recipients of donated goods from the following groups: Board Of Parks And Recreation Commissioners—free family ice skating passes, 2 family visit pool passes, and reduced cost event facilities; West Virginia University—free tickets to basketball and baseball games and the West Virginia University farm; Morgantown Service League - winter clothing and emergency services; Morgantown Read Aloud – free books distributed to families on home visits; West Virginia University Extension Students-literacy supplies were given to families and classrooms; PNC Bank – literacy backpacks.
- The Program has a partnership with West Virginia University; this institution of higher learning provided resources that include Master's of Social Work and Bachelor's of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to Teachers and Aides 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. This included 6 days of screening in the summer to meet Head Start Performance Standards. These screenings included hearing, speech and language, blood pressure, immunization check, and vision. Any child unable to attend the summer event received the required screenings within the 45 day time period in the classroom.
- The program has partnered with Monongalia County Schools Special Education Department to provide training and support to Teachers in the area of Preschool Autism. Program staff has begun to consult with The Watson Institute and has secured ongoing funding to provide continued group and individualized support and training for teachers throughout the 2012-2013 year.



Head Start Grantee and Delegate Enrollment/Attendance Information

Information Submitted by: Tamira Smith, Systems Information Coordinator and Brenda Yohn, Director of Early Childhood

MONTH	ATTENDANCE AVERAGE	ENROLLMENT PERCENTAGE
AUGUST	92.68%	98.22%
SEPTEMBER	89.82%	100.83%
OCTOBER	89.66%	100.83%
NOVEMBER	88.72%	100.71%
DECEMBER	87.44%	100.47%
JANUARY	86.60%	100.36%
FEBRUARY	86.91%	100.71%
MARCH	87.89%	100.59%
APRIL	88.74%	100.59%
MAY	89.13%	99.17%
JUNE	22.08%	
ANNUAL PROGRAM ATTENDANCE AND ENROLLMENT TOTALS		
	82.70%	100.47%

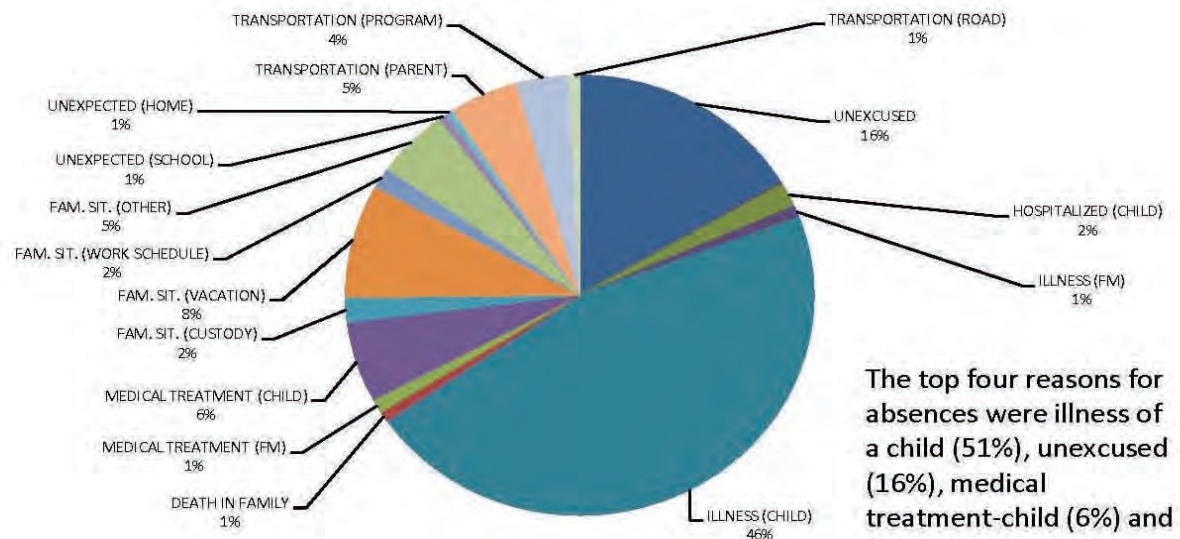
COUNTY	FUNDED ENROLLMENT
Barbour	72
Marion	232
Monongalia	181
Pocahontas	20
Preston	111
Randolph	86
Taylor	79
Tucker	5
Webster	58
TOTAL	844

During May, there were 11 vacancies which were not replaced because they occurred within the last 60 days of the site closing.

In June 2012, many of the sites had already closed. Therefore, June 2012 were not included in the enrollment percentages.

REASONS FOR ABSENCES AT THOSE SITES WITH	
UNEXCUSED	604
HOSPITALIZED (FM)	2
HOSPITALIZED (CHILD)	67
ILLNESS (FM)	31
ILLNESS (CHILD)	1684
INJURY (FM)	0
INJURY (CHILD)	5
DEATH IN FAMILY	28
MEDICAL TREATMENT (FM)	37
MEDICAL TREATMENT (CHILD)	216
FAM. SIT. (CUSTODY)	66
FAM. SIT. (VACATION)	306
FAM. SIT. (WORK SCHEDULE)	55
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	185
UNEXPECTED (SCHOOL)	23
UNEXPECTED (HOME)	19
TRANSPORTATION (PARENT)	173
TRANSPORTATION (PROGRAM)	134
TRANSPORTATION (BOE)	0
TRANSPORTATION (ROAD)	26

ABSENCES AT SITES WITH <85% AVERAGE DAILY ATTENDANCE



The top four reasons for absences were illness of a child (51%), unexcused (16%), medical treatment-child (6%) and family situation-other

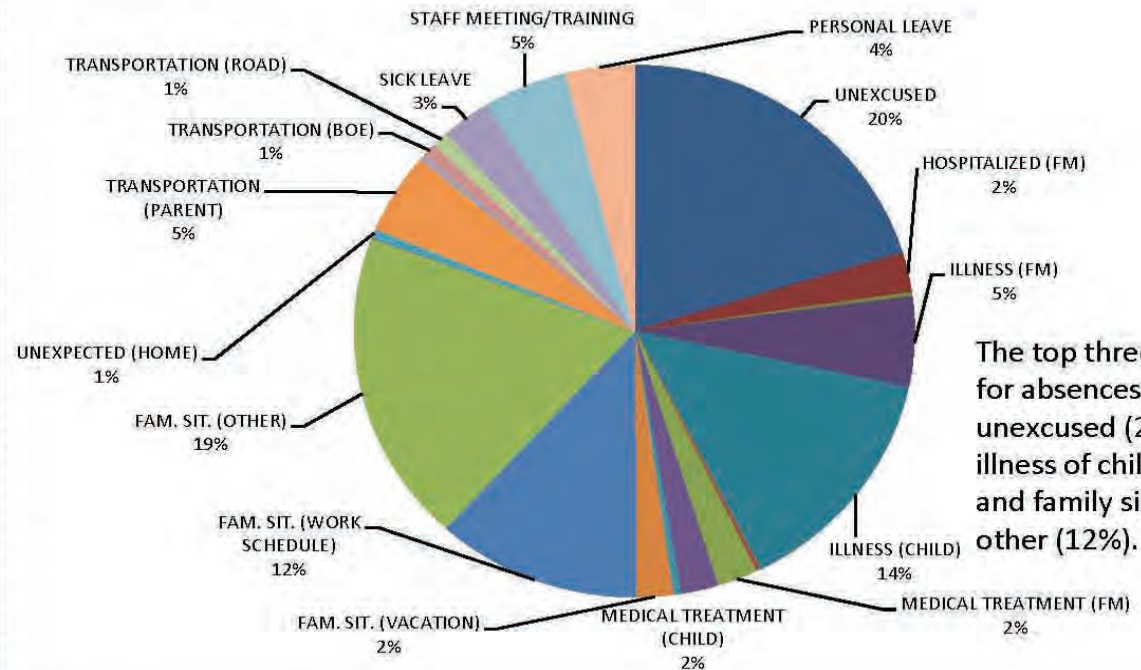
Early Head Start Enrollment/Attendance Information

CENTER	ENROLLMENT PERCENTAGE	ATTENDANCE PERCENTAGE	TOTAL NUMBER FUNDED
EAST FAIRMONT EHS	100.00%	60.00%	8
NORTH MARION EHS	100.00%	84.00%	8
PRESTON EHS	100.00%	x	12
RANDOLPH EHS-A	100.00%	x	12
RANDOLPH EHS-B	100.00%	x	6
TUCKER EHS	100.00%	x	6
PROGRAM	100.00%	72.00%	52

*The EHS Program remained 100% enrolled throughout PY46.

REASONS FOR ABSENCES AND MISSED HOME VISITS	
HOME VISITS	
UNEXCUSED	319
HOSPITALIZED (FM)	38
HOSPITALIZED (CHILD)	4
ILLNESS (FM)	86
ILLNESS (CHILD)	224
INJURY (FM)	1
INJURY (CHILD)	0
DEATH IN FAMILY	3
MEDICAL TREATMENT (FM)	37
MEDICAL TREATMENT (CHILD)	34
FAM. SIT. (CUSTODY)	7
FAM. SIT. (VACATION)	33
FAM. SIT. (WORK SCHEDULE)	187
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	298
UNEXPECTED (SCHOOL)	1
UNEXPECTED (HOME)	8
TRANSPORTATION (PARENT)	78
TRANSPORTATION (PROGRAM)	4
TRANSPORTATION (BOE)	14
TRANSPORTATION (ROAD)	15
SICK LEAVE	45
STAFF MEETING/TRAINING	77
PERSONAL LEAVE	62

REASONS FOR ABSENCES AND MISSED HOME VISITS



The top three reasons for absences were unexcused (20%), illness of child (14%), and family situation-other (12%).

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	80	81*	100.42%	91.95%
MARION	263	266*	99.48%	86.51%
MONONGALIA (Delegate)	196	185	99.95%	100.00%
POCAHONTAS	24	23	98.50%	88.89%
PRESTON	122	124*	102.52%	80.79%
RANDOLPH	94	92	100.47%	83.93%
TAYLOR	92	88	101.01%	96.84%
TUCKER	5	5	96.00%	15.63%
WEBSTER	65	63	97.93%	87.84%
TOTAL	941	927	99.58%	82.91%



Number of children and families served taken from the PY46 HS PIR July 1, 2011 to June 30, 2012.

Percentage of eligible children served is based 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.



EARLY HEAD START				
COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY ENROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
MARION	27	15	101.50%	90.00%
PRESTON	21	13	100.00%	95.45%
RANDOLPH	28	21	100.00%	87.50%
TUCKER	7	7	100.00%	63.64%
GRANTEE TOTALS	83	56	100.00%	84.15%

*Monongalia County Board of Education EHS Grantee

Number of children and families served taken from the PY46 EHS PIR July 1, 2011 to June 30, 2012.

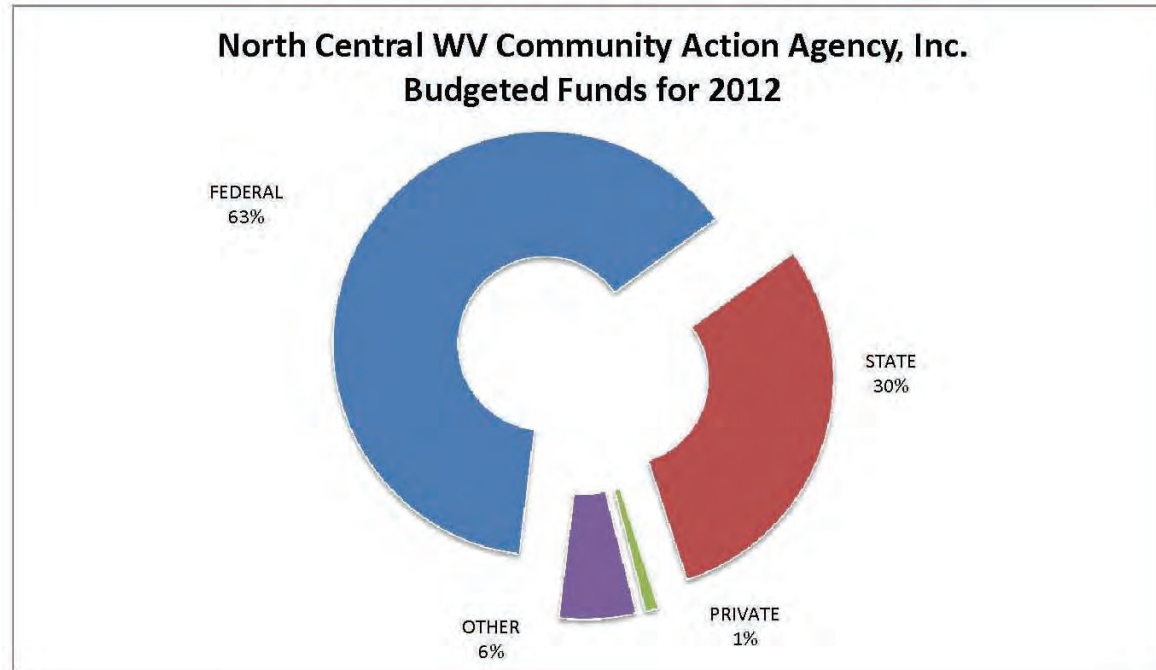
Percentage of eligible children served is based information obtained from NCWVCAA Enrollment.

Financial Information

Financial Information Submitted by: Patricia McFarland, Finance Director

The Budgeted Funds for Fiscal Year 2012 are expected to come from several Federal, State, Private, and Other Sources. The total expected federal funds are approximately \$6.6 million from the Department of Health & Human Services, the Federal Emergency Management Agency, Housing & Urban Development, and the Department of Veterans Affairs.

The expected State Dollars to be received are approximately \$3.1 million, primarily from the Governor's Office of Economic Opportunity, West Virginia Department of Health & Human Services, and the West Virginia Housing Development Fund. The Private and Other funds will amount to approximately \$730,000 and will primarily come from private donors, low income housing rental income and the United Way Agencies in our service area.



