North Central West Virginia Community Action Association

Head Start/Early Head Start
PY51 Annual Report
2016-2017

north central west virginia
community action

Head Start/Early Head Start Executive Summary

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

On behalf of the NCWVCAA **North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee** and its **Delegate, Monongalia County Board of Education**, we are pleased to release the **PY51 Head Start/Early Head Start Annual Report** for the period **July 1, 2016-June 30, 2017.**

The 2016-2017 school year began with all Grantee staff **receiving a 1.8% COLA (Cost of Living Adjustment)**. This amount added $83,591 to the Grantee Head Start budget, $23,530 to the Delegate's budget, while the Grantee's Early Head Start budget was increased by an additional $8,482.

PY52 also included the circulation of the **revised Head Start Program Performance Standards** as the "Administration for Children and Families published a final rule in the Federal Register on September 1, 2016 to **strengthen and improve the quality of Head Start programs.** This action was part of the Administration's early learning efforts to **ensure that all children start school ready to succeed."¹** This is the **first comprehensive revision** of the Head Start Program Performance Standards (HSPPS) since their original release in 1975.²

Major provisions to the revised HSPPS included (1) **Promoting Effective Teaching and Learning in Head Start Classrooms;** (2) **Expanding Time for Learning and Healthy Development;** (3) **Maintaining and Strengthening Head Start's Comprehensive Services and Family Engagement;** (4) **Ensuring the Health and Safety of Head Start Children;** and (5) **Promoting Effective Management and Continuous Improvement** of Head Start Programs. With these tasks at hand, the Grantee and Delegate spent a good bit of time during the 2016-21017 school year attending related HSPPS webinars and training updates as well as revising program policies and procedures to reflect these new changes.

During this program year, the Office of Head Start made $294 million available to "extend duration of services" or **increase Head Start center-based instructional hours** as related to one of the new HSPPS requirements. The Grantee applied and was awarded the **"Duration Supplement Grant"** in the amount of $267,104 to **increase Marion County's Head Start classrooms instructional (duration) time to 1020 hours per program year. This 6 hour, 5 day per week preschool schedule will begin for PY52 or 2017-2018**

school year.

This annual document is supported by programmatic data and information that was submitted by many NCWVCAA Grantee and Delegate staff, parents, and/or volunteers. With their contributions, it is the intent of **our PY51 Annual Report** to **communicate and display ALL** of our efforts along with **collaborative Childcare and Board of Education partners** in how the **highest level of quality services** were delivered to our **early childhood children and parents.** As noted in our *Child Outcome Reports* for both the Grantee and Delegate on pages 30-61, our children continued to **make progress in all areas of development and learning** when **growth** was **compared** from the **beginning of the 2016 school year to the end** of the school year in 2017.

Parent Engagement Reports found on pages 22-29, demonstrated how our Grantee and Delegate staff continued to provide parents information and **engaging opportunities** including **fathers/male involvement activities** that assisted in **preparing their child and family for the next school setting.**

Source: Taylor County Community Action Office

Little Hands,
Tiny Feet
New beginnings,
always sweet.

We hope that you find our PY51 Annual Report informative and beneficial to understand what "School Readiness" services/activities we have provided to ensure "children are ready for school, families are ready to support their children's learning, and schools are ready for children." These efforts can be found throughout the Table of Contents that includes topics around Head Start History and Facts, Letter from the Program Director, Grantee and Delegate's Accomplishments, Enrollment/Attendance Summaries, Financial Information, Federal Review Overview of Findings, etc. as well as Parent Success Stories and program pictures.

Without our parents, staff, volunteers, community stakeholders, Policy Council, and Board of Directors, our "School Readiness" would not be possible without the COMMUNITY and YOU helping US make a positive impact in the lives of the children and families served by the NCWVCAA Grantee and Delegate. It is with YOUR continued backing, commitment, and contributions…that helped us make 2016-2017 such a successful year!

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

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

Respectfully Submitted,

Ruth Ann Ponzurick

Ruth Ann Ponzurick, MSW, LSW
Children Services Director for Head Start and Early Head Start

Source
1,2 https://eclkc.ohs.acf.hhs.gov

Head Start/Early Head Start Table of Contents

Head Start/Early Head Start Facts from the Program Director

Information Submitted by:
Ruth Ann Ponzurick, Children Services Director

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

The following information identifies the **historical evolution of the Federal Anti-poverty Program, Head Start and later Early Head Start**, that provides **comprehensive early childhood development** services to eligible young children and families under each of the following timeframes and Presidential Administrations:

1964 to 1966 – Lyndon B. Johnson

- State of the Union January speech in '64 declared "**The War on Poverty**."
- **Sargent Shriver** charged with task and took the lead in assembling a panel of experts to develop a **comprehensive child development program** to help communities meet the needs of disadvantaged preschool children.
- **Head Start** designed to help **break the cycle of poverty** by providing preschool children of low-income families a comprehensive program to meet their **emotional, social, health, nutritional,** and **psychological** needs.
- "The program was conceived not so much as a Federal effort but really as a **neighborhood effort**."
- Program required to be **culturally responsive to the communities served** and communities have an **investment** in its success through the **contribution of volunteer hours** and other donations as nonfederal share or in-kind.
- During Johnson's presidency, an eight-week Project **Head Start** was launched **in the summers of '65 and '66** by the **Office of Economic Opportunity.**

1969-Richard M. Nixon

- Head Start transferred from the Office of Economic Opportunity to the **Office of Child Development** in the U.S. Department of Health, Education, and Welfare.

1977-Jimmy Carter

- Head Start began **bilingual** and **bicultural programs** in about 21 States.

1984-Ronald Reagan

- **Head Start's grant budget exceeded $1 billion in October.**

1994 through 1998-Bill Clinton

- **Early Head Start** was established during the '94 Reauthorization of Head Start
- **First Early Head Start grants** were awarded in September '95 and Head Start was reauthorized to **expand to full-day and full-year services** in October '98.

2007-George W. Bush

- Head Start was **reauthorized** again with **several provisions** to **strengthen Head Start quality.**
- Provisions included alignment of **Head Start school readiness goals** with state early learning standards, higher qualifications for the **Head Start teaching workforce, State Advisory Councils on Early Care and Education** in every state, and increased program monitoring, including a review of **child outcomes and annual financial audits.**
- The Head Start training and technical assistance system was redesigned to support programs through **six National Centers** and a state-based system to ensure success.
- The statute within the Head Start Act also included a provision that regulations be promulgated to **move programs from an indefinite project period to a five-year grant cycle.**
- Programs are now required to **demonstrate they are of high quality or a competitive grant opportunity** that would be made available within the community.

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Head Start/Early Head Start Facts from the Program Director (Continued)

Information Submitted by:
Ruth Ann Ponzurick, Children Services Director

2009 to 2017 Barack Obama

- The American Reinvestment and Recovery Act (ARRA) added more than 64,000 slots for Early Head Start and Head Start programs.
- Head Start celebrates 50th Year Anniversary in '14 and '15.
- Beginning in '14, Congress appropriated funding to create Early Head Start Child Care Partnerships and fund additional Early Head Start Expansion, including $635 million in '16.
- Congress provided $294 million to increase the number of HS children who attend a program that provides a full school day and full school year of early learning.
- Head Start has served more than 33 million children, birth to five, and their families since '65, growing from an eight-week demonstration project to include full day/full year services and many program options.
- Head Start/Early Head Start funded to serve nearly one million children and pregnant women and their families in '15 in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities.
- Head Start Program Performance Standards were revised in '16.

Currently

- Head Start is now administered by the Office of Head Start (OHS) within the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS).
- North Central WV Community Action Association Inc. Head Start/ Early Head Start Grantee and its Head Start Delegate Programs receive its federal funding allocation directly from Region III housed in Philadelphia, PA.
- Region III also oversees all Head Start/Early Head Start Programs in West Virginia as well and those in Delaware, Pennsylvania, Virginia, and Washington, DC.
- Head Start (HS) promotes school readiness by offering comprehensive early childhood education, nutritional, health, social, and mental health services to low-income three and four year old children and their families. It also offers parent support and opportunities for personal growth toward their education, literacy, and employment goals.
- Early Head Start (EHS) provides support to low-income infants, toddlers, pregnant women, and their families. This program enhances children's physical, social, emotional, and intellectual development; assists pregnant women to access comprehensive prenatal and postpartum care; supports parent's efforts to fulfill their parental roles; and helps parents move toward self-sufficiency.
- Significant emphasis is placed on community involvement and assessment to address its unique needs and engagement of parents as an active participant in their child(ren)'s learning and administration (governance) of local programs for both Head Start and Early Head Start. Parental input is strongly stressed to assist in the development of School Readiness Goals to ensure each child is prepared for success in school and for later learning and life.

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Head Start/Early Head Start Facts from the Program Director

Information Submitted by: Ruth Ann Ponzurick, Children Services Director

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

	FY 2015 Appropriations	FY 2016 Appropriations	*FY 2017 Appropriations
Local Head Start Projects			
States and Territories	$7,233,541,000	$7,927,153,582	
American Indian/Alaska Native, and Migrant and Seasonal Programs	$ 554,883,000		
Subtotal	$7,782,420,000	$7,927,153,582	
Support Activities			
Funding to Increase Hours of Program Operation		$294,000,000	
Training and Technical Assistance	$ 203,322,000	$203,538,782	
Research, Demonstration and Evaluation	$ 20,000,000	$19,960,476	
Monitoring Support	$ 42,000,000	$41,950,790	
Program Support	$ 25,353,000	$21,491,370	
Transition Funding for Designation Renewal System (DRS)	$ 25,000,000	$25,000,000	
Subtotal	$ 315,675,000	$606,941,418	
Early Head Start-Child Care Partnerships	$ 500,000,000	$635,000,000	
TOTAL	$8,598,095,000[3]	$9,168,095,000	

Sources:
[1] Citation: Lyndon B. Johnson: "Remarks on Project Head Start." May 18,1965. Online by Gerhard Peters and John T. Woolley, The American Presidency Project. http://presidency.ucsb.edu/ws/?pid=26973
[2] The "Transition funding for Designation Renewal System" refers to funds available to minimize any disruption in services when there is a change in provider as a result of DRS.
[3] The FY2015 appropriation continued to include the $500 million initially appropriated in FY 2014 to expand access to high-quality early learning and development opportunities for infants and toddlers through Early Head Start-Child Care Partnerships. Funds were to be obligated by March 31, 2016.
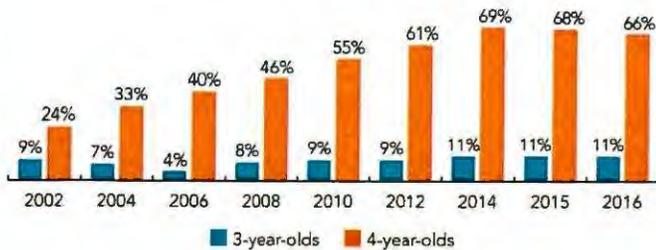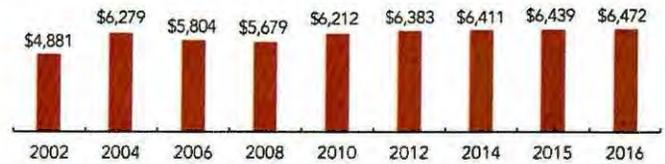*Not available at time of print.

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

West Virginia

PERCENT OF STATE POPULATION ENROLLED

	2002	2004	2006	2008	2010	2012	2014	2015	2016
3-year-olds	9%	7%	4%	8%	9%	9%	11%	11%	11%
4-year-olds	24%	33%	40%	46%	55%	61%	69%	68%	66%

■ 3-year-olds ■ 4-year-olds

STATE SPENDING PER CHILD ENROLLED
(2016 DOLLARS)

2002	2004	2006	2008	2010	2012	2014	2015	2016
$4,881	$6,279	$5,804	$5,679	$6,212	$6,383	$6,411	$6,439	$6,472

West Virginia began offering preschool programs to 3- and 4-year-olds through the Public School Early Childhood Education program in 1983, when the state changed school policies to allow local school boards to serve children before kindergarten. Legislation passed in 2002 required, by 2012, pre-K to be available to all of the state's 4-year-olds. In 2015-2016, approximately 66% of the state's 4-year-olds were enrolled in West Virginia's Universal Pre-K program. In addition to 4-year-olds, some kindergarten age-eligible children with documented needs, and 3-year-olds with special needs, may attend the program. During the 2015-2016 school year, approximately 11% of 3-year-olds in the state were enrolled.

The West Virginia Universal Pre-K System provides prekindergarten programs in all 55 counties in the state. Public schools receive West Virginia Universal Pre-K funding directly, but half of all programs are required to partner with child care centers, private prekindergarten, or Head Start agencies in order to meet demand. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has implemented many changes in recent years to improve program quality. Beginning July 1, 2013, all new lead teachers in nonpublic settings were required to have at least a BA degree in Early Childhood or a related field. Beginning July 1, 2014, all assistant teachers were required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia has also increased the duration of its preschool program, increasing instructional days per year and hours per week since 2012. Beginning in the 2016-2017 school year, all programs will operate for a full day (25 hours per week minimum).

The West Virginia Universal Pre-K program has been assessed for both process quality (in 2009 and 2012) and program impact/ child outcomes (in 2005). All classrooms receive structured quality observations once every three years using the Early Childhood Environment Rating Scale. Programs also develop monitoring systems to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is applied to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness. The Universal Pre-K program is also currently conducting a multi-year study to assess the effects of participation in the program.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
6	7	13	5	10	9

4

THE STATE OF PRESCHOOL 2016 - STATE PRESCHOOL YEARBOOK - NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH - WWW.NIEER.ORG

155

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment...16,387
School districts that offer state program .... 100% (counties/parishes)
Income requirement ....No income requirement
Minimum hours of operation............. 14 hours/week; 4 or 5 days/week
Operating schedule..School or academic year
Special education enrollment, ages 3 and 4 2,611
Federally funded Head Start enrollment, ages 3 and 4 7,050
State-funded Head Start enrollment, ages 3 and 4................................0

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

3-YEAR-OLD

81%
8%
11%

4-YEAR-OLD

66%
3%
31%

■ Pre-K   ■ Head Start†   ■ Special Ed††   ■ Other/None

† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	WV PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	Comprehensive, aligned, supported, culturally sensitive	☑
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	☑
Teacher degree	BA	BA	☑	BA	☑
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	☑	Specializing in pre-K	☑
Assistant teacher degree	CDA	CDA or equivalent	☑	CDA or equivalent	☑
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	☑	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	☐
Maximum class size	20 (4-year-olds)	20 or lower	☑	20 or lower	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	☑	1:10 or better	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	Vision, hearing & health screenings; & referral	☑
Meals	At least one meal/day	At least one meal/day	☑	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	☑	Structured classroom observation; program improvement plan	☑

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RESOURCES

Total state pre-K spending $97,807,662
Local match required? ....No
State Head Start spending $0
State spending per child enrolled $6,472
All reported spending per child enrolled* $9,898

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

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

PRE-K* $9,898
HDST** $7,257
K-12*** $16,609

0 2 4 6 8 10 12 14 16 18 20 22 24 26
$ THOUSANDS

■ State contributions   ■ Federal contributions
■ Local contributions   ■ TANF spending

5

Data are for the 2015-2016 school year unless otherwise noted.

N H S A
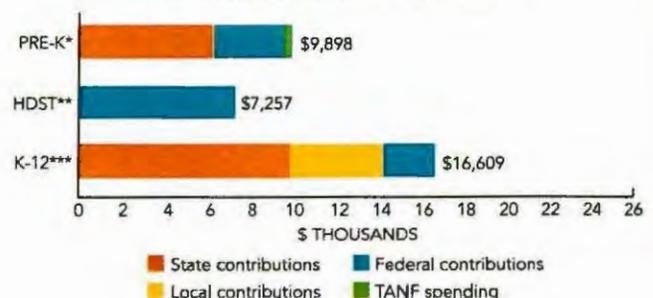
Head Start is a federally-funded, locally-run early childhood development program that provides comprehensive services for America's most vulnerable children and their families.

2017 West Virginia Head Start Profile

Access to Head Start in West Virginia

7,026

Funded Head Start (HS) Slots

38% of eligible children ages 3 - 5 had access to HS*

1,028

Funded Early Head Start (EHS) Slots
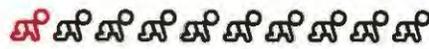
4% of eligible children under 3 had access to EHS*

These slots filled **757 classrooms** in West Virginia.

By the numbers:

$63,546,913

FY17 Estimated Funding for HS, EHS, and EHS-Child Care Partnerships in WV

21 Head Start programs

12 Early Head Start programs

"I have had children in home-based EHS, center-based EHS, and HS. I have always been a working mother, and now I'm a single mother so the HS/EHS program has been such a benefit to our children. My children have adapted well to the school setting and are in a safe learning environment. The overall experience for my children has been great!"

NaTausha W.
Parent
Bluefield, West Virginia

Photo: A Head Start parent from Oakland, California with her child.

The Head Start Advantage

Head Start children reduce their vocabulary deficit by 38% during the program year.

Head Start children are 31% less likely to have been held back a grade.

Head Start children are 19% less likely to smoke as adults.

High quality birth-to-five programs, like the combination of EHS and HS, pay off 13% per year.

West Virginia's Head Start Workforce

2,056

HS and EHS jobs in West Virginia

The average Head Start teacher with a bachelor's degree makes only **$32,669** per year.

In West Virginia...

0
slots were funded to serve American Indian / Alaska Native children

0
slots were funded to serve Migrant / Seasonal children

481
children in foster care were served by Head Start

146
children with veteran / active military parents were served by Head Start

561
children experiencing homelessness were served by Head Start

4,842
families participated in health education

9,121
children had continuously accessible health care

8,477
children had continuous access to dental care

1,820
children with disabilities were served by Head Start

1,281
parents advanced their education level

222
families received job training

181
pregnant women were served by Early Head Start

About NHSA

The National Head Start Association is a nonprofit organization committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. NHSA is the voice for more than 1 million children, 200,000 staff and 1,600 Head Start grantees in the United States.

For more information, please contact us: **go.nhsa.org/Contact**.

*Eligible is defined as children from birth to age five who are from families with incomes below the poverty level, are homeless, and/or receive public assistance. Foster children are eligible regardless of their foster family's income.

For citations and other state fact sheets, please visit **www.nhsa.org/Fact-Sheets**

NHSA
NATIONAL HEAD START ASSOCIATION

Our mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education.

Information Submitted by:
Ruth Ann Panzurick, Children Services Director

One of the larger Head Start Grantees in the state of West Virginia, the **North Central West Virginia Community Action Association Inc. (NCWVCAA)** Head Start Program, covers the north central counties of **Barbour, Marion, Monongalia (Delegate), Pocahontas, Preston, Randolph, Taylor, and Webster Counties. NCWVCAA** is the only Grantee in the state with a Head Start Delegate, **Monongalia County Board of Education. During PY51** or 2016-2017 school year, the Grantee's **Head Start (HS) funded enrollment was re**duced by 20 slots due to lower enrollment needs in the service area; thus serving a total of eight hundred and twenty-four **(824) three and four year old eligible** children and their families.

Of this number, six hundred and forty-three **(643) HS enrollees** received preschool and comprehensive services in a center-based (classroom) program option offered by the **Grantee** as part of **Universal Pre-K collaborative class**rooms with **Boards of Education in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties.** NCWVCAA Head Start also **served eligible children** as part of a partnership with **School Days Childcare** in Pocahontas County as well as its HS operated **non-collaborative** primarily **three-year-old classroom** in Taylor County. The following Head Start program option changes occurred during the 2016-2017 school year: **Philip Barbour Head Start Pre-K operated classroom was relocated to Belington Elementary School,** renamed as **Belington I** and added the **Belington II** Board of Education operated classroom as a **collaborative site** in Barbour County; **Closed one part day classroom** at **West Fairmont** and moved the other **West Fairmont classroom to full day** in Marion County; moved **Lucretia AM** to **full day** and relocated to the **Anna Jarvis Elementary School** and renamed as **Anna Jarvis IV;** moved **Lucretia PM** to **full day;** and **Flemington** was relocated to the **Flemington Elementary School** and became a **full day Board of Education operated classroom; Cowen Head Start** was **moved** into the **Glade Elementary** building and renamed **Glade II** in **Webster County; Valley I Head Start Pre-K** operated classroom was **moved** to the new **West Preston Elementary School** in Preston County in January 2017 while the **Homestead Head Start Pre-K** operated classroom **moved** to **Beverly Elementary** in Randolph County **due to structural damage to the roof** of the **cafeteria** and **gymnasium** at the Homestead Elementary School.

The Delegate's funded enrollment during PY51 served the remaining 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.

North Central WV Community Action was awarded the **Early Head Start (EHS) Program in January 1999** to serve fifty-two **(52)** prenatal, infants, and toddlers, and their families. During PY51, the EHS Home-based Program in Preston County was moved to Barbour County since the program was unable to hire and retain a Family Educator for the past several years. EHS is now offered in five of the Grantee's service area counties including **Barbour, Marion, Randolph, Taylor, and Tucker Counties.**

Of the fifty-two **(52)** slots, sixteen **(16) EHS enrollees** continued to be served in **center-based (classroom) options** in Marion County, eight **(8)** slots at **each of the two local high schools in collaboration** with the **Board of Education** serving **expectant teen parents** as well as **eligible community prenatals, infants, and toddlers and their parents.** The remaining thirty-six **(36) EHS enrollees** were offered service delivery in the **home-based option in Barbour, Randolph, Taylor, and Tucker Counties.**

The NCWVCAA Head Start/Early Head Start Grantee and its Head Start Delegate Programs' **grant award** for PY51 **or 2016-2017** school year was **$6,621,956** to serve a total of eight hundred and seventy-six **(876) Head Start and Early Head Start enrollees and their families.** All West Virginia Head Start/Early Head Start Programs' allocations and enrollment for 2015 compared to 2016 while the information for **FY2017** was not available at print are as follows:

	FY 2016 State Funding-HS	FY 2015 State Enrollment-HS	FY 2016 State Funding-HS	FY 2016 State Enrollment-HS	FY 2017 State Funding-HS	FY 2017 State Enrollment-HS
West	$62,577,957	8,138	$65,259,418	8078	N/A at print	N/A at print

Head Start/Early Head Start Programs are also **required** to **contribute 20 percent** of the total cost of their program from **non-federal funds** or also referred to as **In-kind,** unless a waiver is granted. Some programs meet this requirement by using State funds or other resources such as cash or space, transportation, staff personnel costs, and other donated items that are contributed by collaborative partnerships. The North Central Grantee and Delegate HS/EHS Program's **Non-federal share for PY51 was $1,655,489.**

Head Start/Early Head Start Accomplishments for 2016-2017

Information Submitted by:
Ruth Ann Ponzurick, Children Services Director

√ The Office of Head Start (OHS) moved from indefinite to definite project periods of five years (60 months) for all Head Start Grantees/Delegates as part of the Designation Renewal System (DRS). The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. The NCWVCAA Head Start Grantee and Delegate began its 1st year of a five-year grant cycle during PY49 or 2014-2015 school year and completed year three during PY51 or 2016-2017. As part of this 3rd year application, the Grantee/Delegate described its status/updates of its program approach, outcomes, and measures of program progress compared to those identified in the 1st year application for the five-year period.

√ The NCWVCAA Grantee and Delegate have been 100% compliant for the past three years with the Governance and Leadership Capacity Screening for the Boards and Policy Council and the Delegate's Policy Committee; has completed the Environmental Health and Safety Screening/ Checklist for all sites that served HS/EHS children and included a plan of action/correction for any concerns; and both screenings were completed with specific timelines.

√ Ongoing use of the Program Governance Survey created by the NCWVCAA HS/EHS Program for each Policy Council and the Board of Directors' members that is used to ensure understanding of their roles and responsibilities as program leaders as well as identifies training topics.

√ Since 1966, NCWVCAA has completed its fifty-first (51st) year providing Head Start (HS) services in eight (8) counties now serving eight hundred and twenty-four (824) participants. (Grantee-six hundred and forty-three (643) and Delegate-one hundred and eighty-one (181).

√ All of the Grantee's 58 classrooms during PY51 met the WV Legislative mandate effective July 1, 2016 in that early childhood education programs provided at least 1500 minutes (25 hours) of instruction per week for at least 48,000 minutes (32 weeks) annually.

√ Grantee moved all of its HS part-day classrooms to full-day (over 6 hours per day) based upon parent preferences from survey results completed as part of the Community Needs Assessment.

√ Due to changes in the frequency and types of monitoring events, now referred to as Aligned Monitoring System, the NCWVCAA Grantee/ Delegate received the following monitoring events during FY2016 or PY50: (1) Comprehensive Services and School Readiness the week of March 14th; (2) CLASS during the week of April 18th; and (3) Environmental Health and Safety May 11-13th. During PY51, the Grantee and Delegate received the ERSEA (Enrollment, Recruitment, Selection, Enrollment, and Attendance) Monitoring event April 24 to April 25, 2017. There were not any deficiencies or non-compliances identified in any of the four monitorings. *Please see the results of each of these monitoring events found in this Annual Report.*

√ Since January 1999, NCWVCAA completed its eighteenth (18th) year offering Early Head Start (EHS) to fifty-two (52) enrollees in five (5) counties.

√ Both of the Grantee's EHS/HS Programs were fully enrolled and served over 10% of children with disabilities during the 2016-2017 school year.

√ The School Readiness Goals and a Plan of Action established goals for each Preschool (Head Start); Infant/toddlers (Early Head Start); Family Engagement; and the Program. School Readiness surveys for both EHS and HS were again conducted at the beginning of the 2016-2017 school year to obtain input from EHS and HS parents, Policy Council and NCWVCAA Board of Director members, and other interested early childhood community stakeholders. The EHS School Readiness Survey continued to use two separate surveys, one based upon developmental milestones for infants and the other based upon those for toddlers to provide more detailed examples for parents. *Please see the Child Outcomes Report as part of this Annual Report submitted by the Education Program Specialists for more details about the status of the Grantee's School Readiness Goals and results of the survey.*

√ The NCWVCAA School Readiness Leadership Team met regularly throughout the 2016-2017 school year to review and analyze data and is comprised of NCWVCAA HS/EHS Administrative and Program Staff as well as parents.

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Head Start/Early Head Start Accomplishments for 2016-2017 (Con't)

Information Submitted by:
Ruth Ann Panzurick, Children Services Director

√ A Family Needs/Interests Tracking Form was conducted three times per year to capture family outcome data and individual family progress towards achieving goals.

√ Program adopted both a HS and EHS Parent Curriculum as required by the new HSPPS during PY51 to ensure parents were offered the opportunity to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's' learning and development. As approved by Policy Council, Triple P (Positive Parenting Program) was selected for HS and Parents as Teachers for EHS. EHS Family Educators, the Family and Community Engagement Program Specialist, and an Education Program Specialist were accredited in the Parents as Teachers Curriculum in June 2017.

√ Program continues to use the Early Childhood Positive Behavior Implementation Support (ECPBIS) Model in an effort to decrease challenging behaviors in the classroom and home. All newly hired Teaching Staff, including Substitutes and Floaters, were trained in ECPBIS Modules I and II. To increase a program-wide philosophy of ECPBIS, Bus Drivers and Custodians were trained on Module 1 which focuses on building a positive relationship with children. Family Educators were trained on Parents Interacting with Infants which encourages positive parent-child interactions. The ECPBIS Leadership Team continued to meet three times during PY51.

√ Family and Community Engagement (FCE) staff was provided with resources on Positive Solutions for Families. FCE staff were also supported in identifying ways to increase family participation at Parent Cafés. The Mental Health Program Specialist attended a two-day training on the Prevent-Teach-Reinforce for Young Children (PTR-YC) Model. The PTR-YC is a team approach that utilized a research-based strategy designed to reduce challenging behaviors. This model will be implemented in PY52.

√ Program has a Mentoring site, Edgemont in Marion County, where new staff receive hands-on orientation and/or those needing additional/ refresher professional development training as part of a strong ongoing monitoring system.

√ In addition to the program's Mentor site, Head Start Teaching staff were reintroduced to the Practice-based Coaching Model as a professional development opportunity at Fall County Staff Meetings. Practice-based Coaching is a process for supporting teacher's use of effective teaching practices that lead to positive outcomes for children. Practice-based Coaching was piloted based upon teachers' interest in engaging in the Model.

√ Emergency evacuation kits were distributed to all applicable classrooms and have been utilized during mock disaster drills and during actual emergencies.

√ Family Satisfaction Surveys that were solicited at the end of the 2016-2017 school year indicated that 94.31% of HS families and 100% of EHS families were satisfied that the program met their overall expectations. A separate Mental Health Survey was conducted for those families that received services from the Mental Health Program Specialist including classroom observations and strategies and home visits and parenting support. With 13 families responding to the survey, 100% were satisfied with the mental health services that their child/family received.

√ All of the Grantee/Delegate's counties that are served by the NCWVCAA HS Program including Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster have been designated as receiving Universal Pre-K status. This validates that each have meet all requirements set forth by WV Policy 2525 including that the county has demonstrated that every four year old and three year olds with an Individualized Education Plan (IEP) have access to preschool.

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

√ Ongoing partnership with School Days Childcare in Pocahontas to provide HS center-based services.

√ Universal Pre-K Program Review Audit was conducted in Monongalia, Pocahontas, and Webster Counties during the 2016-2017 program year.

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Head Start/Early Head Start Accomplishments for 2016-2017 (Con't)

Information Submitted by:
Ruth Ann Panzurick, Children Services Director

√ Continued to take a proactive stance in revising policies and procedures to ensure the safety of our children at all times by creating a ZERO TOLER-ANCE culture of safety and to ensure that staff prioritize children's safety by providing continuous supervision in that "no child will be left alone or unsupervised while under their care." A **Universal Active Supervision Symbol** sign was created through our Education Advisory Team and adopted by the NCWVCAA HS/EHS Program after it was approved by Policy Council's Executive Committee. This sign is posted at every exit in the classroom, playground, and on the buses at each HS/EHS operated site to remind the staff, parents, and volunteers the importance in keeping our children safe and supervised at all times. The actual sign is comprised of a red Stop sign and a green #1. The colors on the sign represent that the staff STOP first, LOOK, LISTEN, and COUNT the children that are present. The #1 represents that it is ok to go to the next transition, because the CHILDREN were counted FIRST.

√ Marion County Board of Education as part of its MOU continued to provide monetary funding for serving Pre-K four year old children and three year old children with Individualized Education Plans (IEPs) in Head Start operated Pre-K classrooms.

√ Agreement continued with Marion County Board of Education for all mechanical repairs to HS Program owned buses.

√ New partnership/formal agreement created with RESA VII to provide professional development and route observations for HS Bus Drivers.

√ Ongoing space/land agreements with: M.W.P.H. Grand Lodge of West Virginia (Carolina HS Center); Fairmont Housing Authority (West Fairmont HS Center); Marion County Board of Education (Fairmont HS Center, East Fairmont EHS Center, and North Marion EHS Center); Town of Rivesville (Rivesville HS Center); Preston County Board of Education (Land Lease for Valley I HS Center); Randolph County Board of Education (Land Lease for Midland Family and Community Partnership Office and EHS Socialization site); and Webster County Board of Education (Land Lease for Cowen HS Center).

√ On-going Interagency Agreements for Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties that promoted cooperation in the development of a coordinated, interagency system of services for all children birth through five and their families that receive services and support from early childhood participating parties. Participating organizations could include: NCWVCAA HS/EHS, county Board of Education, Department of Health and Human Resources, Family Resource Network, Starting Points, Parents as Teachers, WV Birth to Three, etc.

√ Continued an independent contract with a Licensed Psychologist that specializes in early childhood to provide training and Mental Health consulting services to the HS/EHS Program.

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Stop
Look
Listen
Count

Children First

The actual sign is comprised of a "red" Stop sign and a "green" #1.

The colors on the sign represent that the staff

STOP first, LOOK, LISTEN, and then COUNT the children that are present.

The #1 represents that it is ok to go to the next transition, because the CHILDREN were counted FIRST.

Head Start/Early Head Start Accomplishments for 2016-2017 (Con't)

Information Submitted by:

Ruth Ann Panzurick, Children Services Director

√ Ongoing Agreement with Birth to Three RAU 1 (Marion County) and RAU 5/6 (5 covers Barbour, Preston, Randolph, Taylor and Tucker Counties and 6 covers Pocahontas and Webster Counties) that established procedures to support collaboration between WV Birth to Three and NCWVCAA HS/EHS in the provision of services to assure that children and families experience a smooth transition from Part C to HS/EHS services under Part C of the Individuals with Disabilities Education Act (IDEA).

√ Re-established Meal Contracts with Boards of Education in Barbour, Marion, Preston, Randolph, Taylor, and Webster Counties that outline the responsibilities for each the Board and NCWVCAA HS for meal preparation, meal claiming, and invoicing.

√ Re-established the CACFP (Child and Adult Care Food Program) Meal Contract with the State (WV) Office of Child Nutrition.

√ Continued an independent contract with a Registered and Licensed Dietician to provide nutritional consultation and establish all menus as well as menus and accommodations for special dietary needs for the HS/EHS Grantee.