Direct Federally Funded Programs	State or Federal Flow Through Funded Programs	Private & Other Programs
Head Start	Weatherization	Group Work Camp
Early Head Start	Community Services Block Grant	United Way
Supportive Housing Program	Homeless Prevention & Rapid Re-Housing	Donations
Emergency Food & Shelter	Homeless Shelter Grants	Low Income Housing Rental Income
VA Homeless Per Diem Program	Volunteer Income Tax Assistance Grant	
	WV Housing Development Fund	

Financial Information (Con't)

PY 46 PROPOSED BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,847,650.00		\$ 3,847,650.00
FRINGE BENEFITS	\$ 999,191.00		\$ 999,191.00
TRAVEL	\$ 3,625.00	\$ 32,898.00	\$ 36,523.00
EQUIPMENT	\$ 30,000.00		\$ 30,000.00
SUPPLIES	\$ 225,209.00	\$ 700.00	\$ 225,909.00
CONTRACTUAL	\$ 29,910.00		\$ 29,910.00
OTHER	\$ 684,789.00	\$ 50,316.00	\$ 735,105.00
INDIRECT COSTS	\$ 474,242.00		\$ 474,242.00
TOTALS	\$ 6,294,616.00	\$ 83,914.00	\$ 6,378,530.00

PY 46 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 2,955,030.00		\$ 2,955,030.00
FRINGE BENEFITS	\$ 679,657.00		\$ 679,657.00
TRAVEL	\$ 1,500.00	\$ 19,549.00	\$ 21,049.00
EQUIPMENT	\$ 5,000.00		\$ 5,000.00
SUPPLIES	\$ 180,380.00		\$ 180,380.00
CONTRACTUAL	\$ 18,000.00		\$ 18,000.00
OTHER	\$ 630,473.00	\$ 37,300.00	\$ 667,773.00
INDIRECT COSTS	\$ 403,814.00		\$ 403,814.00
TOTALS	\$ 4,873,854.00	\$ 56,849.00	\$ 4,930,703.00

PY 46 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 308,351.00		\$ 308,351.00
FRINGE BENEFITS	\$ 70,921.00		\$ 70,921.00
TRAVEL	\$ 125.00	\$ 5,232.00	\$ 5,357.00
EQUIPMENT	\$ -		\$ -
SUPPLIES	\$ 11,659.00	\$ 500.00	\$ 12,159.00
CONTRACTUAL	\$ 450.00		\$ 450.00
OTHER	\$ 28,181.00	\$ 5,814.00	\$ 33,995.00
INDIRECT COSTS	\$ 42,137.00		\$ 42,137.00
TOTALS	\$ 461,824.00	\$ 11,546.00	\$ 473,370.00

PY 46 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 584,269.00	\$ -	\$ 584,269.00
FRINGE BENEFITS	\$ 248,613.00		\$ 248,613.00
TRAVEL	\$ 2,000.00	\$ 8,117.00	\$ 10,117.00
EQUIPMENT	\$ 25,000.00		\$ 25,000.00
SUPPLIES	\$ 33,170.00	\$ 200.00	\$ 33,370.00
CONTRACTUAL	\$ 11,460.00		\$ 11,460.00
OTHER	\$ 26,135.00	\$ 7,202.00	\$ 33,337.00
INDIRECT COSTS	\$ 28,291.00		\$ 28,291.00
TOTALS	\$ 958,938.00	\$ 15,519.00	\$ 974,457.00

PY 47 BUDGET FOR ALL: HEAD START, EARLY HEAD START, AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,958,116.00	\$ -	\$ 3,958,116.00
FRINGE BENEFITS	\$ 962,196.00	\$ -	\$ 962,196.00
TRAVEL	\$ 3,525.00	\$ 34,681.00	\$ 38,206.00
EQUIPMENT	\$ 28,000.00	\$ -	\$ 28,000.00
SUPPLIES	\$ 227,485.00	\$ 5,300.00	\$ 232,785.00
CONTRACTUAL	\$ 38,959.00	\$ 450.00	\$ 39,409.00
OTHER	\$ 636,980.00	\$ 43,566.00	\$ 680,546.00
INDIRECT COSTS	\$ 484,676.00	\$ -	\$ 484,676.00
TOTALS	\$ 6,339,937.00	\$ 83,997.00	\$ 6,423,934.00

PY 47 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,015,575.00		\$ 3,015,575.00
FRINGE BENEFITS	\$ 693,582.00		\$ 693,582.00
TRAVEL	\$ 1,400.00	\$ 20,549.00	\$ 21,949.00
EQUIPMENT	\$ 5,000.00		\$ 5,000.00
SUPPLIES	\$ 186,380.00	\$ 4,500.00	\$ 190,880.00
CONTRACTUAL	\$ 18,000.00		\$ 18,000.00
OTHER	\$ 578,899.00	\$ 31,800.00	\$ 610,699.00
INDIRECT COSTS	\$ 408,008.00		\$ 408,008.00
TOTALS	\$ 4,906,844.00	\$ 56,849.00	\$ 4,963,693.00

PY 47 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 310,846.00		\$ 310,846.00
FRINGE BENEFITS	\$ 71,420.00		\$ 71,420.00
TRAVEL	\$ 125.00	\$ 5,215.00	\$ 5,340.00
EQUIPMENT	\$ -		\$ -
SUPPLIES	\$ 11,699.00	\$ 400.00	\$ 12,099.00
CONTRACTUAL	\$ 450.00	\$ 450.00	\$ 900.00
OTHER	\$ 28,596.00	\$ 5,564.00	\$ 34,160.00
INDIRECT COSTS	\$ 42,013.00		\$ 42,013.00
TOTALS	\$ 465,149.00	\$ 11,629.00	\$ 476,778.00

PY 47 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 631,695.00	\$ -	\$ 631,695.00
FRINGE BENEFITS	\$ 197,194.00		\$ 197,194.00
TRAVEL	\$ 2,000.00	\$ 8,917.00	\$ 10,917.00
EQUIPMENT	\$ 23,000.00		\$ 23,000.00
SUPPLIES	\$ 29,406.00	\$ 400.00	\$ 29,806.00
CONTRACTUAL	\$ 20,509.00		\$ 20,509.00
OTHER	\$ 29,485.00	\$ 6,202.00	\$ 35,687.00
INDIRECT COSTS	\$ 34,655.00		\$ 34,655.00
TOTALS	\$ 967,944.00	\$ 15,519.00	\$ 983,463.00

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

Information Submitted by: Misty DeWitt

Family and Community Partnership Program Specialist

Because parent engagement is so important to the NCWVCAA Head Start/Early Head Start Program, staff continued to invite and encourage parents, extended family members, and the community at large to participate in the program on many levels throughout PY46 or 2011-2012 school year. Volunteers assisted in the classrooms and/or with field trips, completed Parent/Child Activity Calendars, assisted with the completion of Safety Surveys, Community Assessment Surveys, Family Satisfaction and Mental Health Surveys, participated in the Self Assessment process, Hiring Committees, and many other important activities. Attendance at Parent Committee Meetings, Policy Council Meetings, and Advisories ensured that parents and community members kept abreast of school readiness and family engagement information as well as many other decision making activities.

As in years past, Parent Committee Meetings were held early in the 2011-2012 school year in order for each Head Start/Early Head Start site to elect the parents who assisted in making important decisions for their site as representation at Policy Council and Advisory meetings. During this and any subsequent Parent Meetings, committee members also voted how their Parent Activity Monies were spent, assisted in determining upcoming Parent Participation Events, participated in training opportunities, and updated one another on happenings within the NCWVCAA Head Start/Early Head Start Program. Some sites chose to spend their Parent Activity Monies on yearbooks, photo CD's, memory plates and t-shirts, puzzles, handprint keepsakes, family photos, pillowcases, educational transitioning kits, and winter and spring fests.

Throughout the 2011-2012 school year, Head Start families engaged in three or more Parent Participation Events while Early Head Start families participated in at least four. During these family friendly social events, parents were provided with valuable training information and resources including school readiness and family engagement in-

formation, financial literacy and tax programs, a variety of health and mental health topics, child development and parenting skills, eating well on a budget, safety topics, and many more. Not only were the parents given useful training information, the entire family participated in a variety of exciting activities such as Family Movie Night, Family Dinner Night, Family Picnics, Lowes craft activities, puppeteers, roller skating, pumpkin farm field trips, carnivals, bowling, fishing derbies, basketball and football games, and various craft activities.

Parents and community members were recruited and again encouraged to attend Health, Partnership, and Education Advisories. These advisories, made up of staff, parents, and community members, that were held at least twice during PY46 assisted Program Specialists in making policy and procedural decisions and provided direction for each service area. Members who attended these meetings also received training information on school readiness, curriculum adoptions, Disabilities Services Plan, Right from the Start, the HAPI Project, the Cardiac Project, the Parent, Family, and Community Engagement Framework, and many other health and nutrition topics.

Policy Council was comprised of at least 51% of parents of enrolled Head Start/Early Head Start children as required by the Head Start Act. Due to the number of Pre-K Partnerships with county Boards of Education, the remainder of the members represented non-Head Start enrolled families and community members. Policy Council is the decision-making body for the Head Start/Early Head Start program, so member attendance was critical in order to vote on items such as agency/program policies and procedures, new hires, terminations, and budgeting issues. Representatives from Policy Council also attended the WV Head Start Association conferences, Board of Directors meetings, and Board of Education meetings.

Head Start/Early Head Start staff continued to stress the importance of male and fatherhood involvement to all families.

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

All fathers and families were given information monthly to participate in the Fatherhood Conference Call series offered by the Administration for Children and Families (ACF) Region III. These conference calls provided valuable information on the importance of fathers/male role models being involved in their child's continuing education. Each county also provided Fatherhood Involvement special activities to the families including pumpkin decorating, rare bird exhibits, carnivals, memory books filled with daddy and me activities, WVU Planetarium shows, bookshelf and craft building projects, bowling, and attendance at WVU women's basketball games.

The Policy Council's Vice Chair was the father of a child in one of the Head Start Program's center-based classroom. He played an integral part in speaking to a county Board of Education Superintendent regarding the importance of Head Start services to remain in his county.

The Program rewarded special volunteers for their efforts through the Volunteer Incentive Program (VIP). Non-federal funds sponsored by North Central WV Community Action were used to purchase and provide \$350 in Wal-Mart gift cards to the individuals who had accumulated the most volunteer hours in the classroom or home-based setting in their counties. Monies were also awarded twice during the school year to those classrooms per county and home-based options that had accumulated the most volunteer hours within a given timeframe. Those monies were voted on by the site's Parent Committee and used towards parent/child activities that were an extension of the curriculum, classroom supplies, field trips, and/or other social events.

NCWVCAA Head Start/Early Head Start values and appreciated all the efforts made by parents and community members who donated their time to help support the program. Volunteers are always welcome and encouraged to participate in the program on any level, whether in the classroom, office, bus, or simply by completing the Parent/Child Activity Calendars. By becoming more engaged in their child's educational experiences, it is the NCWVCAA Head Start/Early Head Start Program's belief that families are better prepared to transi-

tion themselves and their children to the next educational setting.



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

Family Satisfaction Survey Results

This year the Family Satisfaction Survey was redesigned to incorporate the Mental Health Survey questions in order to make them both more user-friendly for Head Start/Early Head Start (HS/EHS) families. Not only were the two surveys combined, but Family Community Partnership staff inputted the survey results into a Google document that was created by the Information Technology Coordinator. The now automated survey calculated the family responses for a more accurate, less time consuming result. The new Family Satisfaction and Mental Health Survey was completed in May 2012 by HS/EHS families based upon their experiences with the program during the 2011-2012 school year. The Program was funded for a combined total of 715 HS and EHS enrollees. Out of this number, 523 families or 73% returned the survey. The following information from the surveys provided NCWVCAA HS/EHS staff, supervisors, and managers critical data that enabled the program to make improvements in specific areas as necessary:

- 95.79% of respondents reported being satisfied or very satisfied that staff made their family aware of family participation activities.
- 95.41% of respondents indicated that they were satisfied or very satisfied that staff respected their right to privacy.
- 95.41% of respondents were satisfied or very satisfied that staff assisted them in understanding all screenings and screening results.
- 96.18% of respondents felt that staff promoted good attendance at their center or socializations.
- 95.98% of respondents reported that they were either satisfied or very satisfied with how their child's learning experiences improved from the beginning to the end of the school year.
- 95.24% of the respondents whose child/family received mental health services from the NCWVCAA Mental Health Program Specialist reported that they were satisfied or very satisfied with the services.

- 100% of the respondents whose child/family received mental health services from the NCWVCAA Mental Health Program Specialist reported that they were satisfied or very satisfied with the confidentiality of the services.
- 100% of the respondents whose child/family received mental health services from the NCWVCAA Mental Health Program Specialist reported that they were satisfied or very satisfied with feeling comfortable working with the Specialist.
- **94.65%** of respondents were either satisfied or very satisfied that the program met their overall expectations.



NCWVCAA Head Start/Early Head Start Grantee Policy Council Officers & PY 46 Program Options

Information Submitted by: Ruth Ann Ponzurick, Children Services Director

PY46 Policy Council Executive Officers:

Mary Hudson, Chairperson
Robert Bremigan, Vice-Chairperson
Sasha Hendershot, Secretary
Kim Preston, Parliamentarian



Grantee and Delegate PY46 Program Options

Early Head Start Grantee served 52 prenatal, infant, toddler and their families in the following options:

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

Head Start Grantee offered 663 three and four year old children and their families in the follow options:

- Two (2) Home-based Sites
- Fifty-five (55) Center-based options in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor and Webster Counties.
Of the fifty-five,
 - Forty-eight (48) operate over 6 hours per day/4 days per week as collaborative classrooms with the Boards of Education
 - One (1) operates as a full-day/full-year Childcare collaborative
 - Five (5) are half-day operating 4 hours per day/5 days per week as collaborative classrooms with the Boards of Education
 - One (1) is half-day operating 4 hours per day/5 days per week as a non-collaborative classroom

Monongalia County Board of Education Head Start Delegate served 181 three and four year old children and their families in the following options:

- Twenty-four (24) Center-based options across the county.
Of the twenty-four,
 - All were full-day operating over 6 hours per day/4 days per week as collaborative classrooms with the Board of Education

Information Submitted by: Education Program Specialists

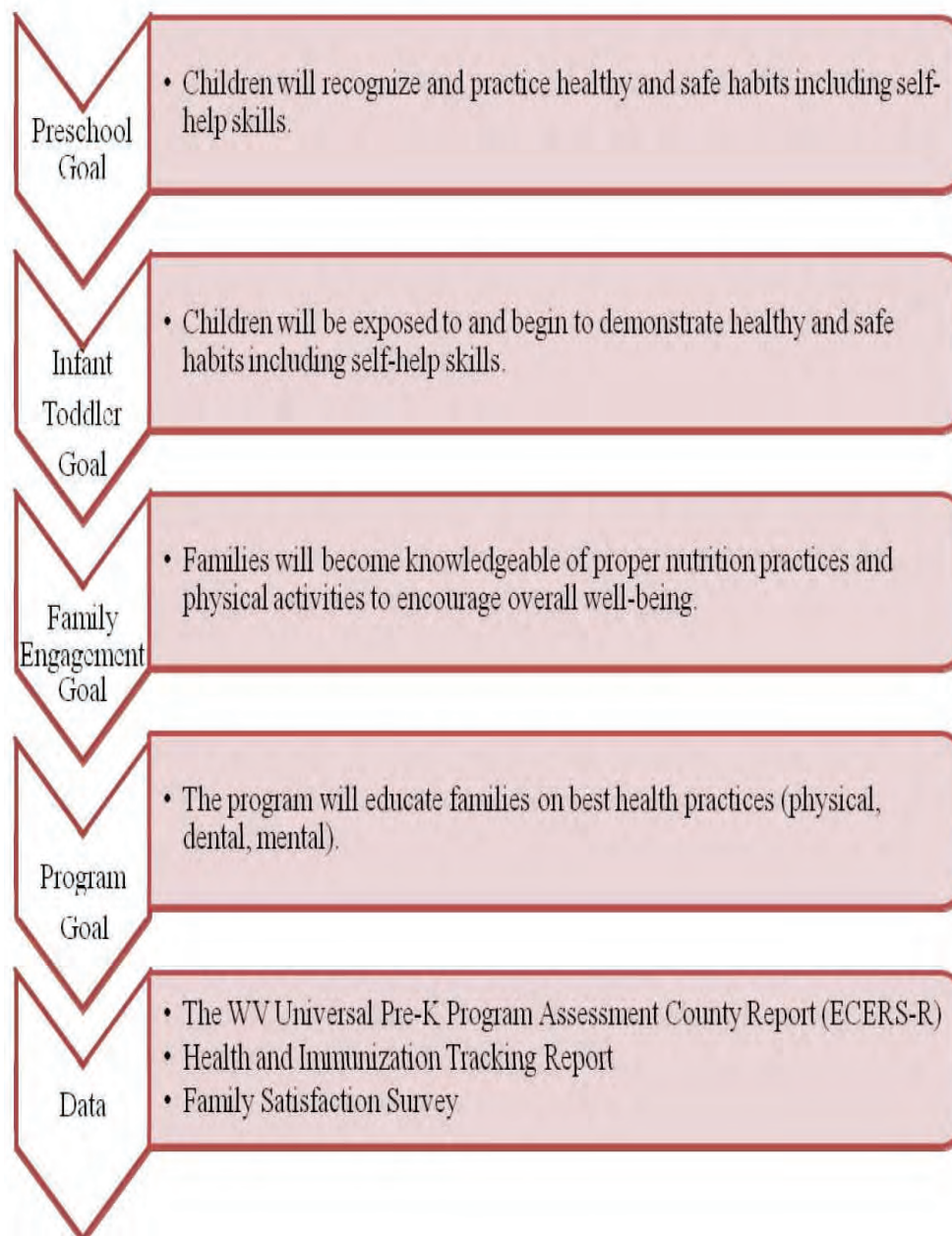
School Readiness has been a main focus for the North Central Head Start/Early Head Start Program since charged from the Office of Head Start to develop goals to ensure that Head Start children are prepared for their next school setting. School Readiness Goals concentrate on five essential domains that include: (1) Physical Development and Health, (2) Social and Emotional Development, (3) Cognition and General Knowledge, (4) Language and Literacy and (5) Approaches to Learning.

Teaching staff deliver individual learning experiences to each child to enhance their individual strengths and challenges. These experiences are focused around the Head Start Child Development and Early Learning Framework, the WV Early Learning Standards Framework, and county specific curricula. The progression for each individual child's growth was assessed by the WV Early Learning Scale. Data from the WV Early Learning Scale was analyzed by the NCWVCAA Education Specialists to assist in identifying professional development needs and internal/external training opportunities for teaching staff, as well as individual county needs for classroom/home-based materials and/or equipment.

NWVCAA's School Readiness Goals were developed from data including: The WV Universal Pre-K Program Assessment County Report (ECERS-R); Health and Immunization Tracking Report; Family Satisfaction Survey; Online COR Outcome Report (Implemented Fall of 2012 for EHS); Children's Accident Risk Assessment (Aggregated by Incident Reports); Mental Health Referrals; Mental Health Program Specialist Report (ABC Documentation Forms and Behavior Plan); Mental Health Annual Analysis of Monthly Summary Reports; WV Pre-K Child Assessment System Data Report (NIEER Early Learning Scale); and The Arts and Physical Development Data Report.

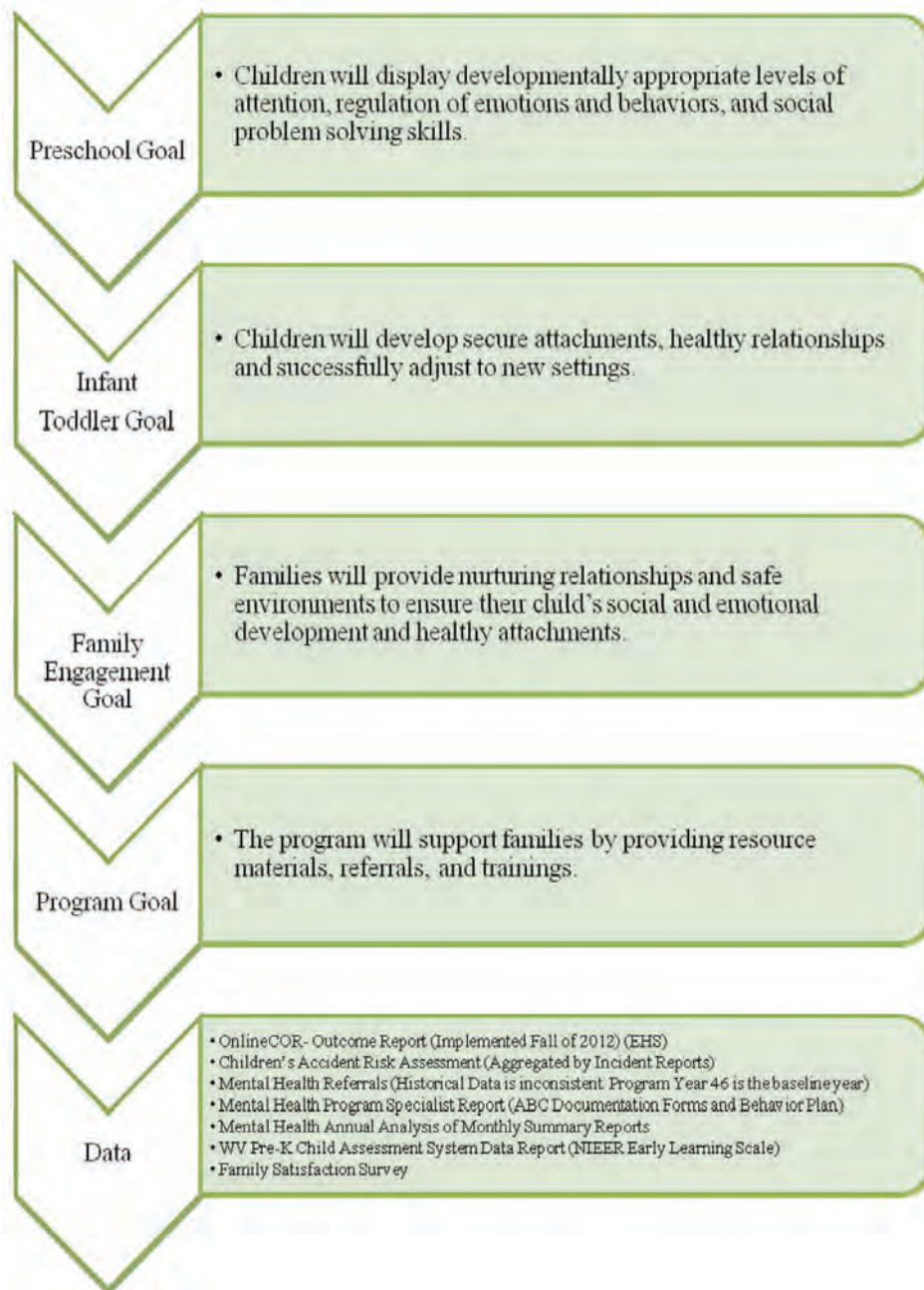
The School Readiness Goals for each of the five essential domains are as follows:

GOAL: PHYSICAL DEVELOPMENT AND HEALTH

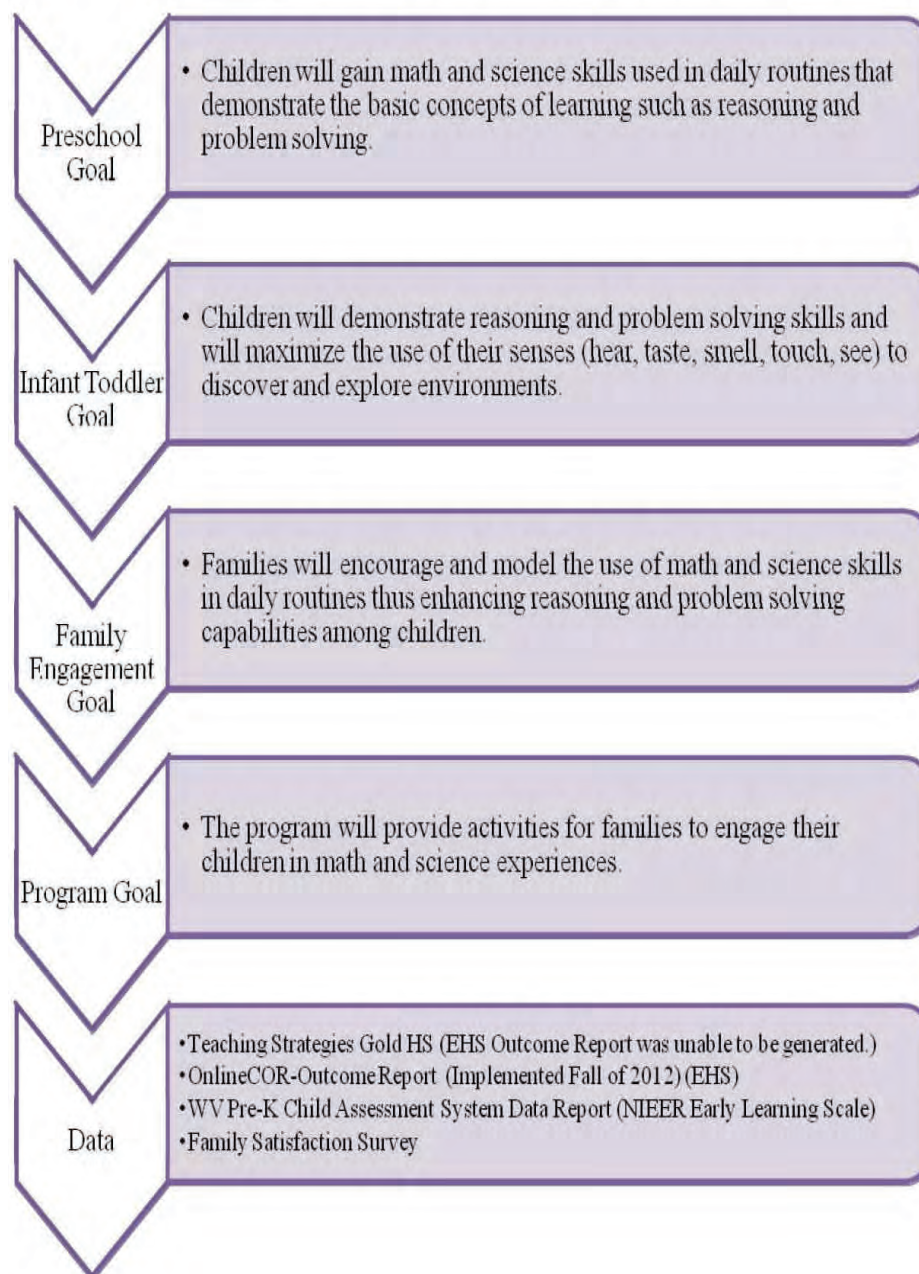


North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT

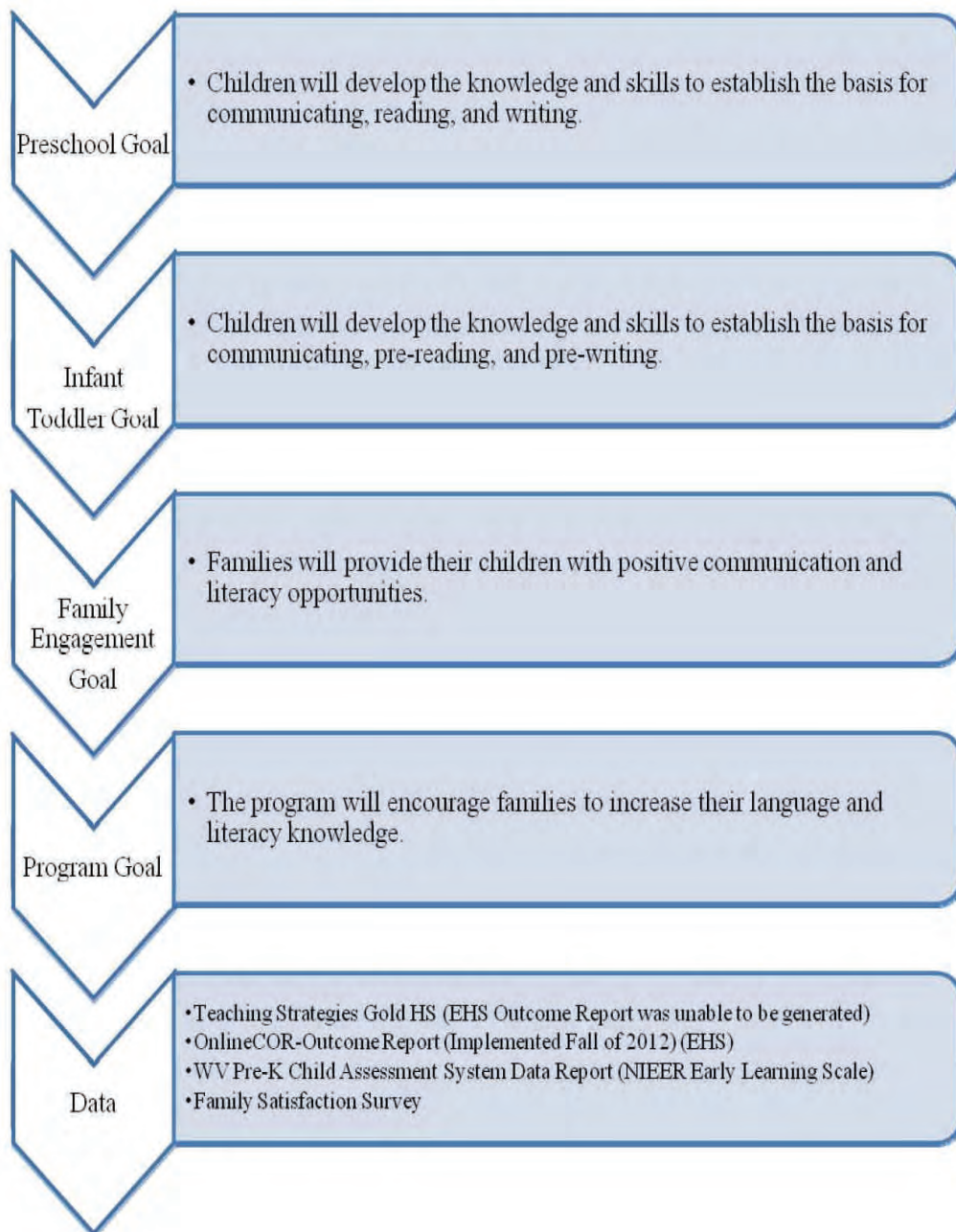


GOAL: COGNITION AND GENERAL KNOWLEDGE

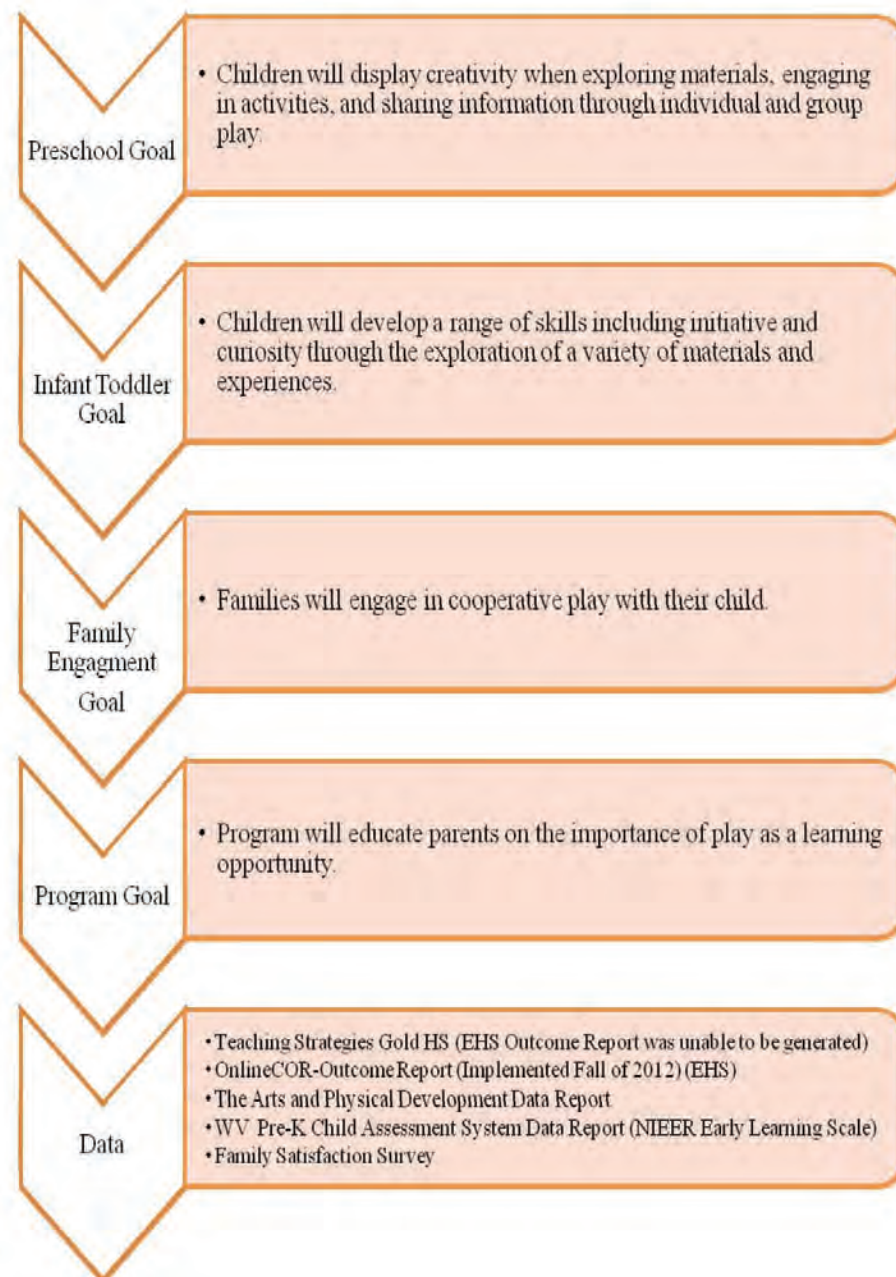


*North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)*

GOAL: LANGUAGE AND LITERACY



GOAL: APPROACHES TO LEARNING



*North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)*

The NCWVCAA Head Start Program implemented two developmentally appropriate and research-based curricula, Creative Curriculum and High/Scope, as approved by the WV Department of Education, Office of Early Learning. The High/Scope Curriculum was used in Randolph and Taylor Counties while Creative Curriculum was used in Barbour, Marion, Pocahontas, Preston and Tucker Counties. Both are intended to aid in the development of overall school readiness skills. Each one is designed to have teacher facilitated play by planned and spontaneous interactions. Both Curricula also include proper classroom arrangement with materials designed to promote skill development and addresses the needs of each child individually and the educational setting as a whole.

Teaching staff collected and analyzed observations three times per year in October, February, and May to show the progress of children. Some anecdotal data was collected and utilized to illustrate growth across the domains from the WV Early Learning Scale which included Math/Science, Social Emotional/Social Studies, Language Arts Literacy, Physical Development and the Arts. The child's assessed needs included data from the Early Learning Scale, Parental Input, and special needs goals and objectives for children with Individualized Education Plans (IEPs). Planning for activities and needed observations were determined after the required updates showed the areas of need. The assessment process afforded Teachers with individualized child information so that they were able to continually plan and complete activities for each child weekly to ensure fostering of readiness skills.

Parent involvement and participation was encouraged through daily classroom experiences, collaboration with Teachers while actively participating in individualized child planning and assessments. Parent/Child Activity Calendars were tools provided to parents to maintain ongoing goals as an extension of the curriculum through a monthly calendar with individualized games and activities for home. The connection between home and school was a major indicator of ongoing school success.

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

NCWVCAA Head Start implemented the WV Online Early Learning Scale Assessment System (ELS), utilized by the WV Department of Education, Office of Early Learning. This allowed Teachers to systematically assess preschool children's progress toward learning standards such as the Head Start Child Development and Early Learning Framework and the WV Early Learning Standards Framework.

The ELS is a concise, performance-based measure that used student data collected through observations and work samples. Data was analyzed using research-based benchmarks and children were assigned a score on the five-point continuum for each of the ten included items. This provided the Teacher with valuable data that informed instruction and improved student learning across domains. In addition, since the ELS is based on state learning standards and current research and it is not curriculum specific, the system can be used in any educational setting, classroom or home-based.

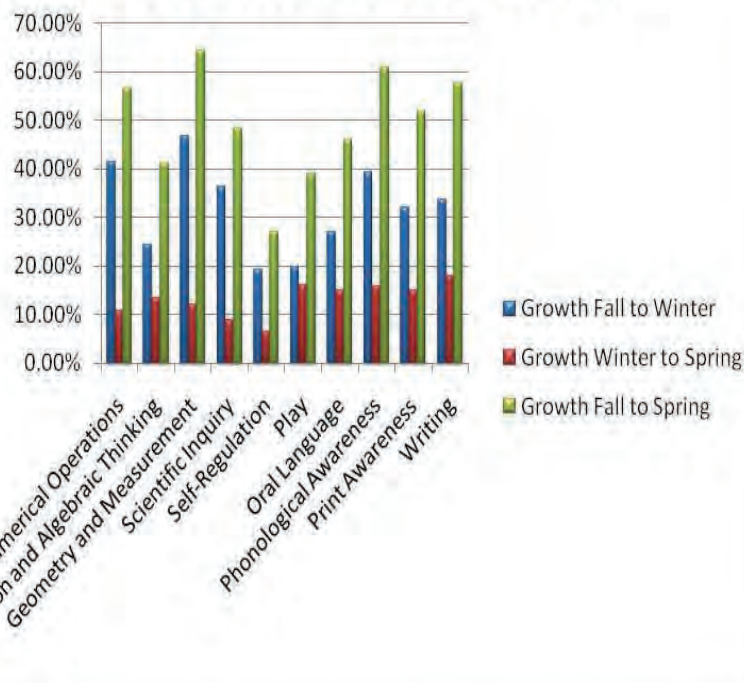
Teachers studied the Early Learning Scale Instrument to determine which strand describes the child's knowledge, skills, and/or behaviors most accurately and appropriately assessed the skill level of each child. Teachers determined if the child was meeting or exceeding the expectations for an area of development based on anecdotal data. According to the specific domains, the percentage data of typically developing preschoolers were aggregated.

The following charts represent the percentage gain from performance based assessments for the Spring 2012 reporting period by NCWVCAA Head Start children. Aggregated data for all Head Start children included each the three and four year old children as well as children with Individualized Education Plans (IEPs).



*North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Cont.)*

NCWVCAA Outcomes Three Year Olds



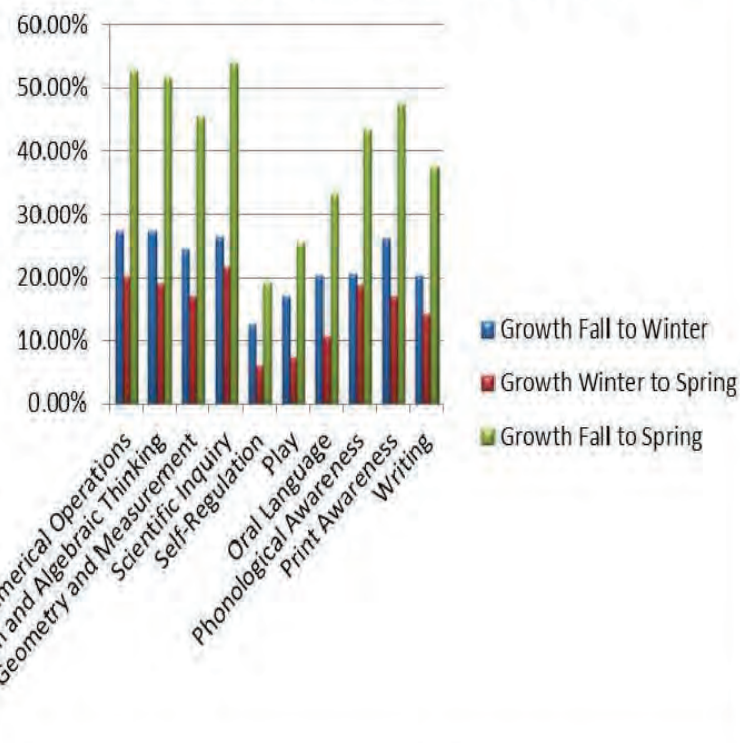
*The data in this chart represents the total composite scores for each domain included in the Early Learning Scale.