√ Ongoing Collaborative Child Welfare Partnerships on a three (3) year basis with each county's Department of Health and Human Resources served by NCWVCAA. These written agreements identify the roles and responsibilities of each party as they relate to the EHS/HS Program's commitment to serve abused and neglected children and their families by using promising practices in recruiting and serving families involved in the public child welfare system.

√ On-going partnership with MVA (Monongahela Valley Association of Health Centers) to provide health appraisals for staff during the HS/EHS Annual Pre-service.

√ Ongoing Public Library Partnerships on a three (3) year basis within each county served by the NCWVCAA HS/EHS Program to collaboratively offer community resources to meet the educational needs of young children and their families by reinforcing the use of public librar-

√ Agency continued its independent contract with Kingery and Company to conduct the Community Assessment and updates for all of the North Central WV Community Action service areas.

√ On-going partnership with the Taylor County Health Department that uses the program's Lead Care II Blood Lead Screening Machine for finger stick blood lead screening to all NCWVCAA HS/EHS enrollees free of charge regardless of the enrollee's home county.

√ Randolph County HS continued to work in partnership with the WVU School of Dentistry Oral Health Study for Pregnant and Postpartum Women by providing space at the EHS space on a monthly basis.

√ Monthly automated newsletters created by each the Health, Nutrition/ Safety and Mental Health Program Specialists were distributed to staff and HS/EHS participants for informative health, nutrition/safety including transportation safety, and mental health related topics.

√ Pre-service 2016 included the individualized "behind the wheel training" was conducted with the Head Start Bus Drivers on a mock route.

√ Transportation Waiver was approved through September 30, 2017 by the Region III Head Start Office for the Child Restraints Systems and Bus Aides for those children that ride Board of Education buses in Monongalia County.

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Head Start/Early Head Start Accomplishments for 2016-2017 (Con't)

Information Submitted by:
Ruth Ann Ponzurick, Children Services Director

√ Security systems are in operation for all of its HS/EHS operated sites: Philippi I and II in Barbour County; Carolina, Edgemont, Fairmont, Rivesville, and West Fairmont in Marion County; Valley I in Preston County; Flemington, Lucretia, and Webster in Taylor County; Cowen in Webster County; and Midland EHS in Randolph County.

√ Received two (2) new 35 passenger school buses.

√ Office/classroom enhancements and several maintenance projects that included improvements to facilities and/or playgrounds were completed by the NCWVCAA Maintenance Coordinator and Sub General Maintenance Helpers.

√ Maintenance Department has established a permanent space at the Webster Center property in Taylor County for its equipment, materials, tools, and supplies.

√ All Maintenance staff received the annual OSHA training (Four Hazards with OSHA, Hand and Power Tools, PPE, Fire Prevention and Stairway and Ladder Safety) in October 2016 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).

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

√ All four (4) Education Specialist were: (1) CPI (Non-Violent Crisis Intervention) Instructors; (2) Pre-K Certified Classroom Assessment Scoring System (CLASS) Observers; (3) WV STARS and WV Early Learning Scale Trainers; (4) Early Childhood Positive Behavior Implementation Support (ECPBIS) Trainers; and (5) trained in Practice-Based Coaching.

√ In meeting the Teaching staff credentials as required by the Head Start Act, Teaching Staff employed by the NCWVCAA Head Start Program for PY 51 possessed the following:

- Out of the Twenty-four (24) Teachers with Early Childhood Degrees: two (2) had Masters; Eighteen (18) have Bachelor's Degrees, and two (2) had an Associate's Degree. Two (2) Teacher vacancies were covered by two (2) Assistant Teachers with the Apprenticeship for Child Development Specialist (ACDS) and also held the Early Childhood Classroom Assistant Teacher (ECCAT) Credential from the WV Department of Education.

- In addition to these degrees, as part of the West Virginia Department of Education Community Program, four (4) Teachers had a Temporary Authorization working towards a Permanent Authorization and thirteen (13) had a Permanent Authorization; while four (4) were Pre-K Certified through the WV State Board of Education. The Teacher for the classroom that primarily served three (3) year old children in Taylor County was not required to have the authorization through the WV Board of Education.

- No waivers were applicable at this time.

Head Start/Early Head Start Accomplishments for 2016-2017 (Can't)

Information Submitted by:
Ruth Ann Ponzurick, Children Services Director

In meeting the Associate/Assistant Teacher credentials as required by the Head Start Act, Assistant Teachers employed by the NCWVCAA Head Start Program for PY51 possessed the following:

- Out of the Twenty-four (24) Assistant Teachers with Degrees in Early Childhood: four (4) had an Associate's Degree, thirteen (13) had the Apprenticeship for Child Development Specialist (ACDS); three (3) completed the WV Department of Education E-Learning for Educators classes; and four (4) were enrolled in the WV Department of Education E-Learning for Educators.

- In addition to these degrees, as part of the West Virginia Department of Education Community Program, four (4) Assistant Teachers had a Temporary Authorization as an Early Childhood Classroom Assistant Teacher Credential (ECCAT) and working towards a Permanent Authorization for Credential (ECCAT) and working towards a Permanent Authorization for and twenty (20) Assistant Teachers had a Permanent Authorization for Early Childhood Classroom Assistant Teacher (ECCAT) Credential .

- Out of the ten (10) Associate/Assistant Teachers that worked along with the Board of Education Teachers in the Board of Education collaborative classrooms; one (1) had a Bachelor's Degree, two (2) had an Associate's Degree, six (6) had an Apprenticeship for Child Development Specialist (ACDS), and one (1) was enrolled in the WV Department of Education E-Learning for Educators to obtain Permanent Authorization for Early Childhood Assistant Teacher (ECCAT) Credential .

- In addition to these degrees, also part of the West Virginia Department of Education Community Programs, one (1) had a Temporary Authorization working towards a Permanent Authorization for the Early Childhood Classroom Assistant Teacher (ECCAT) Credential and nine (9) Associate/Assistant Teachers had a Permanent Authorization for Early Childhood Classroom Assistant Teacher (ECCAT) Credential.

- No staff teaching apprenticeship classes at this time.

The NCWVCAA Early Head Start Program employed four (4) Teaching Staff in the two classrooms in Marion County. Each of the two (2) Lead Teachers and the two (2) Teachers held a Bachelor's Degree in Family and Consumer Science or Family Studies, Child Development.

√ An Education Program Specialist was a member of the WV Early Intervention Interagency Coordinating Council.

√ The NCWVCAA Head Start/Early Head Start Director served as the Vice -President on the West Virginia Head Start Association (WVHSA) Board of Directors.

√ The Innovators Group, comprised of the Children Services Assistant Director, Program Manager, Program Specialist Supervisor/Family Community Partnership Program Specialist, Health Program Specialist, Systems Information Coordinator, and agency's IT Coordinator, focused on the implementation of a new data-based software. The program selected ChildPlus data management system which enhanced the program's ability to collect, analyze, and report child and family outcomes in all service areas to ensure School Readiness Goals were met. The team continued to meet during the initial set-up phase of the software to ensure that the priorities for each service area were considered.

Manangalia County Head Start Accomplishments 2016-2017

Information Submitted by:
Debra Jones, Delegate Director of Early Childhood

- Began its 51st year as a delegate agency with North Central West Virginia Community Action Association Inc.

- The Program offered Head Start services to a total of 187 children throughout the school year. Services were provided in full-day, center-based programs that met four days a week. Monongalia County met both monthly enrollment criteria of 181 students, and met or exceeded the percentage of students with disabilities each month.

- Monongalia County offered 32 Head Start/Pre-K classrooms throughout the county to eligible children.

- All Teachers are certified by the state of West Virginia to teach in a pre-school classroom.

- All classroom Assistant Teachers are currently credentialed according to Head Start requirements; of the thirty (32) Assistant Teachers employed, 23 have completed all certification classes and 9 are currently enrolled in certification classes.

- Pre-K Academic coaches continued classroom staff training in ECPBIS. Teachers and Aides were given group and individualized training on the implementation of Play Plans, which enhance literacy and language skills. All classrooms have implemented the initiative with fidelity and are monitoring child progress in the areas of language/literacy, social skills and approaches to learning.

- In addition to ECPBIS, each classroom has been trained and has a "Second Step" kit available for use.

- In addition to ECPBIS, all staff are trained in "Safety Care" which provides staff with prevention and de-escalation techniques to support children in crisis.

- Community Partnerships continued to maintain strong relationships during 2016-2017. First United Bank and Trust continued to provide financial literacy to Head Start children during the summer and provided financial literacy training to Head Start families. Additionally, the partnership with the Morgantown Service League continued to grow this year. In addition to the emergency services support that included winter clothing, food, cleaning and laundry supplies, and holiday support, the Morgantown Service League also provided books as incentives for School Readiness family.

- The Program continued to improve in the area of School Readiness. Program staff continued to participate as part of the School Readiness Team, which also included parents. This team revised School Readiness Goals, created data collection systems, collected and analyzed data, and reported goal outcomes. The 2016-2017 School Readiness Goals and Outcome Data can be found on the program website at www.mcsearlychildhood.org.

- During the Holiday season, a local book store hosted a holiday promotion in which the community was encouraged to purchase high quality children's literature books for Head Start Children. The program was named "The Book Angel Tree".

- Education Management Staff participated and received training in Practice Based Coaching. Staff were trained in two separate sessions through Region III. These included "Boot Camp" and "Leadership Academy". Coaches began developing program Coaching Plan for the upcoming program year.

- The Head Start program strived to serve children at greatest risk. This 2016-2017 year, the program served **seven** foster children, **one** homeless child, **twenty-one** English as a Second Language (ESL) children, and **forty-four** children with disabilities. Inclusive classroom settings with dual certified Teachers (preschool and preschool special needs), ESL Teachers at each school, and a homeless liaison on staff with Mononga-

Information Submitted by:
Debra Jones, Delegate Director of Early Childhood

- 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, monitor materials, and classroom materials have been updated to meet safety standards. Health and Safety Checklists and Health and Safety Screeners are completed at least annually as required by classroom staff to ensure that all materials and equipment are safe and available.

- The Program has a partnership with West Virginia University; this institution of higher learning provided resources that include Masters' of Social Work and Bachelors' of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to Teachers and Assistant Teachers from Curriculum and Instruction, Family Studies, and Human Resources and Education departments, and psychology students who provided family 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.

- Monongalia County Schools offered a summer program for Head Start children entering Kindergarten. This two-week session was staffed by certified Early Childhood Teachers and Assistant Teachers. During this time, staff focused on following a schedule, transitioning, cooperation, self-help skills, and cognitive development.

- Screenings were conducted on all children within 45 days of enrollment as required by Head Start Performance Standards. These screenings included hearing, speech and language, blood pressure, immunization check, and vision.

- The Program continued its efforts for the third year, with our Health Coalition Committee. This year the committee focused on collaboration with all the pediatric providers in Monongalia County. A small core group of staff representing both Early Head Start and Head Start successfully completed actions to obtain their first goal. These actions included face to face meetings to educate and train all providers about the EHS/HS programs, health performance standards, recruitment, and the need to open communication between the programs to enhance the health and well-being of our children and families. Through this effort, the program now has a direct contact person at each providers' site that will serve as liaison to all EHS/HS staff. Through the efforts of the Health Coalition, West Virginia University School of Medicine is initiating collaboration procedures with the Monongalia County BOE to allow Pediatric Residents to utilize the EHS/HS program as part of their fourth-year residency community rotation. Additionally, Cardinal Pediatrics began planning collaborating with EHS/HS to provide yearly community functions that will open up awareness and recruitment for not only EHS/HS but for all other community programs that are part of the Family Resource Network that serve the program families.

- The program has partnered with Monongalia County Schools, The Special Education Department, and the Watson Institute to provide training and support to Teachers and Assistant Teachers in the area of Preschool Autism. Program staff continue to consult with The Watson Institute and has secured ongoing funding to provide continued group and individualized support and training for staff throughout the 2016-2017 year.
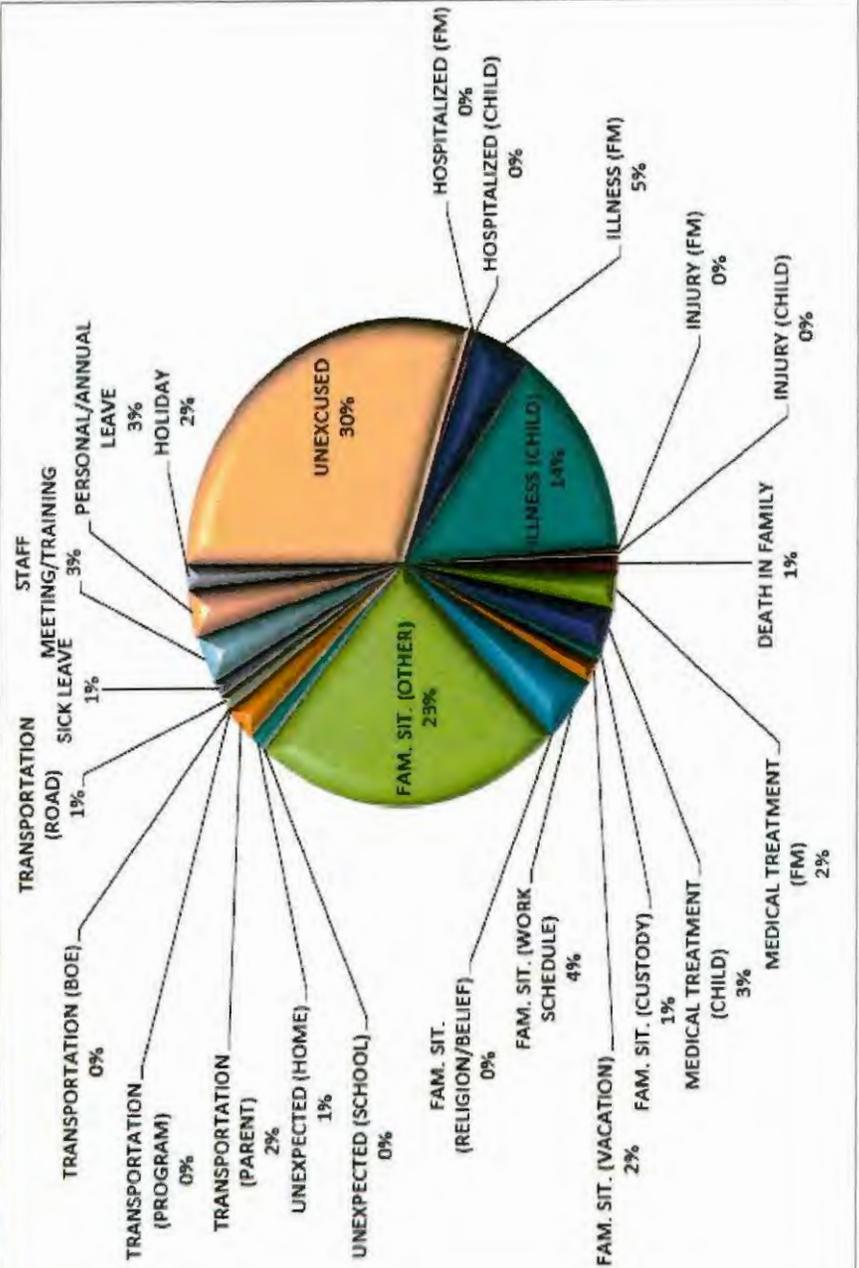

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Early Head Start Enrollment/Attendance Information

Information Submitted by: Jaime Parkhill, Systems Information Coordinator.

NCWVCAA EARLY HEAD START ENROLLMENT/ATTENDANCE TOTALS FOR PY51

CENTER	ENROLLMENT PERCENTAGE	ATTENDANCE PERCENTAGE	TOTAL NUMBER FUNDED
EAST FAIRMONT EHS	100.00%	67.62%	8
NORTH MARION EHS	100.00%	41.63%	8
BARBOUR EHS	97.22%	x	9
RANDOLPH EHS	100.00%	x	12
TAYLOR EHS	100.00%	x	12
TUCKER EHS	133.33%	x	3
PROGRAM	105.09%	54.63%	52

The EHS Program remained 100% enrolled throughout PY51.
The top three reasons for absences were: Unexcused (30%), Family Situation-other (23%) and Illness of a Child (14%).