Domain	Fall 2011	Winter 2012	Spring 2012	Overall Growth
Number and Numerical Operations				
Functional Counting	1.88	3.00	3.14	67.47%
Numerical Operations	1.75	2.20	2.62	49.48%
Written Numbers	1.85	2.54	2.82	52.82%
Composite: Number and Numerical Operations	1.83	2.58	2.86	*56.70%
Classification and Algebraic Thinking				
Classification	2.35	2.90	3.26	39.02%
Algebraic Thinking	1.86	2.35	2.70	45.22%
Composite: Classification and Algebraic Thinking	2.11	2.63	2.98	*41.15%
Geometry and Measurement				
Identifying and using shapes	1.99	2.78	2.96	48.76%
Measurement	1.63	2.52	2.98	83.38%
Composite: Geometry and Measurement	1.81	2.65	2.97	*64.42%
Scientific Inquiry				
Observation and Reporting	1.63	2.22	2.68	64.06%
Prediction	2.04	2.70	2.82	38.03%
Investigation	1.60	2.27	2.33	45.45%
Composite: Scientific Inquiry	1.76	2.40	2.61	*48.30%
Self-Regulation				
Independent Behavior	3.22	3.88	4.08	26.53%
Regulation of Emotions and Behavior	3.21	3.81	4.08	27.25%
Prosocial Behavior	3.35	3.96	4.12	22.97%
Social Problem Solving	2.53	3.02	3.34	32.24%
Composite: Self-Regulation	3.08	3.67	3.91	*26.90%
Play				
Quality and Attributes of Engagement and Exploration	3.37	3.82	4.24	25.77%
Quality and Attributes of Cooperative Play	2.78	3.48	4.08	47.00%
Quality and Attributes of Sociodramatic Play	2.67	3.26	3.92	46.63%
Composite: Play	2.94	3.52	4.08	*38.84%
Oral Language				
Speaking	2.51	3.08	3.54	41.02%
Story Retelling	1.96	2.59	2.98	52.16%
Composite: Oral Language	2.24	2.84	3.26	*45.78%
Phonological Awareness				
Language Manipulation	1.75	2.42	2.82	60.93%
Composite: Phonological Awareness	1.75	2.43	2.82	*60.93%
Print Awareness				
Alphabetic Awareness	1.80	2.43	2.84	57.42%
Print Knowledge	2.18	2.82	3.20	47.11%
Composite: Print Awareness	1.99	2.63	3.02	*51.78%
Writing				
Composing	2.00	2.56	2.94	47.00%
Production	1.55	2.18	2.64	70.21%
Composite: Writing	1.77	2.37	2.79	*57.55%

*Composite percentages not included in strengths or weaknesses.

*North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Cont.)*

NCWCAA Outcomes Four Year Olds



*The data in this chart represents the total composite scores for each domain included in the Early Learning Scale.

Domain	Fall 2011	Winter 2012	Spring 2012	Overall Growth
Number and Numerical Operations				
Functional Counting	2.86	3.45	4.01	40.18%
Numerical Operations	2.28	3.05	3.80	66.69%
Written Numbers	2.53	3.27	3.92	54.92%
Composite: Number and Numerical Operations	2.56	3.26	3.91	*52.90%
Classification and Algebraic Thinking				
Classification	2.84	3.40	4.03	41.90%
Algebraic Thinking	2.40	3.27	3.92	63.49%
Composite: Classification and Algebraic Thinking	2.62	3.34	3.97	*51.75%
Geometry and Measurement				
Identifying and using shapes	2.74	3.25	3.63	32.42%
Measurement	2.49	3.26	3.97	59.79%
Composite: Geometry and Measurement	2.61	3.25	3.80	*45.43%
Scientific Inquiry				
Observation and Reporting	2.23	3.00	3.74	67.58%
Prediction	2.58	3.16	3.65	41.39%
Investigation	2.14	2.64	3.32	54.81%
Composite: Scientific Inquiry	2.32	2.93	3.57	*53.91%
Self-Regulation				
Independent Behavior	4.12	4.56	4.76	15.52%
Regulation of Emotions and Behavior	3.89	4.35	4.55	17.02%
Prosocial Behavior	3.99	4.47	4.64	16.22%
Social Problem Solving	3.30	3.83	4.29	29.99%
Composite: Self-Regulation	3.83	4.30	4.56	*19.19%
Play				
Quality and Attributes of Engagement and Exploration	4.07	4.57	4.76	17.18%
Quality and Attributes of Cooperative Play	3.78	4.39	4.69	24.33%
Quality and Attributes of Sociodramatic Play	3.42	4.21	4.66	36.34%
Composite: Play	3.75	4.39	4.71	*25.41%
Oral Language				
Speaking	3.54	4.06	4.42	24.84%
Story Retelling	2.94	3.74	4.22	43.73%
Composite: Oral Language	3.24	3.90	4.32	*33.40%
Phonological Awareness				
Language Manipulation	2.60	3.13	3.72	43.36%
Composite: Phonological Awareness	2.60	3.13	3.72	*43.36%
Print Awareness				
Alphabetic Awareness	2.62	3.41	3.97	51.80%
Print Knowledge	2.98	3.65	4.28	43.90%
Composite: Print Awareness	2.80	3.53	4.13	*47.58%
Writing				
Composing	2.80	3.28	3.80	35.66%
Production	2.69	3.33	3.74	39.20%
Composite: Writing	2.74	3.30	3.77	*37.39%

*Composite percentages not included in strengths or weaknesses.

*North Central WV Community Action Association, Inc. Head Start Program Grantee
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Cont.)*

The program determined a gain of 50% or higher in a domain would be considered a strength since it was in the middle range. This gave all children, regardless of developmental level a chance to be included in the overall growth of the program as a whole.

The domain that included a percentage of Gain higher than 50% between Fall 2011 and Spring 2012 for NCWVCAA HS Three-year olds:

- Story Retelling (52.16%)
- Alphabetic Awareness (57.42%)
- Written Numbers (52.82%)
- Language Manipulation (60.93%)
- Observation and Reporting (64.06%)
- Functional Counting (67.47%)
- Production (70.21%)
- Measurement (83.38%)

The domain that had a percentage of Gain higher than 50% between Fall 2011 and Spring 2012 for NCWVCAA HS Four-year olds:

- Alphabetic Awareness (51.80%)
- Investigation (54.81%)
- Written Numbers (54.92%)
- Measurement (59.79%)
- Algebraic Thinking (63.49%)
- Numerical Operations (66.69%)
- Observation and Reporting (67.58%)

The program determined a gain of 30% or lower in a domain would be considered below average since it is in the lower range. However, children came in at a higher functioning level for the majority of the domains below.

Percentage gain in a domain lower than 30% between Fall 2011 and Spring 2012 for NCWVCAA HS Three-year olds:

- Prosocial Behavior (22.97%)
- Quality and Attributes of Engagement and Exploration (25.77%)

- Independent Behavior (26.53%)
- Regulations of Emotions and Behavior (27.25%)

Percentage gain in a domain lower than 30% between Fall 2011 and Spring 2012 for NCWVCAA HS Four-year olds:

- Independent Behavior (15.52%)
- Prosocial Behavior (16.22%)
- Regulation of Emotions and Behavior (17.02%)
- Quality and Attributes of Engagement and Exploration (17.18%)
- Quality and Attributes of Cooperative Play (24.33%)
- Speaking (24.84%)
- Social Problem Solving (29.99%)

Addendum

Since the Early Learning Scale does not include the domains on Physical Development and the Arts, NCWVCAA Head Start combined information from previously implemented assessment systems to ensure that each domain was observed. A chart with three different levels of developmental indicators was distributed to all Teaching staff to ensure observations were taken on the domains that were not included. At the end of each checkpoint, Teachers leveled all Head Start children in their classrooms according to their development. The chart showed teachers the focus areas for the upcoming checkpoints and where their strengths were. The indicators are listed below:

Physical Development includes:

- Displays actions of essential loco-motor skills (running, jumping, hopping, galloping)
- Moves with balance and control
- Climbs up and down
- Pedals and steers wheeled vehicle
- Displays throwing, kicking and catching ability

Fine Motor includes:

- Controls small muscles in hands
- Coordinates eye-hand movement
- Uses tools for writing and drawing
- The Arts includes
 - Explores the visual arts
 - Explores musical concepts and expression
 - Explores dance and movement concepts
 - Explores drama through actions and language

Conclusion

NCWVCAA Head Start Teaching Staff has been trained with the WV Online Early Learning Scale Assessment System by attending 5 modules over a period of time. Although reliability for the scoring piece of the WV Early Learning Scale was not offered until March 2012, the majority of North Central's HS Teachers became reliable in June 2012.

Children's growth was evident in all areas of development and learning. Professional Development Plans, assessed training needs, staff training requests and results of monitorings were the basis for Teacher trainings that occurred. This included Math/Science, Social Emotional/Social Studies, and Language/Literacy Components. Additionally, trainings occurred on lesson plans, observations, curriculum changes and updates, Policy 2525 updates, and the WV Early Learning Standards Framework. To ensure children are ready for kindergarten, Teaching Staff were trained and provided with the NCWVCAA Head Start School Readiness Goals. Also, more focus was put forth on a new assessment system which focused primarily on writing fact based observations and the input of accurate information.

Early Head Start

The NCWVCAA Early Head Start program utilized the Teaching Strategies Gold Assessment System for the school year of 2011-2012. According to this system, it appeared as if no gains were being made due to the tool not being specific to infants and toddlers so data was not available. Therefore, the EHS program will be using the Online-COR for Infants and Toddlers for the 2012-2013 program year since this tool is geared directly for the infant and toddler age groups to measure outcomes.



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., believes that parents are a child's first and most important teacher. As such, the program strongly advocated for parents to be involved in their child's education, both at home and in school. Head Start staff strived to include and encouraged families to participate in Head Start classrooms, programming, and governance so that they were able to carry these skills throughout their child's educational experience. Family engagement was fostered through parent trainings, parent meetings, program events, and volunteerism.

Strong collaboration between Head Start and other local support agencies such as Birth to Three and Early Head Start allowed Head Start families to have access to a variety of transition activities before school began in August. Early Head Start families were given the opportunity to attend several Transition Socializations and Step Up Days during the six months prior to transition. Additionally, throughout the summer, all Head Start families were encouraged to bring their children to a Preschool Round Up Event. During this time, families were able to have their children screened, met their Family Service Specialists, have their child's records checked, and received information from a variety of parent resources such as Parent Education Resource Center, Birth to Three, and the Monongalia County Schools Special Education Department. Some Family Service Specialists offered additional summer Head Start activities such as Popsicles and Playgrounds, where families were invited to the school to play on the playground, met Head Start staff, and made connections with other families. All Head Start classrooms scheduled Open House sessions at each school, provided a Phase In for each child, and conducted home visits with each family prior to school beginning. At Phase In and during home visits, Family Service Specialists shared information specifically about Head Start, encouraged participation in program governance, and began the Family Partnership Agreement process.

Shared program governance is an important responsibility that separates Head Start from Pre-K in Monongalia County. Each September, families are invited to attend the first of many Parent Committee Meetings at their school. At this time, Family Service Specialists encouraged parents to participate in program governance activities such as Social Service Advisory, Health Advisory, and Parent Policy Committee. Parents were given information as to how they could be an essential part of Head Start decision making and were encouraged to be part of these committees. Parents were then encouraged to vote for representatives to these important groups and to be part of the governance of Monongalia County Head Start by providing opportunities for them to make programmatic decisions and share in program governance. Each

Family Service Specialist was required to provide at least four Parent Committee meetings annually, but the actual number of meetings are usually decided upon by the parents involved. During these meetings, parents, teachers, and program staff worked together to discuss strengths and weaknesses within the program, elected members to Policy Committee, encouraged volunteerism, provided parent trainings, and scheduled events to meet the needs of families. Some topics that were addressed during parent trainings included behavior management techniques, Head Start program governance, accessing community resources, becoming an active member of your child's school, and learning through play.

As a Delegate agency, Monongalia County Head Start elected a Policy Committee and five representatives to participate on North Central WV Community Action Agency's Head Start Policy Council. At Policy Committee and Policy Council meetings, parents were given information to help them make administrative decisions about the program. For example, recently, Policy Committee decided to support a local community program. They collected donations and distributed them to needy families in the Ronald McDonald House. Early Head Start and Head Start parents worked together to distribute flyers, collected donations at schools, and delivered the donations to the charity as a united group. Giving back to the community was an important mission that the families felt strongly about and they found a way to fulfill that mission. Each Policy Committee meeting began with parent training where parents received governance trainings to help support their efforts to become active participants in their children's school. Parents were trained on the democratic process, voting etiquette, taking minutes, and making a motion. Parent-elected officers built the agenda, conducted the meetings, and submitted the minutes monthly. The Policy Committee officers were also invited to represent the Head Start Program at the Board of Education's annual Local School Improvement Council meeting and at the West Virginia Head Start Association Conference. At the initial Policy Committee Meeting, five members were elected to be part of North Central West Virginia Community Action's Policy Council. These parent representatives attended the meetings and shared the information with Monongalia County Head Start parents.

It is essential to program staff that parents feel welcome in their child's school. As such, Monongalia County Head Start worked collaboratively with Pre-K and the elementary schools to create a school environment that encouraged parent involvement and participation. Families were encouraged to become involved in their child's education with the understanding that involved parents create enthusiastic, willing learners. Family Service Specialists offered a Hands-on-Training program for parents that prepared them to volunteer in the classroom.

Monongalia County Board of Education Delegate Family Engagement Activities (Con't)

This training was offered annually and on an on-going basis so that all parents could participate as they were able. Trainings were offered individually, at Parent Committee Meetings, and at Parent Trainings. Through this training, parents discovered how children actually learn while playing in centers. Additionally, Head Start staff scheduled events for families to participate in together at the school. This year, Head Start obtained a grant in conjunction with West Virginia University Extension to help families prevent childhood obesity.

This grant, entitled Choose 2 Change, was truly a program that brought children, families, schools and communities together to reach a goal. Families were encouraged to sign up for the program. Once enrolled, parents had access to home visits, nutrition and motor Family Fun Nights, and individualized education and parent trainings. Additionally, Teachers received intense training and funds to purchase materials to support the grant goals. Teachers reported that they were seeing a marked difference in children's awareness of healthy foods and healthy activities, proving that collaboration is essential for change. Finally, staff encouraged parent involvement by keeping communication lines open throughout the year and invited parents to volunteer at school, attend Head Start and school based parent meetings and trainings, and assist on field trips. A great portion of the Delegate's In-Kind hours were generated by parents volunteering in the classroom.

Monongalia County Head Start staff created an annual program calendar that offered a variety of program-wide activities to encourage family participation in the home, school, and community. This year, families were given a monthly activity calendar that outlined simple, no-cost activities that parents could complete with their children. These activities centered around the program's School Readiness Goals in the areas of numeracy, persistence, and phonological awareness. Staff discussed these calendars with families on a regular basis and encouraged parents to complete them monthly. Program events were held at varying times to help ensure that the needs of working parents were met. Some parent training topics included behavior management, program governance, Math Activities for Preschoolers, Time Saver Tips, and What My Child Learns Through Play. Fatherhood Initiative activities were a focus again this year for program staff. Some Fatherhood Initiative activities included attending West Virginia University basketball and baseball games, Lowe's Build-It Program, WVU Planetarium, and Build a Bookshelf Literacy Project. Although participation in these events was not high as hoped for, parents who attend reported that they enjoyed the event and planned to continue to attend Head Start events. Program staff continued to survey parents to plan activities that were of interest to them.