YEAR TO DATE CENTER-BASED, HV, & SOCIALIZATION ABSENCE REASONS	
UNEXCUSED	646
HOSPITALIZED (FM)	10
HOSPITALIZED (CHILD)	1
ILLNESS (FM)	98
ILLNESS (CHILD)	303
INJURY (FM)	10
INJURY (CHILD)	1
DEATH IN FAMILY	26
MEDICAL TREATMENT (FM)	53
MEDICAL TREATMENT (CHILD)	61
FAM. SIT. (CUSTODY)	15
FAM. SIT. (VACATION)	36
FAM. SIT. (WORK SCHEDULE)	95
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	504
UNEXPECTED (SCHOOL)	2
UNEXPECTED (HOME)	26
TRANSPORTATION (PARENT)	52
TRANSPORTATION (PROGRAM)	1
TRANSPORTATION (BOE)	1
TRANSPORTATION (ROAD)	23
SICK LEAVE	22
STAFF MEETING/TRAINING	70
PERSONAL/ANNUAL LEAVE	70
HOLIDAY	35

Pie chart of absence reasons:
- UNEXCUSED 30%
- HOLIDAY 2%
- PERSONAL/ANNUAL LEAVE 3%
- STAFF MEETING/TRAINING 3%
- SICK LEAVE 1%
- TRANSPORTATION (ROAD) 1%
- TRANSPORTATION (BOE) 0%
- TRANSPORTATION (PROGRAM) 0%
- TRANSPORTATION (PARENT) 2%
- UNEXPECTED (HOME) 1%
- UNEXPECTED (SCHOOL) 0%
- FAM. SIT. (RELIGION/BELIEF) 0%
- FAM. SIT. (WORK SCHEDULE) 4%
- FAM. SIT. (CUSTODY) 1%
- FAM. SIT. (VACATION) 2%
- FAM. SIT. (OTHER) 23%
- MEDICAL TREATMENT (CHILD) 3%
- MEDICAL TREATMENT (FM) 2%
- DEATH IN FAMILY 1%
- INJURY (CHILD) 0%
- INJURY (FM) 0%
- ILLNESS (CHILD) 14%
- ILLNESS (FM) 5%
- HOSPITALIZED (CHILD) 0%
- HOSPITALIZED (FM) 0%

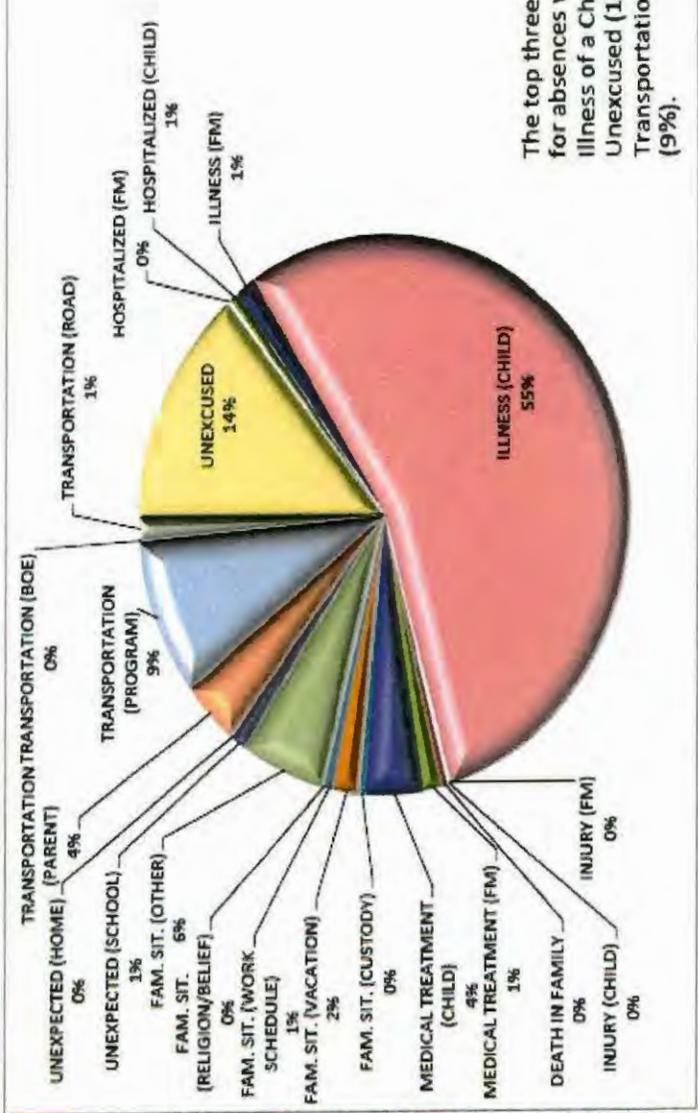# Head Start Grantee and Delegate Enrollment/Attendance Information

Information Submitted by: Jaime Parkhill, Systems Information Coordinator and Debra Janes, (Delegate) Director of Early Childhood

HEAD START GRANTEE AND DELEGATE ENROLLMENT/ATTENDANCE INFORMATION FOR PY51

MONTH	ATTENDANCE AVERAGE	ENROLLMENT PERCENTAGE
AUGUST	93.45%	100.00%
SEPTEMBER	89.33%	100.12%
OCTOBER	87.43%	100.12%
NOVEMBER	87.62%	100.12%
DECEMBER	85.41%	100.00%
JANUARY	86.58%	100.12%
FEBRUARY	86.03%	100.12%
MARCH	84.65%	100.24%
APRIL	89.15%	100.24%
MAY	87.73%	99.64%
JUNE		
ANNUAL PROGRAM ATTENDANCE AND ENROLLMENT TOTALS	87.74%	100.08%

COUNTY	FUNDED ENROLLMENT
Barbour	68
Marion	214
Monongalia	181
Pocahontas	20
Preston	80
Randolph	110
Taylor	95
Webster	56
TOTAL	824

The Head Start program remained 100% enrolled throughout the program year. During May, there were 3 vacancies that were unable to be filled within the last 30 days.

All classrooms were closed in June. Therefore, June 2017 was not included in the enrollment or attendance percentages.

REASONS FOR ABSENCES AT THOSE SITES WITH AVERAGE ATTENDANCE <85%:

UNEXCUSED	695
HOSPITALIZED (FM)	13
HOSPITALIZED (CHILD)	25
ILLNESS (FM)	65
ILLNESS (CHILD)	2729
INJURY (FM)	2
INJURY (CHILD)	9
DEATH IN FAMILY	16
MEDICAL TREATMENT (FM)	64
MEDICAL TREATMENT (CHILD)	192
FAM. SIT. (CUSTODY)	17
FAM. SIT. (VACATION)	83
FAM. SIT. (WORK SCHEDULE)	32
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	277
UNEXPECTED (SCHOOL)	54
UNEXPECTED (HOME)	6
TRANSPORTATION (PARENT)	189
TRANSPORTATION (PROGRAM)	459
TRANSPORTATION (BOE)	0
TRANSPORTATION (ROAD)	69

The top three reasons for absences were: Illness of a Child (55%), Unexcused (14%), and Transportation-program (9%).

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

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

HEAD START

COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY EN-ROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
BARBOUR	76	77*	102.79%	81.57%
MARION	230	217*	95.98%	79.56%
MONONGALIA (Delegate)	187	187	100.00%	100.00%
POCAHONTAS	23	26*	117.50%	91.30%
PRESTON	81	73*	92.50%	98.76%
RANDOLPH	129	127*	107.45%	86.86%
TAYLOR	99	96*	101.68%	88.88%
WEBSTER	58	57*	100.00%	96.55%
TOTAL	883	860*	102.23%	90.43%

Number of children and families served taken from the PY51 HS PIR July 1, 2016 to June 30, 2017.
Percentage of eligible children served is based on information obtained from the PIR, Head Start Wait Lists, Demographic Assessments and BOE free/reduced lunch preschool participants.

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

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

EARLY HEAD START

| COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY EN-ROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
BARBOUR	12	10*	97.22%	66.66%
MARION	27	25*	100.00%	62.96%
RANDOLPH	18	15*	100.00%	100.00%
TAYLOR	21	17*	100.00%	100.00%
TUCKER	4	3*	133.33%	100.00%
GRANTEE TOTALS	82	70*	105.09%	85.92%

Number of children and families served taken from the PY51 EHS PIR July 1, 2016 to June 30, 2017.
Percentage of eligible children served is based on information obtained from NCWVCAA Enrollment.
* Number of families served is less than number of children served due to multiple children of the same family.

Financial Information

Financial Information Submitted by: Patricia McFarland, Finance Director

North Central WV Community Action Agency, Inc.
Budgeted Funds for 2017-2018

FEDERAL 92%

STATE 2%

PRIVATE 1%

OTHER 5%
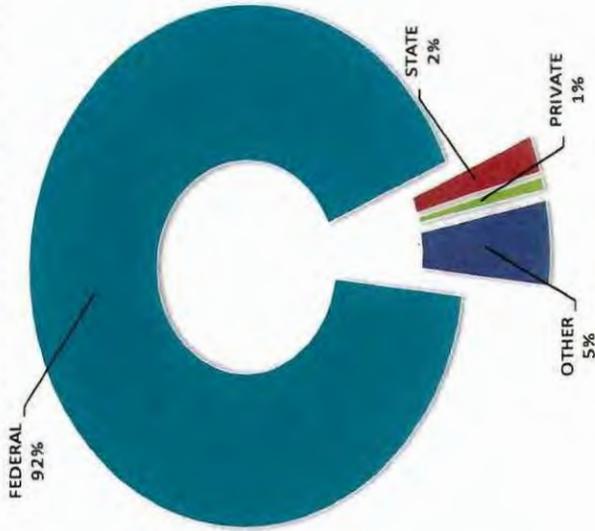
The total expected federal funds are approximately $9.9 million from the Department of Health & Human Services, Federal Emergency Management Agency, Housing & Urban Development, Department of Veterans Affairs, and as a pass through the WV Governor's Office of Economic Opportunity and the WV Housing Development Fund.

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

The Private and Other funds will amount to approximately $670 thousand and will primarily come from program income, private donors, low income housing rental income, and the United Way Agencies in our services areas.

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
Continuum of Care Program	Homeless Prevention & Rapid Re-Housing	Donations
Emergency Food & Shelter	Homeless Shelter Grants	Low Income Housing Rental Income
VA Homeless Per Diem	Volunteer Income Tax Assistance Grant	
Supportive Services for Veterans Families	WV Housing Development Fund	

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Financial Information (Con't)

Financial Information Submitted by: Patricia McFarland, Finance Director

PY 51 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 4,124,394.00	$ -	$ 4,124,394.00
FRINGE BENEFITS	$ 977,725.00	$ -	$ 977,725.00
TRAVEL	$ 4,175.00	$ 44,830.00	$ 49,005.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 205,322.00	$ 1,817.00	$ 207,139.00
CONTRACTUAL	$ 86,160.00	$ 7,500.00	$ 93,660.00
OTHER	$ 637,956.00	$ 29,850.00	$ 667,806.00
INDIRECT COSTS	$ 502,227.00	$ -	$ 502,227.00
TOTALS	$ 6,537,959.00	$ 83,997.00	$ 6,621,956.00

PY 51 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 3,123,628.00	$	$ 3,123,628.00
FRINGE BENEFITS	$ 718,435.00	$	$ 718,435.00
TRAVEL	$ 1,050.00	$ 24,849.00	$ 25,899.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 142,949.00	$ 1,500.00	$ 144,449.00
CONTRACTUAL	$ 71,220.00	$ 7,000.00	$ 78,220.00
OTHER	$ 557,009.00	$ 23,500.00	$ 580,509.00
INDIRECT COSTS	$ 436,138.00	$	$ 436,138.00
TOTALS	$ 5,050,429.00	$ 56,849.00	$ 5,107,278.00

PY 51 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 313,496.00	$	$ 313,496.00
FRINGE BENEFITS	$ 71,903.00	$	$ 71,903.00
TRAVEL	$ 125.00	$ 6,079.00	$ 6,204.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 15,381.00	$ 100.00	$ 15,481.00
CONTRACTUAL	$ 4,360.00	$ 500.00	$ 4,860.00
OTHER	$ 30,767.00	$ 4,950.00	$ 35,717.00
INDIRECT COSTS	$ 43,646.00	$	$ 43,646.00
TOTALS	$ 479,678.00	$ 11,629.00	$ 491,307.00

PY 51 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 687,270.00	$	$ 687,270.00
FRINGE BENEFITS	$ 187,387.00	$	$ 187,387.00
TRAVEL	$ 3,000.00	$ 13,902.00	$ 16,902.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 46,992.00	$ 217.00	$ 47,209.00
CONTRACTUAL	$ 10,580.00	$	$ 10,580.00
OTHER	$ 50,180.00	$ 1,400.00	$ 51,580.00
INDIRECT COSTS	$ 22,443.00	$	$ 22,443.00
TOTALS	$ 1,007,852.00	$ 15,519.00	$ 1,023,371.00

PY 52 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 4,280,726.00	$ -	$ 4,280,726.00
FRINGE BENEFITS	$ 1,035,280.00	$ -	$ 1,035,280.00
TRAVEL	$ 3,300.00	$ 45,523.00	$ 48,823.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 239,241.00	$ 4,717.00	$ 243,958.00
CONTRACTUAL	$ 31,807.00	$ -	$ 31,807.00
OTHER	$ 719,872.00	$ 33,757.00	$ 753,629.00
INDIRECT COSTS	$ 560,216.00	$ -	$ 560,216.00
TOTALS	$ 6,870,442.00	$ 83,997.00	$ 6,954,439.00

PY 52 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 3,197,460.00	$	$ 3,197,460.00
FRINGE BENEFITS	$ 735,417.00	$	$ 735,417.00
TRAVEL	$ 1,050.00	$ 21,768.00	$ 22,818.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 162,313.00	$ 4,500.00	$ 166,813.00
CONTRACTUAL	$ 21,750.00	$	$ 21,750.00
OTHER	$ 650,725.00	$ 28,422.00	$ 679,147.00
INDIRECT COSTS	$ 469,587.00	$	$ 469,587.00
TOTALS	$ 5,238,302.00	$ 54,690.00	$ 5,292,992.00

PY 52 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 388,230.00	$	$ 388,230.00
FRINGE BENEFITS	$ 89,283.00	$	$ 89,283.00
TRAVEL	$ 250.00	$ 8,453.00	$ 8,703.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 32,656.00	$ -	$ 32,656.00
CONTRACTUAL	$ 1,110.00	$ -	$ 1,110.00
OTHER	$ 41,575.00	$ 5,335.00	$ 46,910.00
INDIRECT COSTS	$ 57,017.00	$	$ 57,017.00
TOTALS	$ 610,121.00	$ 13,788.00	$ 623,909.00

PY 52 BUDGET FOR DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	$ 695,036.00	$	$ 695,036.00
FRINGE BENEFITS	$ 210,580.00	$	$ 210,580.00
TRAVEL	$ 2,000.00	$ 15,302.00	$ 17,302.00
EQUIPMENT	$ -	$	$ -
SUPPLIES	$ 44,272.00	$ 217.00	$ 44,489.00
CONTRACTUAL	$ 8,947.00	$	$ 8,947.00
OTHER	$ 27,572.00	$	$ 27,572.00
INDIRECT COSTS	$ 33,612.00	$	$ 33,612.00
TOTALS	$ 1,022,019.00	$ 15,519.00	$ 1,037,538.00

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

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

NCWVCAA Head Start/Early Head Start Parent Engagement Activities

During PY51 or the 2016-2017 school year, the Head Start (HS) and Early Head Start (EHS) programs provided multiple opportunities for parents, community members, and community stakeholders to engage in the program. Parents and community members volunteered in classrooms, participated in leadership roles within the program such as Parent Committees, Policy Council, Advisories and Leadership Teams, as well as provided feedback through School Readiness Surveys and Family Satisfaction Surveys.

As in years past, initial Parent Committee Meetings were held during the month of September by classroom, center, or county. During the meeting, elections were held and parents had the opportunity to engage in leadership roles such as Center Committees, Policy Council, Health, Education, and Partnership Advisories, as well as the School Readiness Leadership Team and the Early Childhood Positive Behavior Implementation Support (ECPBIS) Leadership Team. Parent Committee members made recommendations and assisted staff with the planning of Parent Engagement Events, Parent/Child Activity Monies expenditures, and other program activities and services. Parent Committees chose to spend Parent/Child Activity Monies in a variety of ways, such as family pictures, make-a-plates, creating garden stones, and tie-dying t-shirts.

Policy Council membership remained strong during PY51 with membership composed of at least 51% of parents of enrolled Head Start/Early Head Start children. As per Policy Council By-Laws, Policy Council membership was also made up of Non-ACF enrolled families who were part of the NCWVCAA HS/Board of Education Collaborative Partnerships as well as community stakeholders. Policy Council By-Laws were revised to extend membership to five years as per new Program Performance Standards.