Monongalia County Head Start continued to strive to build strong collaborations with local community agencies. Without these collaborations, parents would not have access to the frequent and varied activities and resources that are currently of-

fered. Community collaborations have supported Head Start family involvement by providing no cost materials and staff support for program events such as West Virginia University tickets to attend the West Virginia University Farm and West Virginia University sporting events, Board Of Parks And Recreation Commissioners (BOPARC) free swimming passes and free T-Ball; Fireman's Christmas Party held annually by local fire departments in December, and a strong collaboration with the Morgantown Service League that provided families with emergency services throughout the entire program year. The collaborations with community agencies built strong relationships between families and local resources, provided support to families in crisis, and encouraged families to be active in their community and in the lives of their children.

PY 46 Monongalia County Head Start Delegate Policy Committee Officers:

Chairperson: Stormy Matlick
Vice Chairperson: Pherin Smith
Secretary: Heather Clark



Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012

Information Submitted by: Brenda Yohn, Director of Early Childhood

School Readiness is a strong focus of the Office of Head Start and Monongalia County Head Start Program. Program staff and parents have spent a great deal of time over the past year identifying strengths and weaknesses, creating School Readiness Goals, and collecting and analyzing data. Although School Readiness Goals were created 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 were able to provide individualized educational experiences. These experiences centered around the Head Start Framework, supported children's growth in the areas of language, literacy, math, social and emotional development, and physical skills. Child outcomes were measured on an on-going basis and the data was 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 domains and center around subtopics of persistence, conflict resolution, numeracy, phonological awareness, and physical health.



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Domain: Approaches to Learning
Strand: Persistence/Engagement

Young Infant Goal

- Goal - Child will persistently continue movement to create a repetitive reaction
- Assessment Tools - PAT Milestones
- Reflections and Observations - continues to kick toy or bat dangling objects on activity gym to repeat its noise/movement

Mobile Infant Goal

- Goal - Child will repeat acts which have interesting effects
- Assessment Tools - PAT Milestones
- Reflections and Observations - delights in filling container; dumping contents, and refilling or hearing a story repetitively

Older Infant Goal

- Goal - Child will work at a task until he is able to overcome simple obstacles
- Assessment Tools- PAT Milestones
- Reflections and Observations - works at toy until it is completed such as a puzzle or nesting/stacking toy

Preschool Goal

- Goal - Child will be actively engaged in tasks and intrinsically motivated to complete tasks
- Assessment Tools - WV Early Learning Scale (Strand: Independent behavior - 5.1)
- Reflections and Observations - maintains increasing concentration over time despite distractions and persists in and completes tasks, activities, projects, and experiences.

Family Goal

- Goal - Family will provide opportunities for the children to complete activities presented by caregivers and staff
- Assessment Tools - Monthly Activity Calendar Data Report and Socialization Sign In Sheets
- Reflections and Observations - families will complete monthly activity calendars and attend EHS socializations

Program Goal

- Goal - Program will provide activities and opportunities to children to enhance persistence/engagement skills
- Assessment Tools - Teacher lesson plans, PAT plans, Socialization Plans, and Monthly Activity Calendars

Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Domain: Cognitive Development
Strand: Numerical Operations

Young Infant
Goal

- Goal - Child will examine objects and self by feeling, banging, mouthing or shaking
- Assessment Tools - PAT Milestones
- Reflections and Observations - investigates small objects with hands, fingers, and eyes

Mobile Infant
Goal

- Goal - Child will experiment with cause and effect actions
- Assessment Tools - PAT Milestones
- Reflections and Observations - use different objects to bang together to create different sounds

Older Infant
Goal

- Goal - Child will use trial and error to solve problems
- Assessment Tools - PAT Milestones
- Reflections and Observations - takes things apart and tries to reassemble, manipulates cause and effect toys

Preschool
Goal

- Goal - Child will use senses and a variety of tools to gather information, investigate materials and observe relationships
- Assessment Tools - WV Early Learning Scale (Strand: Investigation - 4.1)
- Reflections and Observations - generate questions and provide plans for investigation

Family
Goal

- Goal - Family will provide opportunities for the children to explore numeracy/nature in the community
- Assessment Tools - Monthly Activity Calendar Data Report and Socialization Sign In Sheets
- Reflections and Observations - families will complete monthly activity calendars and attend EHS socializations

Program
Goal

- Goal - Program will provide activities and opportunities to children to enhance numerical operation skills
- Assessment Tools - Teacher lesson plans, PAT plans, Socialization Plans, and Monthly Activity Calendars

Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Domain: Language and Literacy
Strand: Phonological Awareness

Young Infant
Goal

- Goal - Child will participate in sound-making opportunities with a caregiver
- Assessment Tools - PAT Milestones
- Reflections and Observations - imitation of vowel sounds and reciprocal vocalizations with caregiver

Mobile Infant
Goal

- Goal - Child will imitate sounds or familiar words of home language
- Assessment Tools - PAT Milestones
- Reflections and Observations - babbles using age-appropriate repeated syllables

Older Infant
Goal

- Goal - Child will demonstrate home language vocabulary and sentence structure appropriate for age
- Assessment Tools - PAT Milestones
- Reflections and Observations - combines words into sentences and is able to articulate wants and needs

Preschool
Goal

- Goal - Child will demonstrate an awareness that language can be broken into words, syllables and smaller pieces of sound
- Assessment Tools - WV Early Learning Scale (Strand: Language Manipulation - 8.1)
- Reflections and Observations - separates words into syllables; creates own rhymes and alliteration

Family Goal

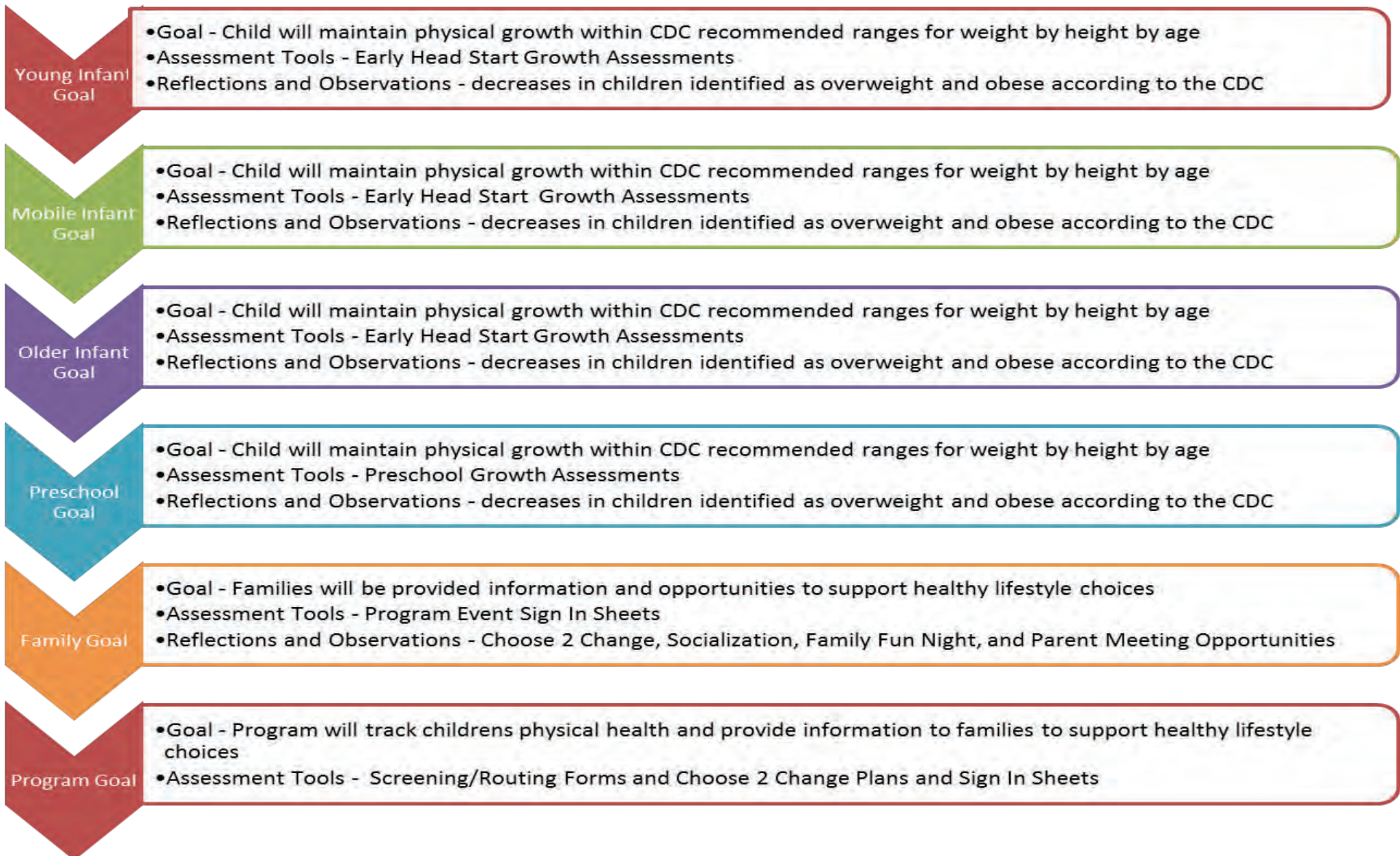
- Goal - Family will provide literacy activities to children that stimulate listening and speaking skills
- Assessment Tools - Monthly Activity Calendar Data Report and EHS Record of Volunteer Services
- Reflections and Observations - families will participate in activities offered and return documentation required

Program Goal

- Goal - Program will provide activities and opportunities to children to enhance phonological awareness skills
- Assessment Tools - Teacher lesson plans, PAT plans, Socialization Plans, and Monthly Activity Calendars

Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Domain: Physical Development
Strand: Physical Health



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Domain: Social Emotional Development
Strand: Social Problem Solving

Young Infant
Goal

- Goal - Child will calm self when held by caregiver
- Assessment Tools - PAT Milestones
- Reflections and Observations - child stops crying briefly when caregiver approaches

Mobile Infant
Goal

- Goal - Child will participate in reciprocal events with caregiver
- Assessment Tools - PAT Milestones
- Reflections and Observations - child indicates to caregiver when help is needed

Older Infant
Goal

- Goal - Child will ask caregiver for help in obtaining desired object
- Assessment Tools - PAT Milestones
- Reflections and Observations - shares spontaneously with caregiver

Preschool
Goal

- Goal - Child will use socially appropriate behavior with peers and adults by helping others, sharing, and taking turns
- Assessment Tools - WV Early Learning Scale (Strand: Social Problem Solving - 5.4)
- Reflections and Observations - Child attempts to follow social problem solving processes independently to resolve conflict

Family Goal

- Goal - Families will participate in individual parent interventions and parent trainings to address social emotional concerns
- Assessment Tools - Parent Meeting Sign In Sheets and PSTEPS Mental Health Report
- Reflections and Observations - families will attend mental health consultations and parent meetings as scheduled

Program Goal

- Goal - Program will provide activities and opportunities to children to enhance problem solving skills
- Assessment Tools - Teacher lesson plans, PAT plans, Socialization Plans, Training Calendar

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Con't)

Monongalia County Head Start chose to use the Creative Curriculum and its assessment system for the past several years in order to track child outcomes and program trends. The Creative Curriculum has 52 objectives, disseminated across multiple domains, including Social/Emotional, Physical, Language, Literacy, and Math Development. Teachers made observations during daily routines, directed teaching and child-initiated play that were the basis for leveling children three times a year on the 52 objectives. Observations were entered and tracked in the program's PSTEPS program. Data from these observations were used to level children's progress three times each year. The leveling data was entered into the WVDE WVEIS Child Assessment 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 Data Team when analyzing data toward the progress of the above goals. The **WV Pre-K Child Assessment System Data Report**, an aggregate report showing the overall progress of Head Start children across developmental levels, beginning at Level 1 and ending at Level 5. The Data Report included data on three and four year old Head Start children with and without Individualized Education Plans (IEPs).

The **WV Pre-K Child Assessment System Data Report** showed the percentage of Head Start children at each level in related categories at three times during the year. The report also showed the percentage of growth between Fall and Winter, Winter and Spring, and Fall and Spring. Data from this report was also aggregated into individual child transition report at the end of the year which were shared with Kindergarten Teachers, providing smooth transitions for Head Start children. Percentages reported below are for children who fell within or above the expected levels in the Spring 2012 Reporting Period. The categories for Head Start Outcome Reporting were closely matched to the objectives and dimensions provided in the **WV Pre-K Child Assessment System Data Report**. Below is an outline of the Teaching Strategies outcome percentages for Head Start children.