Policy Council members continued to be actively engaged in all aspects of the program including but not limited to the review and approval of monthly financial statements, program information summaries, attendance and enrollment, the annual Self-Assessment, the Strategic Plan, and the Community Needs Assessment. Policy Council members were also invited to directly participate on Self-Assessment teams, NCWVCAA Board of Directors meetings, the Community Needs Assessment, and the budgetary process. Two Policy Council members elected as the WV Head Start Association (WVHSA) representatives attended the WVHSA conferences during PY51.

As part of the program's Parent Engagement efforts, Head Start families were invited to participate in at least 3 Parent Engagement Events and Early Head Start families were invited to participate in at least 4 events during PY51. Parent Engagement Events provided opportunities for families to:

- Obtain training information and resources on topics including child development, budgeting and financial literacy, positive parenting skills, developmentally appropriate activities for children, dental care, nutrition and healthy eating, and mental health topics such as stress management.
- Participate in an activity that encouraged strong family attachment including family dinners, family game nights, literacy activities, children's art galleries, bowling, roller skating, painting pottery, and arts and crafts, etc.
- Engage father/male role models in special activities during Parent Engagement Events such as crafts and family fun nights with fathers/male role models planning and volunteering at the event.

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NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

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

In accordance with the release of new Office of Head Start Performance PY51 Family and Community Engagement service area data results reflect that the program continued to meet the needs of children and families in accordance with the Parent, Family and Community Engagement (FPCE) Framework and School Readiness Goals. Data sources, including WV Family Outcomes Matrix, Family Satisfaction Survey Results, Training and Technical Assistance Reports, and Standards, the program adopted both a HS and EHS Parent Curriculum during PY51 to ensure parents were offered the opportunity to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. With the input and approval of Policy Council, a Parent Curriculum Selection Criteria was created to identify key aspects of Parent Curriculums that best met the program's needs. Partnership Advisory reviewed multiple Parent Curriculums based upon the Parent Curriculum Selection Criteria prior to make recommendations to Policy Council. Policy Council then reviewed the recommendations and voted to adopt Triple P (Positive Parenting Program) for HS and Parents as Teachers for EHS. EHS Family Educators, the Family and Community Engagement Program Specialist and an Education Program Specialist were accredited in the Parents as Teachers curriculum in June 2017.

Family Educators began incorporating the curriculum into home visits. HS Family Resource Coordinators were accredited in the Triple P curriculum in July 2017 in order to implement the curriculum with parents during PY52.

Education, Health, and Partnership Advisories met a minimum of two times during PY51 with staff, parents, and community members in attendance. Advisory members assisted Program Specialists with service area data review, the development of Policies and Procedures to ensure compliance with new OHS Performance Standards, as well as new initiatives such as adopting a Parent Curriculum. The School Readiness Leadership Team (SRLT) and Early Childhood Positive Behavior Implementation Support (ECPBIS) Leadership Team also continued to meet during the school year. SRLT meetings included a presentation of data from all service areas to ensure that NCWVCAA HS/EHS School Readiness Goals are meeting requirements of the WV Early Learning Standards Framework, Head Start regulations, and the needs and interests of parents. The ECPBIS Leadership continued to work towards fully implementing the ECPBIS model with fidelity in HS classrooms while providing support and resources for families to use in the home.

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

The program continued to recognize the volunteers who accumulated the most volunteer hours in the classroom or homebased setting during PY51 through the Volunteer Incentive Program (VIP). VIP winners along with their immediate families were invited to the end of year Policy Council event held at Valley Worlds of Fun. During the meeting, VIP Winners were recognized for their service and dedication to the program. The Program Option Volunteer Recognition monies were again awarded twice during PY51 to those classrooms per county who had accumulated the most volunteer hours within a given timeframe. The winning site's Parent Committees voted to spend the monies towards allowable activities or items such as parent/child activities that were an extension of the program, classroom supplies, or field trips.

During PY51, the program explored multiple child and family database management systems specifically designed to meet the needs of HS/EHS programs as a supplement to the database management system currently used by the program. ChildPlus data management software was selected by the program due to its ability to collect, analyze, and report child and family outcomes in all service areas to ensure School Readiness Goals are met. ChildPlus data management software was approved by Policy Council as part of the PY52 refunding application.

PY51 Family and Community Engagement service area data results reflect that the program continued to meet the needs of children and families in accordance with the Parent, Family and Community Engagement (FPCE) Framework and School Readiness Goals. Data sources, including WV Family Outcomes Matrix, Family Satisfaction Survey Results, Training and Technical Assistance Reports, and Family Needs/Interests Tracking were aggregated and compared to PY48, 49, and 50 for trends and to ensure the program is assisting families with preparing for transition to the next education setting.

Family Satisfaction Survey data was collected and aggregated to ensure that the program is meeting the needs and interests of individual children and families, as well as achieving School Readiness and PFCE Framework goals. Separate surveys were provided to HS and EHS families based upon the child's enrollment. An additional survey was provided to families that received services from the NCWVCAA Mental Health Specialist to determine their level of satisfaction with services received.

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

HS and EHS families completed the applicable survey based upon their experiences with the program during the 2016-2017 school year. The program was funded to serve six hundred and forty-three (643) HS children and fifty-two (52) EHS children. Of these enrollees, three hundred and seventy-three (373) or 58% of HS families returned surveys and thirty-six (36) or 69% of EHS families returned surveys. Family Satisfaction Survey results were presented to NCWVCAA HS/EHS staff and Children Services Supervisors, as well as Policy Council and Board of Directors members in order to acknowledge areas of family satisfaction and address areas needing improvement. Administrative staff and Program Specialists used the aggregated data when evaluating School Readiness Goals and the PFCE Framework Action Plan Goals, as well as planning for staff's professional development. The following chart compares the percentage of families that report being satisfied within the highlighted results from PY50 and PY51.

Family Satisfaction Survey Results for Head Start and Early Head Start for

HS Family Satisfaction Survey Results
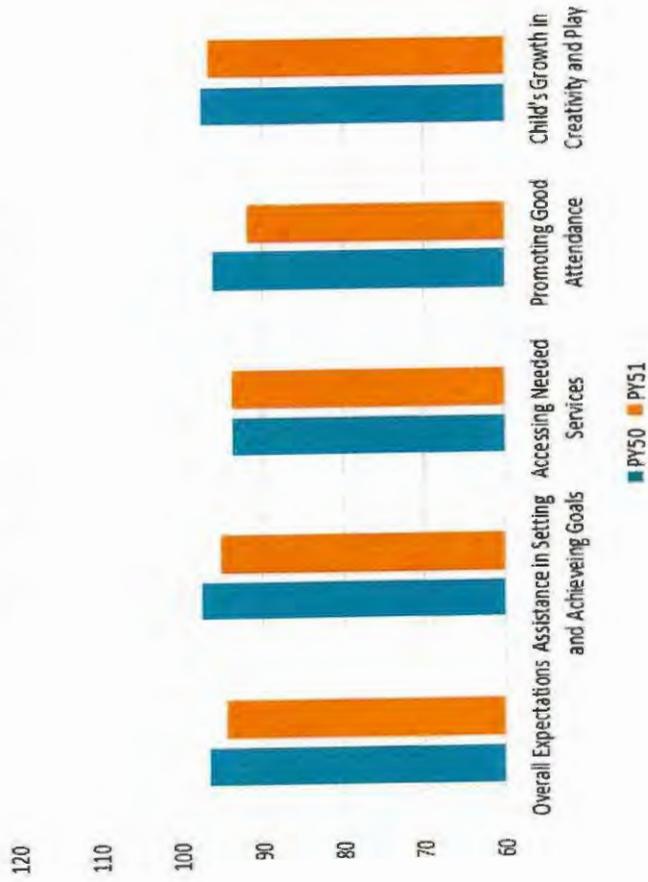
EHS Family Satisfaction Survey Results

25
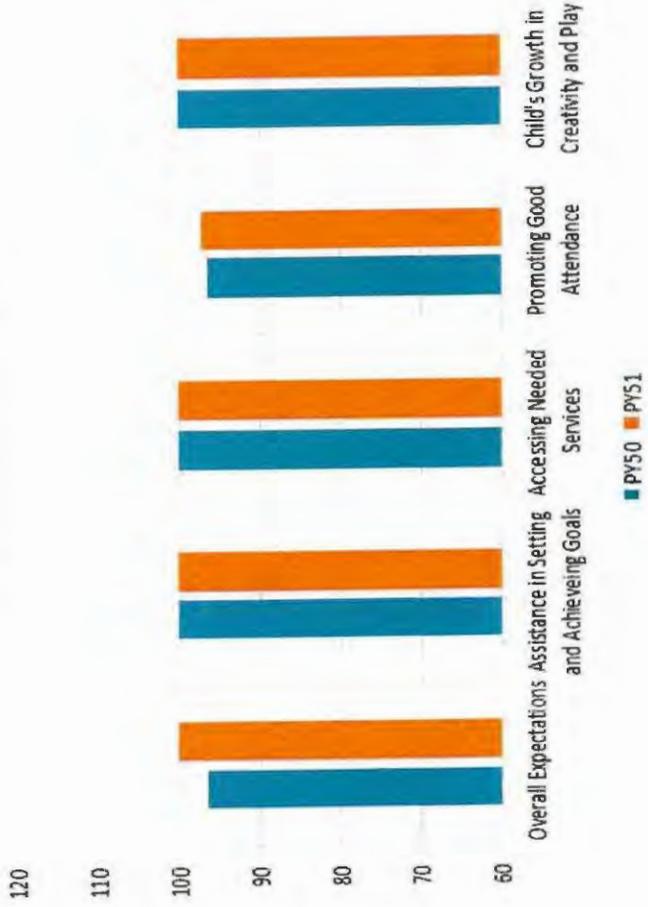
Information Submitted by: Ruth Ann Ponzurick, Children Services Director

PY51 NCWVCAA Board of Directors
Jeff Van Volkenburg, President
Linda Sanders, Vice-President
Joyce Floyd, Secretary
Stacey Layne Ruppert, Treasurer
Cindi Shockey, Member-at-Large

Pictured left to right: Jeff Van Volkenburg, Stacey Layne Ruppert, Linda Sanders, and Joyce Floyd Not pictured Cindi Shockey

PY51 NCWVCAA Policy Council Officers:
Anna Edmunds, Chairperson
James "Beau" Murphy, Vice-Chairperson
Jackie Mahaney, Secretary
James Danesh, Parliamentarian

Pictured left to right: Anna Edmunds, James Danesh, Jackie Mahaney, and James "Beau" Murphy

NCWVCAA Head Start/Early Head Start Grantee and Monongalia County Board of Education Delegate PY51 Program Options

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

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

NCWVCAA Head Start Grantee offered services to six hundred and forty-three **(643) three and four year old children and their families in the following options:**

- All Fifty-eight (58) Center-based classrooms in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties operated full day:
  Of the fifty-eight,
  - Fifty-six (56) operated over 6 hours per day/4 days per week as collaborative classrooms with the Boards of Education;
  - One (1) operated as a full day Childcare collaborative in Pocahontas County;
  - One (1) operated over 6 hours per day/4 days per week as a non-collaborative classroom in Taylor County.

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

- Thirty-two (32) Center-based options across the county.
  Of the thirty-two,
  - All operated full-day, over 6 hours per day/4 days per week as collaborative classrooms with the Board of Education

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

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Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by: Debra Jones, Director of Early Childhood

Monongalia County Schools Head Start program is a Delegate of North Central West Virginia Community Action Association Inc. Our program takes pride in our efforts to provide our families with opportunities to be active in Head Start, be engaged in their child's educational experiences, and take part in parent trainings based upon family needs. We believe that building strong relationships between parents and their children are essential. We strive to support family well-being, ongoing learning and development for both parents and children. In addition, we firmly believe that parents are their child's first teacher and we believe that engaged parents make a positive impact on their child's learning experiences.

We strive to engage parents and foster an environment of support and appropriate learning expectations. We strongly encourage our parents and families to participate in their child's classroom, as well as, parent trainings, meetings, and activities that will help them learn more about the program. We also encourage and support them to further develop their skills and thus support their child throughout their educational experience. Furthermore, we recognize the importance of a father figure in our children's lives and encourage families to participate in program initiatives such as fatherhood events, and other Fatherhood events, evening events such as Family Fun Night, and share a special meal during our Thanksgiving Feast, etc.

With the revision of the Head Start Performance Standards in November of 2016, our program has adopted parenting curricula that will provide parents with targeted skills and support for our children. In the area of Early Head Start, the Parents as Teachers curriculum provide our parents with resources, supports, and innovative solutions for working with their young children. In Monongalia County, Parents as Teachers is delivered in the child's home environment.

In the area of Head Start, Monongalia County has adopted the Triple P Parenting Curriculum for our Head Start families. We continue to connect Family Service Specialists with training events and plan for full implementation upon completion of the trainings. Triple P (Positive Parenting Program), like Parents as Teachers, is research based and provides parents with evidence based strategies/supports, builds confidence within the parents in order for them to be self-sufficient and manage challenges independently, and helps them acquire skills which will be used in the early educational years and beyond.

In Monongalia County, family engagement activities begin prior to the start of school. Our Family Service Specialists (FSS) start out the year by making contact with our families. They also hold a Back to School event at each site and all Head Start parents are invited and encouraged to attend. Their goal during the event is to provide parents with important information about the program, classroom schedules, home visits, transportation, etc. In addition to training sessions held at the school, our FSS send important information home in the children's backpack. At the beginning of the school, we also strongly encourage parents to become involved, to volunteer, and/or to participate in in parent meetings. Parents have the opportunity to participate on our Parent Policy Committee, Head Start/Early Head Start School Readiness Committees, Health Advisory Committee, and the North Central Community Action Parent Policy Committee. In addition, parents are encouraged to consider participating in our Social Service Advisory, our Pre-K Core Team, our TAD-POLE committee, etc. At each school, following discussion about the committees, parents vote on representatives for the previously mentioned committees.

Monthly, our families receive flyers, reminder notes, phone calls, and when available emails with information on upcoming meetings, school events, program events, and parent training. Our FSS and school staff strive to build a relationship of trust, support, and understanding. Our FSS are required to schedule at least four Parent Committee meetings at their assigned schools throughout the year. At these meetings, parents are encouraged to discuss the program, school events, address questions, concerns, and receive training. Trainings can range in topics from behavior management to accessing community resources, to transitioning to kindergarten, etc. It is important for parents, teachers, and school administers to meet and work towards building a strong relationship for the child's educational experience.

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Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by: Debra Jones, Delegate Director of Early Childhood

In addition to the efforts listed above, our School Readiness Team uses data to assist us in planning specific opportunities for our families. In reviewing data such as the family engagement calendar data, school readiness calendar activities, comparing participation in specific parent trainings, participation in center events/school events, etc., we look for trends as well as which activities families are interested in and participate in, as opposed to those with less interest and attendance. Data is a strong driving force in our planning of future activities.

Monongalia County Head Start believes collaboration is a key component of Head Start and the cornerstone of success. In addition to our scheduled events, families are informed of events happening in and around their community. Some examples of the extensive collaboration opportunities provide to our families include: Early Head Start, Birth to Three, The Family Resource Network, The SHACK, Scott's Run Settlement House, Morgantown's Service League, WVU, Bo-Parc, and PNC Bank. Our program has also collaborated with Lowe's Building Workshops, local agencies to provide winter clothing for our students, Thanksgiving Baskets, books provided for our young learners, emergency support and Holiday Toy and Food Drive. Through such collaborative efforts, our families, benefit from county-wide parent trainings, in areas such as discipline, child development, identify appropriate developmental expectations, etc. When parents express a specific need, we also collaborate with the Parent Education Resource Center, the Office of Guidance and Counseling, and the Office of Special Education Services.

Prior to a child's transition, our FSS work hand in hand with the classroom teacher and school staff to ensure that children are provided with a positive and supportive environment. We encourage our families to be active and engaged participants in their child's classroom and school. We stress the importance of parent involvement not only in Head Start, but throughout their child's educational experiences/career. We offer hands on training that supports our parents as volunteers in the classroom. Parent Involvement Training is offered annually and on an on-going basis. Our goal is for parents to actively participate/ volunteer in the classroom or school as they are able. We encourage parents to discover how children learn through play. We also encourage fathers to take an active role in their child's education. Events such as Fatherhood night, the Build a Bookshelf event, etc. help fathers and/or father figures understand their importance in the life and education of their children.

Of upmost importance in our Head Start Program is the family. We actively seek family input, and parental feedback. Annually, our Head Start families are asked to complete a Parent Interest survey and Program Satisfaction survey. Based upon parent input, Teacher and Head Start Staff input, our annual Family Activity Calendar was created.