Outcome	Fall 2011	Winter 2012	Spring 2012	Overall Growth
Number and Numerical Operations				
Functional Counting	2.21	2.67	3.39	53.23%
Numerical Operations	1.67	2.26	3.16	89.39%
Written Numbers	2.04	2.69	3.42	68.02%
Composite: Number and Numeral Operations	1.97	2.54	3.32	68.50%
Classification and Algebraic Thinking				
Classification	2.48	2.89	3.48	40.71%
Algebraic Thinking	1.92	2.45	3.16	64.61%
Composite: Number and Numeral Operations	2.20	2.67	3.32	51.14%
Geometry and Measurement				
Identifying and Using Shapes	2.16	2.63	3.09	43.13%
Measurement	1.58	2.13	3.00	89.58%
Composite: Geometry and Measurement	1.87	2.38	3.04	62.71%
Scientific Inquiry				
Observation and Reporting	1.73	2.40	3.10	79.71%
Prediction	2.01	2.52	3.12	55.72%
Investigation	1.48	2.03	2.69	81.46%
Composite: Scientific Inquiry	1.74	2.32	2.97	70.97%
Self Regulation				
Independent Behavior	3.51	4.02	4.28	21.95%
Regulation of Emotions and Behavior	3.22	3.57	3.96	23.06%
Prosocial Behavior	3.40	3.88	4.16	22.57%
Social Problem Solving	2.95	3.18	3.69	25.37%
Composite: Self-Regulation	3.27	3.66	4.03	23.16%
Play				
Quality and Attributes of Engagement and Exploration	3.71	4.09	4.43	19.40%
Quality and Attributes of Cooperative Play	3.17	3.70	4.20	32.15%
Quality and Attributes of Sociodramatic Play	3.21	3.83	4.21	31.15%
Composite: Play	3.36	3.87	4.28	27.14%
Oral Language				
Speaking	3.16	3.43	3.84	21.30%
Story Retelling	2.22	2.89	3.39	52.47%
Composite: Oral Language	2.69	3.16	3.61	34.17%
Phonological Awareness				
Language Manipulation	1.80	2.44	3.00	66.87%
Composite: Phonological Awareness	1.80	2.44	3.00	66.87%
Print Awareness				
Alphabetic Awareness	2.41	3.19	3.67	52.31%
Print Knowledge	2.32	3.17	3.67	58.04%
Composite: Print Awareness	2.37	3.18	3.67	55.12%

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Cont.)

Outcome	Fall 2011	Winter 2012	Spring 2012	Overall Growth
Writing				
Composing	2.46	2.87	3.32	34.88%
Production	2.39	2.97	3.35	40.13%
Composite: Writing	2.43	2.92	3.34	37.46%
Arts				
Music and Movement				
Self Expression				
Participates in music activities including listening, singing, and finger plays	4.50	4.14	4.38	-2.67%
Creates music through a variety of techniques.	4.50	3.86	4.26	-5.33%
Foundation of Music and Movement				
Demonstrates an understanding of movement as it relates to music.	4.00	3.57	4.26	6.50%
Uses a variety of instruments including non-traditional and natural objects. Responds to and identifies particular musical elements such as rhythm and style.	3.50	3.29	4.30	15.14%
Visual Arts				
Self Expression				
Progresses in ability to express emotion and communicates ideas through creative artwork.	3.50	3.57	4.04	21.71%
Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.	3.00	3.29	4.08	36.00%
Develops growing ability to create artwork that reflects an idea, theme, or story.	3.00	3.29	3.92	30.67%
Foundation of Visual Arts				
Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.	3.50	3.86	4.10	17.14%
Dramatic Play				
Self Expression				
Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex. 3	3.50	3.86	4.37	24.86%
Expresses ideas, feelings, and emotions through dramatic play.	3.50	3.86	4.39	25.43%
Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc. Tells and re-enacts stories and experiences through dramatic play.	3.50	3.86	4.32	23.43%

Outcome	Fall 2011	Winter 2012	Spring 2012	Overall Growth
Physical Development				
Fine Motor				
Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools.	2.25	3.57	4.23	88.00%
Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles.	4.50	3.43	4.42	69.73%
Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	2.75	3.57	4.29	56.00%
Begins to demonstrate self help skills such as buttoning and zipping.	2.75	4.14	4.24	54.18%
Gross Motor				
Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping	3.50	4.43	4.59	31.14%
Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs.	4.00	3.57	4.54	13.50%
Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures.	4.00	4.14	4.58	14.50%
Healthy Development				
Demonstrates ability to identify and make healthy food choices.	3.50	3.57	4.05	15.71%
Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness.	5.00	4.43	4.58	-8.40%
Exhibits increased physical growth, strength, stamina, endurance and flexibility.	4.50	4.43	4.55	1.11%
Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	4.50	4.14	4.44	-1.33%
Demonstrates an understanding of the need for different apparel in different climates and weather conditions.	4.50	4.14	4.34	-3.56%
Safety Practices				
Participates in safety games, songs and stories.	4.50	4.43	4.42	-1.78%
Recognizes symbols indicating danger.	4.00	3.57	4.42	6.00%
Follows classroom and community safety rules, such as fire drills, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.	4.00	3.86	4.33	8.25%

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2011-2012 (Cont.)

Areas of Strength: Greater Than or Equal To Level 4.25 in Spring, 2012

- Independent Behavior
- Quality and Attributes of Engagement and Exploration
- Participates in music activities
- Creates music through a variety of techniques
- Demonstrates an understanding of movement as it relates to music
- Dramatic Play Self Expression
- Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements
- Progress in ability to use writing, drawing, and art tools
- Gross Motor
- Healthy Development
- Participates in safety games, songs and stories

Areas of Weakness: Less Than or Equal to Level 3.00 in Spring, 2012

- Measurement
- Investigation
- Language Manipulation

SUMMARY

Monongalia 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 is our goal to continue to collect, aggregate, and analyze data as it pertains to these score. This data provided the information needed to create goals and provide experiences to increase scores in areas of weakness. Our Teachers, Coaches, and Administrators continued to use the data from the assessment system to individualize for child and programmatic changes and needs. During this school year, program staff provided individualized staff development for 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.



2011-2012 PIR Performance Indicators—Grant Level

Information Submitted by: Linda Bissett, Children Services Executive Assistant and Brenda Yohn, Director of Early Childhood, Monongalia County

PIR #	PERFORMANCE INDICATORS						
		HS Grantee	HS Delegate	EHS	Mon Co EHS Grantee	STATE HS	STATE EHS
101	Percentage (%) of children enrolled for multiple years.	21.1%	15.8%	45.2%	50.0%	23.6%	38.4%
102	Percentage (%) of children enrolled less than 45 days.	4.6%	1.5%	1.4%	0.0%	4.6%	5.6%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll.	11.3%	9.2%	25.3%	20.7%	13.1%	29.5%
111	Percentage (%) of children with health insurance.	99.1%	99.0%	100.0%	97.9%	97.1%	99.3%
112	Percentage (%) of children with a medical home.	99.6%	100.0%	100.0%	100.0%	96.9%	100.0%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date.	99.5%	100.0%	100.0%	99.3%	97.0%	92.1%
114	Percentage (%) of children with a dental home.	98.4%	99.5%	68.5%	95.9%	93.3%	71.1%
121	Percentage (%) of children with an IFSP or IEP.	15.2%	17.9%	12.3%	23.9%	18.3%	14.7%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule.	96.6%	100.0%	64.4%	94.5%	90.0%	91.3%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment.	2.9%	2.6%	8.5%	0.0%	8.9%	3.4%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment.	95.2%	100.0%	100.0%	100.0%	95.4%	100.0%
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR.	98.2%	100.0%	N/A	N/A	97.8%	N/A
132	Percentage (%) of preschool children completing professional dental exams.	93.8%	98.5%	N/A	N/A	92.0%	N/A
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment.	18.7%	15.5%	N/A	N/A	19.3%	N/A
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment.	63.4%	73.3%	N/A	N/A	78.2%	N/A
141	Percentage (%) of families who received at least one of the family services reported in the PIR.	99.6%	49.7%	98.2%	100.0%	80.2%	88.7%
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year.	35.3%	66.7%	50.0%	81.2%	40.2%	70.4%
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.	80.7%	100.0%	N/A	N/A	78.4%	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.	100.0%	100.0%	N/A	N/A	98.1%	N/A
153	requirements of Section 648A.(2)(B)(ii) (CDA or equivalent) that become effective September, 2013.	58.6%	53.8%	N/A	N/A	84.8%	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	100.0%	100.0%	N/A	98.4%

Head Start/Early Head Start Success Stories

*Story Submitted by: Brenda Swecker, Associate Teacher,
George Ward I, Randolph County*

“Be care what you ask for, you just may get it”. I’ve heard that phrase my entire life. I believe that it truly is supposed to mean something negative, such as hoping an annoying coworker would quit and after they do the company decides not to replace them so you are assigned more work. Not really the positive outcome you may have wanted. This is not true in my case.

When I was growing up, my father assured me that he was saving for my college education. I wanted to go even though I didn’t really know what I “wanted to be when I grew up”. We traveled around quite a bit selling imported items at local fairs and festivals. I spent every sunny weekend somewhere convincing shoppers to purchase various items. The profits from this endeavor, I was assured, were going into my “college fund”.

Upon graduation, you can imagine how surprised I was when my father presented me with a used car, a payment book, an insurance bill, and an announcement that he had found me a position at his current employer. Don’t get me wrong, I appreciated it, but it wasn’t quite what I was expecting. I asked if this arrangement was just to give me a break from school and was told, “No, if you are going to live under my roof you are going to have a job”.

Later on in my life, I got married and had a couple of children. Between house payments, car payments, groceries, etc. you get the point, the idea of attending college faded.

I then enrolled my younger son in a program called Head Start. He participated in the Home-based program. He attended what was called “socialization” every two weeks. I began taking days off from work and soon was volunteering every day he attended the socialization part of the program. I will always remember my first day in the classroom. I walked into a messy classroom with ten children scattered around just playing with toys! My first thought was “this is total chaos. Why aren’t these kids sitting down learning something?” Gradually, I came to understand the program and found it totally fascinating. While I had held several different positions in my work history, this was the career I really wanted to have. I was 35 years old at the time.

I happily discovered that the employer I worked for offered a great college incentive package. They would pay all upfront costs of attending college and to fund this they would deduct a portion of the amount from your bi-weekly paycheck. This option would not work for me either after I discovered, upon inquiring, that because of my position in the company, I was not eligible for this program. My frustration reached the boiling point in that office that day. I decided that no matter what, I was going to attend college. Because of my experience with Head Start, I was going to get a degree in Early

Childhood. I filled out the FASFA and received grants but count only attend part-time because of my full time job. I eventually quit that job and went to work for a local saw-mill, while still attending college part-time. When the company announced that they were closing the mill, it was what people call “a mixed blessing”. I was then considered a displaced worker so I qualified for W.I.A. I could go to college full-time!

Times were tough, but I drove to Fairmont State College/University for 3½ semesters earning an Associate of Applied Science Degree in Child Care and a Bachelors of Science Degree in Family and Consumer Sciences Early Childhood Specialization. I graduated both times with high honors. Immediately after my graduation with my Bachelor’s degree, I applied for a position with Head Start. I was disappointed that they didn’t need anyone at that time. After being unemployed for almost a year after graduation, my hopes were dimming that I would find a position in what I so dearly wanted to do. To add insult to injury, I also discovered that my degree did not allow me to teach in a Board of Education preschool classroom either because I did not have a teaching certification, something that, another surprise, didn’t come with a degree from Fairmont State University.

Then in the spring of 2007, I received a wonderful call. I had been offered a position with Head Start at a school only 4 miles from my home. I have been working the Associate Teacher position since then. My younger son graduated from high school this past May and the kids in my first preschool classroom are in the 5th grade and I still love what I do, but I still didn’t have my teaching certification. Then to my great surprise, I discovered my employer, North Central Community Action also had a college program for their employees. I qualified for this one! I now have finished my classes required for my teaching certification and will soon be taking my Praxis test. I have to admit that I am a little scared but because of my experiences, I believe that I can conquer any challenge presented to me if I don’t give up on myself.

A couple of years ago, I decided to pass on my love of working with small children to others and I pursued an opportunity to teach the same college courses I had completed while obtaining my degree through what is now called Pierpont Community and Technical college. I have taught five courses so far and am looking forward to teaching more. I also have sent in a resume, transcripts, and interest letter to Davis and Elkins College to teach for them in the future. I plan to continue teaching preschool and also teaching Early Childhood courses through any opportunity offered. From only wanting the opportunity to attend college to attending, graduating, working in my desired field, and now teaching college courses to others, I feel as though in my life I have come full circle and have finally received what I asked for.

Head Start/Early Head Start Success Stories

*Story Submitted by: Crystal Holmes, Edgemont Head Start
Marion County Head Start Parent*

Hello, My name is Crystal Holmes.....I was a stay at home mom and a single parent.....I was encouraged the moment I started volunteering at Edgemont Head Start to think about a career and future for my kids. I sat down with the Family Resource Coordinator, Mr. Mike, and set goals each year and he helped me with those goals. I had continuous support from all the teachers and personnel in the center.

I am currently attending Fairmont State University with one year of being on the PHI THETA KAPPA Honor Society and a GPA 3.85.

I thank Head Start for helping and encouraging me to go further than a high school education and pursue my dream of working in criminal law.





DEPARTMENT OF HEALTH & HUMAN SERVICES

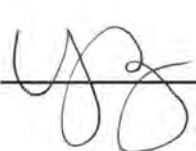
ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson

Mr. Michael Brantmayer
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

 5/19/10
Date

Overview of Findings

From 04/11/2010 to 04/16/2010, the Administration for Children and Families (ACF) conducted an on-site 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 programs for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Michael Brantmayer, 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, it was determined that your Head Start and Early Head Start programs are in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective action is required at this time.

As a result of the review, the Office of Head Start (OHS) is aware that employees of contractors and other community partners provide direct services to your Head Start children and families. Because the contractors and community partners are not employees of your organization, they are not subject to the requirement for pre-employment criminal record checks under section 648A(g)(3) of the Head Start Act. However, the OHS urges grantees to incorporate into contracts and other agreements with contractors and collaborators the requirement that their staff members who will be working on a regular basis with Head Start children and their families must have a criminal record check before being assigned to Head Start-related duties. Also, the OHS suggests that grantees make note of any State or local requirements for background checks that may apply to employees of contractors and collaborators who may have

contact with Head Start children and their families. Having individuals working in their program without required record checks may be a violation of State or local licensing requirements. Compliance with licensing requirements is a requirement of participation in the Head Start and Early Head Start programs per 45 C.F.R. § 1306.30(c).

Since 2009 two new features were added as applicable to triennial and first-year reports. First, if during the course of a review an area of noncompliance was identified and corrected on site, the report will include a narrative to describe the area of noncompliance and a narrative to describe the corrective action the grantee took to correct the finding. No further corrective action is necessary for an area of noncompliance reported as corrected on site.

Secondly, program strengths identified during the on-site review will also be included in triennial and first-year review reports.

Beginning in Fiscal Year 2010, 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. If you operate a center-based program for preschool age children, the results of CLASS will be included in your monitoring report as a separate attachment. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

Distribution of the Head Start Review Report

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

Ms. Nancy Elmore, Regional Program Manager

Mr. Tim Lewis, Policy Council Chairperson

Ms. Vicki Geary, CEO/Executive Director

Mrs. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>North Central West Virginia Community</i>
Program Type:	<i>HS/EHS</i>
Team Leader:	<i>Ms. Linda Savage</i>
Funded Enrollment HS:	<i>844</i>
Funded Enrollment EHS:	<i>52</i>

Area of Strength

The grantee's staff possessed impressive credentials in the areas of Early Childhood Development, Family and Community Services, Transportation, and maintenance. In collaboration with the Board of Education, the grantee's Early Head Start program operated a

unique center-based option in two local high schools to primarily serve expectant teen parents. Through the efforts of an Education Program Specialist, the Head Start program forged a new partnership with the Psychology department of West Virginia University to provide mental health consulting services through three doctoral-level students under the supervision of a Licensed Psychologist. In addition, the North Central West Virginia Community Action Agency took a leadership role in meeting the needs of homeless children and families identified in its Community Assessment.

A review of the program's staff credentials found 3 of the 27 Head Start teachers had master's degrees; 14 held bachelor's degrees; 9 held associate's degrees; and 1 had Apprenticeship for Child Development Specialist (ACDS, West Virginia's equivalent of a Child Development Associate) certification. In the Board of Education collaborative classrooms, five of the six associate teachers working alongside the Board of Education teacher possessed bachelor's degrees, and one had an associate's degree. In addition, 8 of the grantee's 27 assistant teachers had associate's degrees; 11 held ACDS certifications; and the remaining 8 were enrolled in the ACDS program. Two of the four Education Specialists held master's degrees. The five Family Educators (home visitors) each held a bachelor's degree. The grantee also employed two specialized bus instructors, and all the Family Resource Coordinators (Family Service Workers) held bachelor's degrees in Social Work.

A site visit at the East Fairmont Early Head Start Center provided an opportunity to observe four high school-age parents--two couples--in the program since the prenatal stage. Both couples were picking up their children--now toddlers--and articulated their satisfaction with the program and the benefits and opportunities afforded them as a result of their enrollment in the Early Head Start program. One couple since married and recently purchased a first home.

The grantee applied for and received American Recovery and Reinvestment Act funds as well as Federal dollars from the Department of Housing and Urban Development in the past year and started the Homeless Prevention and Rapid Re-Housing Program (HPRP). Additional funding allowed the grantee to employ three HPRP Case Managers to provide homeless and at-risk individuals and families with assistance in avoiding eviction and finding new rental accommodations and assistance for homeless families. The program was in operation for only 5 months, and 32 homeless people were rapidly re-housed and 14 at-risk people avoided becoming homeless.

Head Start and Early Head Start referrals to HPRP were not as forthcoming as hoped for. Program Managers and Case Managers worked with Head Start/Early Head Start (HS/EHS) Family and Community Partnership staff to educate HS/EHS staff about the HPRP program and how it can be used to help HS/EHS families. The Director of Development served as

Vice-President of the Coalition to End Homelessness and headed the Balance of State Continuum of Care Work Group. The Development Director worked with the West Virginia Department of Education Head Start Liaison, Head Start Association, and Department of Education McKinney-Vento Homeless Director to ensure providers of homeless recovery and prevention services connected with HS/EHS and Board of Education staff to address the problem of homeless children and families throughout West Virginia.

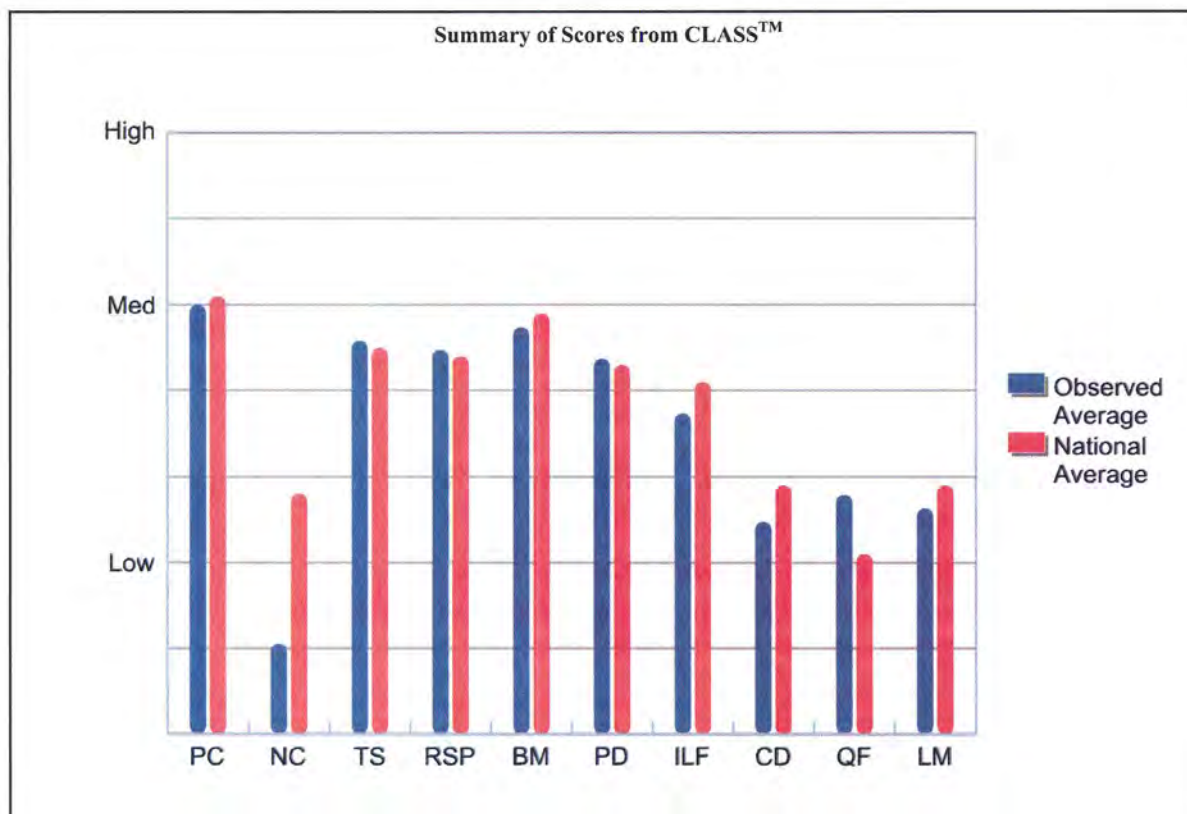
The grantee was committed to and made commendable strides in its preparations to meet the teacher credentialing requirements specified in the Head Start Act and committed to maintaining highly qualified staff. The grantee's partnerships enhanced the program's Mental Health services by providing additional Mental Health consulting services to children, families, and staff. Leadership and advocacy for West Virginia families was evidenced through the grantee's identification of the need for and actions taken to assist families and children not only in its service area, but throughout the State.

— END OF REPORT —

Results from CLASS™ Observations conducted at NORTH CENTRAL WEST VIRGINIA COMMUNITY

The following information represents the results of the preschool classroom observations with the Classroom Assessment Scoring System™ (CLASS™) which were conducted concurrent with your triennial review. The team observed 19 classrooms. These results are for your information and you are welcome to use this report in your quality improvement efforts if you find it helpful. This information is only representative of those classrooms where the CLASS™ observations took place.

The CLASS™ tool looks at 10 dimensions of teacher-student interactions and states those observed interactions on a seven point scale. The table on this page provides you with the average scores across the preschool classrooms observed in your program and the national average from a large study of early childhood classrooms. The chart on the next page will show the aggregate scores from all of your evaluated preschool classrooms along each of the ten dimensions, with a summary of the comments for each of these areas.



Results from CLASS™ Observations conducted at NORTH CENTRAL WEST VIRGINIA COMMUNITY

Summary of Comments from Classroom Observations		
Dimension	Score	Summary
Positive Climate	5.0	There were frequent displays of positive affect, with many indications that teachers and students enjoyed each other. There was matched affect and frequent social conversations, with the speakers and listeners both appearing to be involved in the process of communicating. Students were engaged in activities, shared materials, and were cooperative.
Negative Climate *	1.1	There were few instances of negativity in some classrooms, and in most, it was not observed at all.
Teacher Sensitivity	4.6	Potential issues and problems were generally anticipated by the teachers, and their responses were adjusted accordingly. Teachers mostly acknowledged the students' emotions and offered comfort and assistance as needed. The teachers supported students both individually and as a group. In addition, the students were comfortable seeking support from the teachers and sharing ideas and experiences with the teachers and class.
Regard for Student Perspectives	4.5	Some teachers provided support for student autonomy, allowing opportunities for choices, leadership, and responsibilities. Teachers structured the room arrangements and the class activities to allow for freedom of movement and placement of the students during activities. Often, the teachers demonstrated flexibility in plans and ideas and organized instruction around the students' interests. In some classes, students initiated conversations freely, and there was a balance of teacher and student talk. In other classrooms, teacher talk predominated.
Behavior Management	4.7	Rules and expectations were posted in the classrooms and generally followed by the students, with occasional reminders by the teachers. There was little classroom learning time lost to behavioral issues. The teachers generally used a mix of proactive and reactive responses. The students generally followed the routines of transitioning from one activity to another or from outside to inside with cues from the teachers and little redirection.
Productivity	4.4	Teachers provided activities for students most of the time. Some learning time was lost due to minor disruptions. There was some evidence of classroom routines that allowed students to know what was expected of them. There were a few instances in which students wandered. Sometimes, transitions were quick and efficient; at other times, they were long and inefficient. Teachers were mostly prepared for activities.
Instructional Learning Formats	3.7	Teachers provided activities for students during free-choice and large-group times but did not always actively involve students. There was a variety of materials available to students most of the time, but there was inconsistency in engaging students' interest and participation. There were periods of time in which students were engaged but other times when their interest waned. Teachers seldom oriented or guided students to learning objectives.
Concept Development	2.5	Teachers seldom used discussion and experiences to encourage analysis and reasoning. Occasionally, teachers asked "how" and "why" questions, but most questions were answered with one- to three-word responses. Teachers rarely provided opportunities for students to generate their own ideas through brainstorming, planning, and producing. Concepts and activities were mostly presented independently of each other. Students were occasionally asked to apply previous learning. Teachers made some attempts to relate concepts to students' actual lives.

Classroom Assessment Scoring System™, Pianta et al. © 2008 Brookes Publishing Co.

Classroom Assessment Scoring System and CLASS are trademarks of Paul H. Brookes Publishing Co., Inc.

Results from CLASS™ Observations conducted at NORTH CENTRAL WEST VIRGINIA COMMUNITY

Quality of Feedback	2.8	Teachers occasionally provided scaffolding to students, but at other times, they did not address students' understanding. There were occasional feedback loops of back-and-forth exchanges in conversation between teachers and students; however, at other times, feedback was perfunctory. Teachers seldom prompted or queried students to explain their thought processes and the rationale for their thinking or actions. Teachers seldom provided additional information to expand students' understanding. Teachers occasionally offered encouragement of students' efforts that resulted in increased involvement and persistence.
Language Modeling	2.6	There were some conversations in the classrooms. Teachers sometimes asked open-ended questions; however, the majority of questions were closed-ended. Teachers occasionally repeated and extended students' responses. Teachers rarely mapped their own actions or students' actions through language and description. Teachers seldom used advanced language with students.

* - Low score suggests a developmentally appropriate learning climate that fosters students' well-being.

- High score suggests that this is an area that teachers could improve to create a more positive climate for students.

Teed & Associates, PLLC

Certified Public Accountants

Established 1992

Member, American Institute of Certified Public Accountants

Member, West Virginia Society of Certified Public Accountants

Member, Tennessee Society of Certified Public Accountants

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

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

Compliance

We have audited the compliance of the North Central West Virginia Community Action Association, Inc, with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2012. The North Central West Virginia Community Action Association's major federal programs are identified in the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of the major federal programs is the responsibility of the North Central West Virginia Community Action Association's management. Our responsibility is to express an opinion on the North Central West Virginia Community Action Association's compliance based on our audit.

We conducted our audit of compliance 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 North Central West Virginia Community Action Association, Inc.'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. Our audit does not provide a legal determination on the North Central West Virginia Community Action Association, Inc.'s compliance with those requirements.

To The Board of Directors
North Central West Virginia Community Action Association, Inc.
Fairmont, West Virginia
Page 2

In our opinion, the North Central West Virginia Community Action Association complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2012.

Internal Control Over Compliance

The management of the North Central West Virginia Community Action Association is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the North Central West Virginia Community Action Association's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, 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 North Central West Virginia Community Action 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 a material noncompliance requirement with type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be a material weakness.

This report is intended solely for the information and use of management, the Board of Directors, federal awarding agencies, and pass-through entities and is not intended to be used and should not be used by anyone other than these specified parties.

Teed & Associates, PLLC

Charleston, West Virginia
January 31, 2013

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

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2012

Section I – Summary of Auditors' Results

Financial Statements

Type of auditors' report issued; Unqualified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? ☐ Yes ☒ None

Reported

Noncompliance material to the financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? ☐ Yes ☒ None

Reported

Type of auditor's report issued on compliance for major programs; Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133 ☐ Yes ☒ No

Identification of major programs:

Name of Federal Program or Cluster

CFDA Number(s)

Head Start and Early Start

93.600

Dollar threshold used to distinguish between Type A and Type B Programs:

\$ 300,000

Auditee qualified as a low-risk auditee?

☒ Yes ☐ No

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

Schedule of Findings and Questioned Costs (Continued)

For the Year Ended June 30, 2012

Section II – Financial Statement Findings

There are no findings reported.

Section III – Federal Award Findings and Questioned Costs

There are no findings or questioned costs reported.

Section IV – Corrective Action Plan

A corrective action plan is not required since there are no findings of questioned costs.

Section V – Summary Schedule of Prior Audit Findings

There were no findings or questioned costs reported.



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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