This calendar outlines a variety of activities and we aim to encourage family participation in the home, the school, and the community. We also use monthly activity calendars to provide families with activities that outline simple, no-cost, activities parents could complete with their children. The activities focus on our School Readiness Goals which include: Cognitive Development, Approaches to Learning, and Language and Literacy. Parent and child engagement is very important and based upon our data, the School Readiness Team has decided to look at the family engagement piece more closely. During the upcoming program year, we will be looking at the number of PK children vs. Head Start families completing the data. We will also be monitoring the activities that are consistently completed and those that are not. As we use the data to make changes in our activities, our overall goal will be to increase participation across the domain activities.

Parent input is vital to our program. It is useful and necessary to help program staff plan trainings, family events, and school offerings. Of all of our collaborations, our partnership with our families is of upmost importance. Monongalia County Head Start Program and staff continue to strive for collaborations fostered between the community, schools, parents, children, and families.

Our partnerships have benefited and supported our children, families, and community agencies in our area. Fostering parent engagement and building upon family needs and interest, are the key to program planning. We are proud of our collaborative efforts, and the success of our program, but most of all, we are proud of the families and the differences they will make in their children's lives and educational career because they participated in our Head Start Program.

Information Submitted by: Education Program Specialists

The School Readiness Leadership Team consisted of a variety of positions to provide a diversity of expertise by invitation; this team includes:

- Head Start Program Specialists from all services areas
- Children Services Supervisors
- Administrative Advisory (Children Services Director, Children Services Assistant Director and Children Services Program Manager)
- Systems Information Coordinator
- Mentor Family Resource Coordinator
- Mentor Teachers
- Policy Council Members
- Head Start/Early Head Start Parents

The team met three times during the year following each child outcome checkpoint in conjunction with the program created Google Survey to analyze data for the WV Early Learning Reporting System (ELRS) for Head Start enrolled children and COR Advantage for Early Head Start enrolled children. In addition, three-year-old data was collected and analyzed individually for the Fall, Winter and Spring checkpoints.

The team analyzed the data to look for trends to define the next steps necessary for staff's professional development. The program also used this data to help children and families prepare for the next educational setting. The Leadership Team revised the School Readiness Goals to match the language from the Head Start Early Learning Outcomes Framework Ages Birth to Five for PY 51.

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

1. Analyzing available data and comparing with the program's School Readiness Goals:
   - **Status:** The program continued to conduct School Readiness Leadership Team Meetings three times during the program year to review and analyze data collected for both Early Head Start and Head Start to ensure that School Readiness Goals were met.

2. Compiling other service areas for data that include: health, mental health, enrollment/attendance, nutrition, and risk assessments, etc., to determine the impacts on infants/toddlers and child and family outcomes:
   - **Status:** Aggregated data was presented during School Readiness Leadership Team Meetings, Program Specialists/Children Services Supervisor Pre-Service, County staff meetings, Policy Council, and Board of Directors meetings. The data was studied to ensure Program Goals were met.

3. The WV Universal Pre-K Health and Safety Checklist committee met and created a checklist to ensure the promotion of safe environments in Pre-K/Head Start classrooms, which endorses school readiness:
   - **Status:** The West Virginia Universal Pre-K Health and Safety Checklist was completed in all Pre-K/Head Start Collaborative classrooms. A Plan of Correction was created for any non-compliances found. While updates were made as changes occurred, the Plan of Correction was formally reviewed twice a year along with the annual Self-Assessment Plan of Correction. Any findings not completed due to various reasons will be added to PY 52 Plan of Corrections.

4. The Office of Head Start Center-based classrooms and Home-based socialization sites to ensure the promotion of safe environments, which endorses school readiness:
   - **Status:** The Office of Head Start Health and Safety Screener was completed in all Early Head Start Center-based classrooms and Home-based socialization sites. A plan of correction was created for any non-compliances found. As with Head Start, updates were made as changes occurred and the Plan of Correction was formally reviewed twice a year along with the annual Self-Assessment Plan of Correction. Any findings not completed due to various reasons will be added to PY 52 Plan of Corrections.

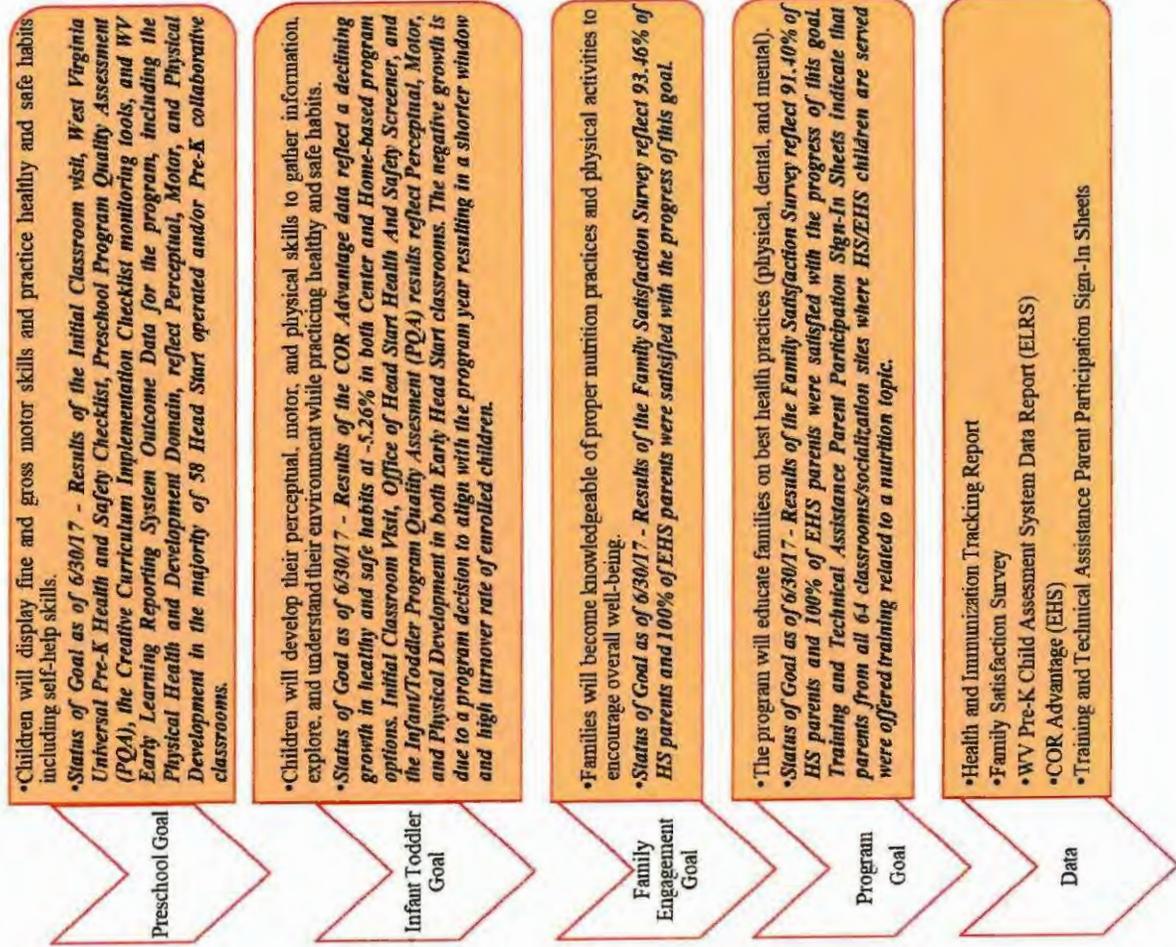## GOAL: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOMENT

- Children will display fine and gross motor skills and practice healthy and safe habits including self-help skills.
- *Status of Goal as of 6/30/17 - Results of the Initial Classroom visit, West Virginia Universal Pre-K Health and Safety Checklist, Preschool Program Quality Assessment (PQA), the Creative Curriculum Implementation Checklist monitoring tools, and WV Early Learning Reporting System Outcome Data for the program, including the Physical Health and Development Domain, reflect Perceptual, Motor, and Physical Development in the majority of 58 Head Start operated and/or Pre-K collaborative classrooms.*

Preschool Goal

- Children will develop their perceptual, motor, and physical skills to gather information, explore, and understand their environment while practicing healthy and safe habits.
- *Status of Goal as of 6/30/17 - Results of the COR Advantage data reflect a declining growth in healthy and safe habits at -5.26% in both Center and Home-based program options. Initial Classroom Visit, Office of Head Start Health And Safety Screener, and the Infant/Toddler Program Quality Assessment (PQA) results reflect Perceptual, Motor, and Physical Development in both Early Head Start classrooms. The negative growth is due to a program decision to align with the program year resulting in a shorter window and high turnover rate of enrolled children.*

Infant Toddler Goal

- Families will become knowledgeable of proper nutrition practices and physical activities to encourage overall well-being.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 93.46% of HS parents and 100% of EHS parents were satisfied with the progress of this goal.*

Family Engagement Goal

- The program will educate families on best health practices (physical, dental, and mental).
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 91.40% of HS parents and 100% of EHS parents were satisfied with the progress of this goal. Training and Technical Assistance Parent Participation Sign-In Sheets indicate that parents from all 64 classrooms/socialization sites where HS/EHS children are served were offered training related to a nutrition topic.*

Program Goal

- Health and Immunization Tracking Report
- Family Satisfaction Survey
- WV Pre-K Child Assessment System Data Report (ELRS)
- COR Advantage (EHS)
- Training and Technical Assistance Parent Participation Sign-In Sheets

Data

5. Determining a percentage of growth from baseline to the final checkpoint to be considered an area of strength:

- **Status:** The program continued to use The West Virginia Department of Education (WVDE) Office of Early Learning strategy to analyze the Early Learning Rating Scale (ELRS) data. A score of three remains "at standard" and a score of five remains at "above standard."
- The ELRS did not split three and four-year-old aggregated data as it had in the past. Education Program Specialists used the ELRS generated Outcome Data to manually split the three and four-year old individual scores in-part with a survey created on Google Drive to measure progress in all domains.

6. Collecting Early Head Start data at four checkpoints to analyze frequency and duration of an entire program year.

- **Status:** Education Program Specialists scheduled the checkpoints to coincide with the ELRS Checkpoints used in Head Start, while for the first time continuing in the summer months for the fourth checkpoint for Early Head Start. COR Advantage data was collected and analyzed for all four checkpoints.

7. Participating on the WV Early Intervention Interagency Coordinating Council to remain informed on intervention procedures that promote school readiness for infants and toddlers based on individual circumstances.

- **Status:** The program continued to stay active on the WV Early Intervention Interagency Coordinating Council to be informed of appropriate intervention techniques that assist in school readiness for infants and toddlers. Education Program Specialists and the Mental Health Program Specialist joined the West Virginia Infant/Toddler Mental Health Association to stay up-to-date on the latest practices for infant and toddler mental health. The association supports the development of professionals to help meet the needs of children and families.

The School Readiness Goals are as follows with updated goal statuses as of June 30th, 2017.

GOAL: COGNITION

Preschool Goal
- Children will gain math concepts and scientific inquiry skills used in daily routines that demonstrate the basic concepts of learning such as reasoning and problem solving.
- *Status of Goal as of 6/30/17 - Results of the WV Early Learning Reporting System Outcome Program Data reflects overall growth in all math and science indicators. See additional charts for percentages of growth in areas of strengths and improvements.*

Infant Toddler Goal
- Children will demonstrate reasoning and problem solving skills including developing mathematical thinking.
- *Status of Goal as of 6/30/17 - Results of the COR Advantage data reflects a declining growth of -18.64% in the cognitive area for Infant and Toddlers. The negative growth is due to the program's decision to align with the program year which ended on June 30th resulting in a shorter reporting window and a high turnover rate of enrolled children.*

Family Engagement Goal
- Families will encourage and model the use of math and science skills in daily routines thus enhancing reasoning and problem solving capabilities among children.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 90.49% of HS parents and 100% of EHS parents were satisfied with the progress of this goal*

Program Goal
- The program will provide activities for families to engage their children in math and science experiences.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 88.44% of HS parents and 97.22% of EHS parents are satisfied with the progress of this goal. Parent Child Activity Calendars, information in Notes Sent Home files, and Home Visit Plans reflect staff provided ideas and activities on using math and science skills in daily routines in all HS/EHS operated classrooms and some collaborative Pre-K classrooms.*

Data
- WV Pre-K Child Assessment System Data Report (ELRS)
- COR Advantage (EHS)
- Family Satisfaction Survey
- Parent/Child Activity Calendars
- Notes Sent Home File
- Home Visit Plans

GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT

Preschool Goal
- Children will display regulation of emotions and behaviors, social problem solving skills, and a sense of identity and belonging.
- *Status of Goal as of 6/30/17- Results of the WV Early Learning Reporting System Outcome Program Data show overall growth in this area. See additional charts for percentages of growth in areas of strength and improvements. Mental Health referrals were made as applicable. The Teaching Pyramid Observation Tool (TPOT) was conducted in selected classrooms.*

Infant Toddler Goal
- Children will develop secure attachments, healthy relationships with adults and peers, and a sense of identity and belonging.
- *Status of Goal as of 6/30/17- Results of the COR Advantage data reflects a declining growth of -21.37% in Social and Emotional Development. Mental Health Referrals were made as applicable. The negative growth is due to the program's decision to align with the program year which ended on June 30th resulting in a shorter reporting window and a high turnover rate of enrolled children.*

Family Engagement Goal
- Families will provide nurturing relationships and safe environments to ensure their child's social and emotional development and healthy attachments.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 92.66% of HS parents and 94.44% of EHS parents were satisfied with the progress of this goal.*

Program Goal
- The program will support families by providing resource materials, referrals, and trainings.
- *Status of Goal as of 6/30/17 - Results from the Family Satisfaction Survey reflect that 91.67% of HS parents and 100% of EHS parents were satisfied with the progress of this goal. Training and Technical Assistance Parent Participation Sign-In Sheets indicate that trainings related to child development and mental health topics were offered to parents at all 64 classrooms/socialization sites where HS/EHS children are served.*

Data
- COR Advantage (EHS)
- Children's Accident Risk Assessment (Aggregated by Incident Reports)
- Mental Health Referrals
- Mental Health Program Specialist Reports
- Mental Health Annual Analysis of Monthly Summary Reports
- WV Pre-K Child Assessment System Data Report (ELRS)
- Family Satisfaction Survey
- Training and Technical Assistance Parent Participation Sign-In Sheets

GOAL: APPROACHES TO LEARNING

Preschool Goal
- Children will display a range of skills including cognitive, emotional and behavioral self-regulation, creativity when exploring materials, and sharing information through individual and group play.
- *Status of Goal as of 6/30/17 - Results of the WV Early Learning Reporting System Outcome Program Data reflects an overall growth in this area. See additional charts for percentages of growth in areas of strengths and improvements.*

Infant Toddler Goal
- Children will develop a range of skills including initiative, creativity and curiosity through exploration, self-regulation and behavioral actions using a variety of materials and experiences.
- *Status of Goal as of 6/30/17 - Results of the COR Advantage data reflects a declining growth of -45% in this area. The negative growth is due to the program's decision to align with the program year which ended on June 30th resulting in a shorter reporting window and a high turnover rate of enrolled children.*

Family Engagment Goal
- Families will engage in cooperative play with their child encouraging self-regulation skills.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 96.45% of HS parents and 100% of EHS parents were satisfied with the progress of this goal.*

Program Goal
- Program will educate parents on the importance of play to encourage self-regulation as a learning opportunity.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 90.5% of HS parents and 97.22% of EHS parents were satisfied with the progress of this goal. Training and Technical Assistance Parent Participation Sign-In Sheets indicate all Head Start classrooms have offered 3 Parent Engagement Events and all Early Head Start classrooms/socialization sites have offered 4 Parent Engagement Events to encourage families in cooperative play.*

Data
- COR Advantage (EHS)
- WV Pre-K Child Assessment System Data Report (ELRS)
- Family Satisfaction Survey
- Training and Technical Assistance Parent Participation Sign-In Sheets

GOAL: LANGUAGE AND COMMUNICATION

Preschool Goal
- Children will develop the knowledge and skills to establish the basis for communicating, reading, and writing.
- *Status of Goal as of 6/30/17 - Results of the WV Early Learning Reporting System Outcome Program Data reflects overall growth in this area. See additional charts for percentages of growth, strength and improvements.*

Infant Toddler Goal
- Children will develop the knowledge and skills to establish the basis for verbal and non-verbal communication, pre-reading, and pre-writing skills.
- *Status of Goal as of 6/30/17 - Results of the COR Advantage data reflect a 14.43% growth in this area.*

Family Engagement Goal
- Families will provide their children with positive communication and literacy opportunities.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 90.16% of HS parents and 100% of EHS parents were satisfied with the progress of this goal.*

Program Goal
- The program will encourage families to increase their language and literacy knowledge.
- *Status of Goal as of 6/30/17 - Results of the Family Satisfaction Survey reflect 91.15% of HS parents and 100% of EHS parents were satisfied with the progress of this goal. Parent/Child Activity Calendars, Home Visit Plans, and Training and Technical Assistance Parent Participation Sign-In Sheets reflect staff provided information on increasing communication and literacy opportunities in every HS/EHS operated classroom and in some collaborative Pre-K classroom. Library Partnership Agreements have been established in 8 counties between HS/EHS and Public Libraries.*

Data
- COR Advantage (EHS)
- WV Pre-K Child Assessment System Data Report (ELRS)
- Family Satisfaction Survey
- Library Partnership Agreements
- Parent/Child Activity Calendars
- Home Visit Plans
- Training and Technical Assistance Parent Participation Sign-In Sheets

Information Submitted by: Education Program Specialists

their top three priorities per doman that they thought their child needed in preparation for Preschool. Early Head Start School Readiness surveys continued to be separated into two surveys, one for infant's ages 0-12 months and one for toddler's ages 12-36 months. The surveys provided examples of developmental milestones with each question to better assist parents and community stakeholders in completing the surveys. Head Start survey questions asked parents of children three to five years of age to select their top three priorities, per domain, regarding their child's preparation for Kindergarten.

Community members were also asked to identify their top three priorities per domain for children birth to three years of age using the Early Head Start Survey and for children age three to five using the Head Start Survey. Community Members were from the counties served by NCWVCAA HS/EHS and functioned as a former Community Assessment participant or an interested early childhood partner. Surveys were completed online using the Google Drive.

See the attached summary results for the Early Head Start Parents, Head Start Parents, and Community Members.

NCWVCAA Grantee School Readiness Goals and Results of Survey

As in previous years, parental input for School Readiness Goals were obtained on an individual and programmatic level. Teaching and Family and Community Engagement staff assisted families with the completion of School Readiness Goal Surveys beginning at the initial home visit and throughout the school year for new enrollees. These surveys also assisted the Teaching Staff to individualize the needs of each child. The School Readiness Leadership Team then analyzed the School Readiness Surveys for all Early Head Start and Head Start families and community members that completed surveys during the 2016-2017 school year.

Separate surveys for the Head Start and Early Head Start families focused on the five domains of School Readiness: 1. Perceptual, Motor and Physical Development; 2. Social and Emotional Development; 3. Cognition; 4. Language and Communication; and 5. Approaches to Learning. Early Head Start survey questions asked parents to identify

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North Central West Virginia Community Action Head Start/Early Head Start School Readiness Survey Results 2016-2017 School Year

	674 Total Responses	657/674 Total Responses 31 EHS Responses 626 HS Responses	17/674 Community Representative Responses
PY 51 Survey Results	**EHS (0-12 Months)** • 8/674 (1.2%) **EHS (12-36 Months)** • 17/674 (2.5%) **HS (3-5 Years)** • 554/674 (82.2%) **Community Representatives** • 17/674 (2.5%) **Other** • 78/674 (11.6%)	**EHS (0-12 Months)** • 0/14 Barbour (0%) • 1/14 Taylor (7.1%) • 2/14 Tucker (14.3%) • 4/14 Randolph (28.6%) • 7/14 Marion (50%) **EHS (12-36 Months)** • 0/17 Barbour (0%) • 0/17 Tucker (0%) • 5/17 Randolph (29.4%) • 5/17 Taylor (29.4%) • 7/17 Marion (41.2%) **HS (3-5 Years)** • 19/626 Pocahontas (3%) • 29/626 Preston (4.6%) • 75/626 Webster (12%) • 80/626 Taylor (12.8%) • 87/626 Barbour (13.9%) • 150/626 Randolph (24%) • 186/626 Marion (29.7%) **HS (3-5 Years) ACF/Non-ACF** • 526/626 ACF (84%) • 100/626 Non-ACF (16%)	**Community Stakeholder Position Responses:** • Policy Council • Tucker County • Family Educator • Parent • DHHR Representative • NCWVCAA Board Member • Accountant • MountainHeart Representative • PPC • Collaboration Director • FRN • Pierpont C&CT Early Childhood Professor • BOE • Taylor Co. BOE • Marion County Public Librarian • Not Listed
Domains		**EHS Parents Results Survey (0-12 Months)** • Participants were asked to choose their top 3 choices in order from 1-3.	**Community Representatives Results Survey** • Participants were asked to choose their top 3 choices in order from 1-3.
Perceptual, Motor, and Physical Development		1. Learns to follow rules and routines and eat healthy foods (9/14 or 64.3%)	1. Has necessary check-ups and immunizations (14/17 or 82.4%)

NCWVCAA Current School Readiness Goals Approved by PC/BOD

Infant/Toddler Goal:
Children will develop their perceptual, motor, and physical skills to gather information, explore, and understand their environment while practicing healthy and safe habits.

Domain	Infant/Toddler Goal	Outcomes (/17)	Outcomes (/14)
	• Introduced to and begin to engage in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life. • Participate in daily movement activities (Little Voices for Healthy Choices) to decrease the risk of obesity.	2. Develops control of small and large muscles (11/17 or 64.7%) 3. Learns to follow rules and routines and eat healthy foods (10/17 or 58.8%) 4. Introduced to and participates in daily movement activities (10/17 or 58.8%)	2. Introduced to and participates in daily movement activities (9/14 or 64.3%) 3. Develops control of small and large muscles (9/14 or 64.3%)
Social and Emotional Development	Infant/Toddler Goal: Children will develop secure attachments, healthy relationships with adults and peers, and a sense of identity belonging. • Respond to familiar peers and adults in their environment. • Adjust positively to their changing surroundings.	1. Develops awareness of self (11/17 or 64.7%) 2. Develops secure attachments with adults/caregivers (11/17 or 64.7%) 3. Adjusts to new situations and interacts with adults (10/17 or 58.8%)	1. Develops awareness of self (10/14 or 71.4%) 2. Adjusts to new situations and interacts with adults (10/14 or 71.4%) 3. Learns to use rules, routines, and directions (9/14 or 64.3%)
Cognition	Infant/Toddler Goal: Children will demonstrate reasoning and problem solving skills including developing mathematical thinking. • Given opportunities to explore and investigate their environments.	1. Develops the use of skills to remember and connect information (15/17 or 88.2%) 2. Develops awareness of how their body moves (13/17 or 76.5%) 3. Investigates their environment using their senses (12/17 or 70.6%)	1. Investigates their environment using their senses (13/14 or 92.9%) 2. Develops awareness of how their body moves (11/14 or 78.6%) 3. Uses early math concepts in Daily Routines (7/14 or 50%)
Language and Communication	Infant/Toddler Goal: Children will develop the knowledge and skills to establish the basis for verbal and nonverbal communication, pre-reading, and pre-writing skills. • Many opportunities to develop and increase vocabulary. • Introduced to a print rich environment.	1. Develops verbal and non-verbal communication skills (15/17 or 88.2%) 2. Engages in stories and books (13/17 or 76.5%) 3. Demonstrates and expresses language skills (9/17 or 52.9%)	1. Develops verbal and non-verbal communication skills (13/14 or 92.9%) 2. Engages in stories and books (9/14 or 64.3%) 3. Learns and demonstrates how print works (7/14 or 50%)
Approaches to Learning	Infant/Toddler Goal: Children will develop a range of skills including initiative, creativity and curiosity through the exploration, self-regulation and behavioral actions using a variety of materials and experiences.	1. Shows interest and independence when working with materials, activities, and information (15/17 or 88.2%)	1. Shows interest and independence when working with materials, activities, and information (14/14 or 100%)

Domains	EHS Parents Results Survey (12-36 Months)	Community Representatives Results Survey	NCWVCAA Current School Readiness Goals Approved by PC/BOD
	2. Learns and uses words to describe what they are thinking and doing (10/14 or 71.4%) 3. Enters in to play with other children (7/14 or 50%)	2. Learns and uses words to describe what they are thinking and doing (14/17 or 82.4%) 3. Shows ideas and feelings through creative play (10/17 or 58.8%)	*Access to a vast variety of materials to show individual creativity.*
Domains	• Participants were asked to choose their top 3 choices in order from 1-3.	• Participants were asked to choose their top 3 choices in order from 1-3.	
Perceptual, Motor, and Physical Development	1. Introduced to and participates in daily movement activities (13/17 or 76.5%) 2. Engages in washing hands and brushing teeth (12/17 or 70.6%) 3. Develops control of small and large muscles (11/17 or 64.7%)	1. Has necessary check-ups and immunizations (11/17 or 64.7%) 2. Introduced to and participates in daily movement activities (11/17 or 64.7%) 3. Develops control of small and large muscles (10/17 or 58.8%)	**Infant/Toddler Goal:** **Children will develop their perceptual, motor, and physical skills to gather information, explore, and understand their environment while practicing healthy and safe habits.** *Introduced to and begin to engage in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life.* *Participate in daily movement activities (Little Voices for Healthy Choices) to decrease the risk of obesity.*
Social and Emotional Development	1. Adjusts to new situations and interacts with adults (12/17 or 70.6%). 2. Learns to use rules, routines, and directions (11/17 or 64.7%) 3. Develops awareness of self (10/17 or 58.8%) 4. Develop a secure bond with adults/caregivers (10/17 or 58.8%)	1. Learns to use rules, routines, and directions (14/17 or 82.4%) 2. Adjusts to new situations and interacts with adults (10/17 or 58.8%) 3. Begins to demonstrate control over some of their feelings and behaviors (9/17 or 52.9%)	**Infant/Toddler Goal:** **Children will develop secure attachments, healthy relationships with adults and peers, and a sense of identity belonging.** *Respond to familiar peers and adults in their environment.* *Adjust positively to their changing surroundings.*
Cognition	1. Develops awareness of how their body moves (14/17 or 82.4%) 2. Investigates their environment using their senses (13/17 or 76.5%) 3. Uses early math concepts in Daily Routines (10/17 or 58.8%)	1. Develops the use of skills to remember and connect information (12/17 or 70.6%) 2. Notices differences, similarities, and changes (12/17 or 70.6%) 3. Uses early math concepts in daily routines (10/17 or 58.8%)	**Infant/Toddler Goal:** **Children will demonstrate reasoning and problem solving skills including developing mathematical thinking.** • *Given opportunities to explore and investigate their environments.*

Domain	HS Parents Results Survey	Community Representatives Results Survey	Goal
Language and Communication	1. Develops verbal and non-verbal communication skills (15/17 or 88.2%) 2. Learns and demonstrates how print works (12/17 or 70.6%) 3. Engages in stories and books (8/17 or 47.1%)	1. Develops verbal and non-verbal communication skills (14/17 or 82.4%) 2. Demonstrates and expresses language skills (12/17 or 70.6%) 3. Engages in stories and books (8/17 or 47.1%) 4. Attempts to draw and use writing utensils (8/17 or 47.1%)	**Infant/Toddler Goal:** **Children will develop the knowledge and skills to establish the basis for verbal and nonverbal communication, pre-reading, and pre-writing skills.** • *Many opportunities to develop and increase vocabulary.* • *Introduced to a print rich environment.*
Approaches to Learning	1. Learns and uses words to describe what they are thinking and doing (15/17 or 88.2%) 2. Shows interest and independence when exploring materials, activities, and information (13/17 76.5%) 3. Shows ideas and feelings through creative play (10/17 or 58.8%)	1. Shows interest and independence when working with materials, activities, and information (14/17 or 82.4%) 2. Learns and uses words to describe what they are thinking and doing (10/17 or 58.8%) 3. Enters in play with other children (9/17 or 52.9%)	**Infant/Toddler Goal:** **Children will develop a range of skills including initiative, creativity and curiosity through the exploration, self-regulation and behavioral actions using a variety of materials and experiences.** • *Access to a vast variety of materials to show individual creativity.*
Domains	**HS Parents Results Survey** • Participants were asked to choose their top 3 choices in order from 1-3.	**Community Representatives Results Survey** • Participants were asked to choose their top 3 choices in order from 1-3.	NCWVCAA Current School Readiness Goals Approved by PC/BOD
Perceptual, Motor, and Physical Development	1. Practices safe and healthy habits (463/626 or 74%) 2. Actively participates in movement activities (409/626 or 65.3%) 3. Identifies and makes healthy food choices (346/626 or 55.3%)	1. Has necessary check-ups and immunizations (11/17 or 64.7%) 2. Actively participates in movement activities (11/17 or 64.7%) 3. Practices safe and healthy habits (11/17 or 64.7%)	**Preschool Goal:** **Children will display fine and gross motor skills and practice healthy and safe habits including self-help skills** *Participate in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life.* *Participate daily in moderate to vigorous activities (IMIL) to decrease risk of obesity.*
Social and Emotional Development	1. Follows simple directions and rules (453/626 or 72.4%)	1. Follows simple directions and rules (13/17 or 76.5%)	**Preschool Goal:** **Children will display regulation of emotions and behaviors, social problem-solving skills, and a sense of identity and belonging.**

Domain	Preschool Goal		
	• Follow classroom rules and directions.	2. Adjusts to new situations (9/17 or 52.9%) 3. Uses words to solve problems and resolve conflict (9/17 or 52.9%)	2. Uses words to solve problems and resolve conflict (410/626 or 65.5%) 3. Adjusts to new situations (377/626 or 60.2%)
Cognition	**Preschool Goal:** **Children will gain math concepts and scientific inquiry skills used in daily routines that demonstrate the basic concepts of learning such as reasoning and problem solving.** *• Use manipulatives for counting, sorting and patterning.* *• Use tools for exploring and investigating their environment.*	1. Notices differences, similarities, and changes (14/17 or 82.4%) 2. Counts, sorts, and creates patterns (10/17 or 58.8%) 3. Remembers information (9/17 or 52.9%) 4. Observes their environment and makes predictions (9/17 or 52.9%)	1. Counts, sorts, and creates patterns (419/626 or 66.9%) 2. Notices differences, similarities, and changes (370/626 or 59.1%) 3. Remembers information (328/626 or 52.4%)
Language and Communication	**Preschool Goal:** **Children will develop the knowledge and skills to establish the basis for communicating, reading, and writing.** *Engage in continuous conversations with peers and adults.* *Exposed to a print rich environment.*	1. Talks and listens to adults and children (15/17 or 88.2%) 2. Draws and uses writing utensils (10/17 or 58.8%) 3. Recognizes and prints name (10/17 or 58.8%)	1. Recognizes and prints name (491/626 or 78.4%) 2. Talks and listens to adults and children (449/626 or 71.7%) 3. Draws and uses writing utensils (375/626 or 60.1%)
Approaches to Learning	**Preschool Goal:** **Children will display a range of skills including cognitive, emotional and behavioral self-regulation, creativity when exploring materials, and sharing information through individual group play.** *• Provided a vast variety of materials to show individual creativity.*	1. Shows interest when exploring materials, activities, and information (15/17 or 88.2%) 2. Asks questions and solves problems independently (14/17 or 82.4%) 3. Enters in play when a group of children are already involved (8/17 or 47.1%)	1. Asks questions and solves problems independently (432/626 or 69%) 2. Enters into play when a group of children are already involved (391/626 or 62.5%) 3. Shows interest when exploring materials, activities, and information (372/626 or 59.4%)

The NCWVCAA Head Start Program in collaboration with each respective County Collaborative Core Team continued to use two chosen developmentally appropriate and research-based curriculums approved by Policy Council to ensure School Readiness Goals were met. HighScope Curriculum for Preschool was utilized in Barbour, Randolph, and Taylor Counties while the Creative Curriculum for Preschool was utilized in Marion, Pocahontas, Preston, and Webster Counties. Both curriculums are aligned with the Head Start Early Learning Outcomes Framework and WV Early Learning Standards Framework. Curriculum implementation was monitored to ensure fidelity and support outcomes to achieve School Readiness Goals.

Federal guidelines in the Head Start Act requires 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

Based on the guidelines above, Teachers collected children's work samples and classroom anecdotes throughout the year and analyzed the individual child data three times per year to generate outcomes by using the Early Learning Reporting System (ELRS), created by the National Institute for Early Education Research (NIEER) specifically for the state of West Virginia. The ELRS does not separate aggregated three and four-year-old outcome data. Education Program Specialists used the ELRS generated Outcome Data to manually separate the three and four-year old individual scores in-part with a survey created on Google Drive to measure progress in the following domains: Mathematics/Science, Social Emotional/Social Studies, Language Arts/Literacy, and Physical Health and Development. The WVDE Office of Early Learning State Coordinator has determined that a score of three reflects "at standard," while a score of five is considered "above standard." This concept was used when analyzing the results from the survey on Google Drive.

The following charts represent the percentage of growth defined as the number of children that were "at standard or above" at the Fall (t1) checkpoint, as compared to the number of children "at standard or above" at the Spring (t3) checkpoint. Data was aggregated to reflect three and four-year old children separately, as well as program-wide (combining three and four-year-old children) for the 2016-2017 school year. In continuing to align with the state, the four-year old data includes children with Individualized Education Plans (IEPs). The percentage of growth was determined using the same formula (t3-t1÷t1=growth) used on the ELRS generated Outcome Report:

Three-Year Old Four-Year and Program Data

WV Early Learning Scale Indicators	3 yr. Old Growth	4 yr. Old Growth	Program Wide Growth
Functional Counting	340.00%	71.94%	86.94%
Numerical Operations	662.5%	177.63%	201.88%
Written Numbers	400%	123.83%	141.26%
Classification	153.13%	74.00%	82.20%
Algebraic Thinking	369.23%	139.90%	154.73%
Identifying and using shapes	245.83%	78.57%	92.41%
Measurement	570.00%	175.44%	197.74%
Observation and Reporting	657.14%	171.69%	192.17%
Prediction	381.25%	91.49%	109.96%
Investigation	625.00%	215.20%	239.85%
Independent Behavior	167.57%	19.40%	31.89%
Regulation of Emotions and Behavior	154.76%	18.45%	31.38%
Prosocial Behavior	141.30%	14.91%	27.69%
Social Problem Solving	176.32%	25.26%	39.13%
Quality and Attributes of Engagement and Exploration	132.65%	4.82%	17.23%
Quality and Attributes of Cooperative Play	169.05%	11.58%	25.81%
Quality and Attributes of Sociodramatic Play	176.92%	28.11%	42.30%
Speaking	127.08%	14.71%	26.54%
Story Retelling	333.33%	81.70%	101.50%
Language Manipulation	406.67%	101.33%	120.42%
Alphabetic Awareness	620.00%	113.50%	137.62%
Print Knowledge	962.50%	53.92%	77.07%
Composing	300.00%	75.19%	89.09%
Production	3050.00%	94.04%	118.99%
Small Muscle Coordination	158.97%	56.00%	67.53%
Large Muscle Coordination	164.10%	26.22%	38.79%
Health Development	134.78%	20.90%	32.73%
Safety Practices	140.00%	20.40%	32.72%

■ Highest Percentage of Growth –   ■ Lowest Percentage of Growth –   ■ *Lowest Percentage of Growth –

Highest Percentage of Growth – ▉ (yellow)

Investigation	239.85%
Numerical Operations	201.88%
Measurement	197.74%
Observation and Reporting	192.17%
Algebraic Thinking	154.73%
Written Numbers	141.26%
Alphabetic Awareness	137.62%
Language Manipulation	120.42%
Production	118.99%
Prediction	109.96%
Story Retelling	101.50%

Lowest Percentage of Growth – ▉ (orange)

Identifying and Using Shapes	92.41%
Composing	89.09%
Functional Counting	86.94%
Classification	82.20%
Print Knowledge	77.07%

Lowest Percentage of Growth – ▉ (gray)

*Baseline Data at Fall Checkpoint (t1) reflect more children came into the program scoring "at standard" or "above standard" resulting in a lesser percentage of children going from "below standard" to "at or above standard" for the Spring checkpoint (t3).

Small Muscle Coordination	67.53%
Quality and Attributes of Sociodramatic Play	42.30%
Social Problem Solving	39.13%
Large Muscle Coordination	38.79%
Health Development	32.73%
Safety Practices	32.72%
Independent Behavior	31.89%
Regulations of Emotions and Behavior	31.38%
Pro-Social Behavior	27.69%
Speaking	26.54%
Quality and Attributes of Cooperative Play	25.81%
Quality and Attributes of Engagement and Exploration	17.23%

The program determined the lowest percentage of growth (highlighted in red above) as determined by the number of children that were "at standard or above" at the Fall (t1) checkpoint, as compared to the number of children "at standard or above" at the Spring (t3) checkpoint. These indicators are considered an area for improvement which will be addressed through ongoing professional development.

Due to a change in the Early Learning Reporting System, outcome data aggregation no longer includes the separation of three and four year old data. Therefore, the program was unable to separate three and four year old outcome data for PY50. PY51 outcome data was manually aggregated by the program for both three and four year olds and program-wide outcomes. Growth was defined as the number of children that were "at standard or above" at the Fall (t1) checkpoint, as compared to the number of children "at standard or above" at the Spring (t3) checkpoint. This varies from previous ELRS data which defined growth as the average numerical score for each indicator at the Fall checkpoint compared to the average numerical score for each indicator in the Spring checkpoint. For PY52, the program will look at all data sources to determine how the data will be aggregated for program-wide outcomes in order to compare with PY51 for trends.

Early Head Start

The following chart represents data from the COR Advantage assessment system for PY51. COR Advantage is aligned with the HighScope Curriculum which continues to be utilized by Early Head Start Home-based and Center-based programs. The program currently collects data at four checkpoints. However, due to the two separate Early Head Start Program Options, Family Educators enter child data year-round for the Home-based option, while Center-based Teachers collect data for the fall through spring checkpoints and the EHS Family Resource Coordinator enters data during the summer checkpoint for the Center-based option. The percentage of growth was determined by using a modified version of the formula used by the ELRS to allow for four data checkpoints as opposed to three data checkpoints in Head Start (t4 - t1÷t1=growth). Negative growth was noted in the following domains: Cognition and General Knowledge, Approaches to Learning, Physical Well-Being and Motor Development, and Social and Emotional Development. Variables considered when analyzing this data include the high turnover rate of enrolled children causing a negative growth rate as the children exiting the program may be older and at a different developmental level than those coming in and the program's decision to align with the program year which ended on June 30th resulting in a shorter reporting window. Education Program Specialists scheduled the checkpoints to coincide with the ELRS checkpoints used in Head Start during the school year, in addition to collecting data in the summer months for the fourth checkpoint.

2016-2017 NCWVCAA Outcome Data for Infants and Toddlers

COR Advantage Content Areas	Fall 2016 (PY51) t1	Winter 2016 (PY51) t2	Spring 2017 (PY 51) t3	Summer 2017 (PY 51) t4	Average of Growth 2016-2017 (PY51)
Language and Literacy	.97	1.12	1.29	1.11	14.43%
Cognition and General Knowledge	1.18	1.20	1.29	0.96	-18.64%
Approaches to Learning	1.38	1.17	1.39	0.76	-45.00%
Physical Well-Being and Motor Development	1.52	1.49	1.77	1.44	-5.26%
Social and Emotional Development	1.17	1.22	1.38	.92	-21.37%

Highest Percentage of Growth – ☐   Lowest Percentage of Growth – ☐

The data above shows highest percentage and lowest percentage of growth for enrolled children:

- The highest percentage of growth was in Language and Literacy at 14.43%
- The lowest percentage of growth was in Approaches to Learning at -45.00%.

The following chart represents the trends of growth between PY50 and PY51.

Trends of Growth between PY50 and PY51

COR Advantage Content Areas	Average of Growth 2015-2016 (PY50)	Average of Growth 2016-2017 (PY51)
Language and Literacy	23.00%	14.43%
Cognition and General Knowledge	32.00%	-18.64%
Approaches to Learning	36.00%	-45.00%
Physical Well-Being and Motor Development	16.00%	-5.26%
Social and Emotional Development	29.00%	-21.37%

Conclusion:

There was evidence of children's growth in all areas of development and learning for Head Start. Multiple factors contributed to negative results in the Early Head Start Data including a high turnover of enrolled children and data system reporting window changes. Data reviewed from formal and informal assessments, professional development experiences, and individualized program input (school readiness surveys, home visits/conferences, IEP goals, monthly parental contacts, parent-child activity calendars, family satisfaction surveys, lesson plans, etc.) is valuable in achieving success in the school readiness goals as a program.

The program continues to examine collected data to ensure high quality comprehensive school readiness services. This approach includes an all-inclusive method to address child and family needs. Our program continues to implement Early Childhood Positive Behavior Implementation Support (ECPBIS) along with Practice-Based Coaching (PBC) to provide high quality teaching and learning strategies. The Teaching Pyramid Observation Tool (TPOT) was piloted in randomly selected Head Start operated classrooms during the program year. This assessment tool is used to ensure program-wide ECPBIS implementation to fidelity. ECPBIS Modules I and II training occurred during the program year for new staff and on-going support as needed. Early Head Start Family Educators (FE)/EHS Family Resource Coordinator were trained in Parents Interacting with Infants (PIWI) which aligns with ECPBIS Pyramid Modules.

Data is used in the process for supporting Teacher's use of effective teaching practices. Through ongoing monitoring and professional development, the program supports teaching practices to achieve school readiness goals and best practice. A variety of monitorings are conducted by the program to ensure that best practice is utilized. The monitorings that are completed are as follows: TPOT, CLASS, ECERS-R, Creative Curriculum Implementation Checklist, Infant/Toddler and Preschool Program Quality Assessment, WV Universal Pre-K Observation Walkthrough, WV Universal Health and Safety Checklist, and the Office of Head Start Health and Safety Screener. The monitorings listed above are conducted to ensure that classrooms are meeting applicable curriculums, safe environments, and effective Teacher-child interactions, to ensure high-quality early educational experiences.

HERE WE GROW

Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017

Information Submitted by: Debra Jones, Director of Early Childhood

Monongalia County Board of Education Head Start Delegate Preparing Head Start Children for Kindergarten Child Outcome Report

To prepare young children and their families for future educational success is the heart and soul of Monongalia County Head Start Staff. To do this, our task is to ensure children are ready for school, families are ready to support their children's learning, and school are ready for our children. We strive to prepare children with the skills, knowledge, and attitudes necessary for success in the early years of school, as well as, later learning and life. For our parents and families, school readiness means that they are engaged in the long-term, life-long success of their child. School Readiness is at the center of program planning, data collection, analysis and disaggregation. School Readiness Goals and progress towards those goals provide the necessary information needed in planning professional development needs to appropriately support children through the developmental years from ages birth through five years of age.

In Monongalia County, our School Readiness Team meets several times throughout the program year to review and analyze data, identify program strengths, weaknesses, and challenges. The team also uses this data to update our goals, revise procedures, and make recommendations to the program director on how we can better support our neediest children, their families, and our staff.

All planned experiences provided focus around the Head Start Framework, supporting children's growth in the areas of language and literacy, cognitive development, social/emotional development, approaches to learning, and physical/motor skills. School readiness goals specifically target the five essential domain subtopics that include: approaches to learning, social and emotional development, language and literacy, cognition, perceptual, motor, and physical development.

To assist us in obtaining data, analyzing meaningful and reliable data, and meeting the revised Head Start Performance Standards, Monongalia County has adopted the Triple-P Parenting Program (Positive Parenting Program) in the area of Head Start. In addition to our parenting curriculum, we use the ELS "Early Learning Scale" as our developmental assessment for gathering data. In the area of Early Head Start, we continue to utilize the Parenting curricula "Parents as Teachers", and at the end of the previous program year, decided to adopt the Creative Curriculum Gold as our developmental assessment. By using these standardized tools, we can be assured that our data is an accurate indication of our children's progress, and make specific recommendations regarding our goals, professional development needs, and overall program goals.

To summarize, the School Readiness Goals and data provide an overview of student progress in each domain. By thoroughly analyzing the data, we can look for strengths, challenges, trends, specific needs by domain, and specific areas of weakness if applicable.

The Monongalia County 2016-2017 School Readiness Goals are as follows:

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Domain: Approaches to Learning EHS Sub Domain: Emotional and Behavioral Self-Regulation
HS Sub Domain: Cooperation

Young Infant Goal
- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression - Child will respond to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-1.5 mth Social Emotional #4), (MS 1.5-3.5 Social Emotional #4), (MS 3.5-5.5 Social Emotional #2), (MS 5.5-8 Social Emotional #1).

Mobile Infant Goal
- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression - Child will look to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumbs when overly excited or distressed.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Social Emotional #9)

Older Infant Goal
- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression- Child will begin to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "stop" or "no" during conflict with peer instead of hitting. Lets adults know when they are hungry or tired.
- Assessment Tools- PAT Milestones
- Reflections and Observations - (MS 14-24 mth Social Emotional #9) ; (MS 24-36 mth Social Emotional #3)

Preschool Goal
- Goal - ELS - Child will interact cooperatively with adults and other children
- IT-ATL2 Indicator: Child will participate in and follows everyday routines with support; will communicate verbally or non-verbally about basic needs; will learn and follow some basic rules for managing actions and behavior in familiar settings.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Quality and Attributes of Cooperative Play 6.2)

Family Goal
- Goal - Family will provide opportunities for the child/ren to complete activities presented by caregivers and staff
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program
- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

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Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Domain: Cognition EHS Sub Domain: Exploration and Discovery HS Sub Domain: Scientific Inquiry

Young Infant Goal
- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression - Child will use the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Intellectual #1), (MS 1.5-3.5 Intellectual #4), (MS 3.5-5.5 Intellectual #1), (MS 5.5-8 Intellectual #5).

Mobile Infant Goal
- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression - Child will act intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Intellectual #2)

Older Infant Goal
- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression- Child will observe and experiment with how things work, seeks information from others, or will experiment with different behaviors to see how people and objects react.
- Assessment Tools - PAT Milestones
- Reflections and Observations -(MS 14-24 mths Intellectual #1); (MS 24-36 mths Intellectual #5)

Preschool Goal
- Goal - ELS - Child will uses senses and a variety of tools to gather information, investigate materials and observe relationships
- IT-C1 Indicator - Child will learn about characteristics of people and properties and uses of objects through the senses and active exploration; will experiment with objects or materials to answer "what?", "why?", or "how?" questions.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Investigation - 4.3)

Family Goal
- Goal - Family will provide opportunities for the child/ren to explore science/nature in the community
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars/families will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal
- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Domain: Language and Communication/Literacy ELS Sub Domain: Vocabulary HS Strand: Phonological Awareness

Young Infant Goal
- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will use signs or verbalizations for familiar people or objects
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Language #4), (MS 1.5-3.5 Language #4), (MS 3.5-5.5 Language #4), (MS 5.5-8 Language #4)

Mobile Infant Goal
- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will imitate new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Language #9)

Older Infant Goal
- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will use an increasing number of words in communication and conversation with others and will add new vocabulary words regularly. (DLL/ESL children may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.)
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 14-24 mths. Language #4); (MS 24-36 mths. Language #8)

Preschool Goal
- Goal - ELS- Child will demonstrate an awareness that language can be broken into words, syllables and smaller pieces of sound
- IT-LC-8 Indicator - Child will show rapid growth in number or words or signs used in conversation with others; child will demonstrate a vocabulary of at least 300 words in home language; child will ask questions about the meaning of new words
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Language Manipulation - 8.1)

Family Goal
- Goal - Family will provide literacy activities to children that stimulate listening and speaking skills
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal
- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing
- Goal #4 - Children and families will be engaged in activities that support the ongoing development of speech and language in order to prepare them for transition into Head Start

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Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Domain: Perceptual, Motor, and Physical Development EHS Sub Domain: Fine Motor HS Sub Doman: Physical Health

Young Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will coordinate hands and eyes when reaching for and holding stable or moving objects
- Assessment Tools - PAT Milestones
- Reflections and Observations - {MS B-1.5 mth Physical #3} , {MS 1.5-3.5 Physical #7}, {MS 3.5-5.5 Physical #4}, {MS 5.5-8 Physical #8}

Mobile Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will use hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.
- Assessment Tools - PAT Milestones
- Reflections and Observations - {MS 8-14 mth Physical #11}

Older Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will use hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.
- Assessment Tools - PAT Milestones
- Reflections and Observations - {MS 14-24 mth Physical #9}; {MS 24-36 mths Physical #10}

Preschool Goal

- Goal - ELS - Child will demonstrate fine muscle coordination
- IT-PMP6 Indicator - Child will use hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes; child will use hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for a favorite page
- Assessment Tools -WV Early Learning Scale
- Reflections and Observations - {ELS Strand: Small muscle coordination - 11.1}

Family Goal

- Goal - Family will provide literacy activities to children that stimulate fine motor skills
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families

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Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Domain: Social and Emotional Development EHS Sub Domain: Emotional Functioning HS Sub Domain: Social Problem Solving

Young Infant Goal
- Goal - IT-SE6 - Child will learn to express a range of emotions
- Dev. Progression - Child will express feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Soc.-Emot. #3), (MS 1.5-3.5 Soc.-Emot #5), (MS 3.5-5.5 Soc.-Emot #5), (MS 5.5-8 Soc.-Emot #6)

Mobile Infant Goal
- Goal - IT-SE6 - Child will learn to express a range of emotions
- Dev. Progression - Child will express a variety of emotions and modify their expressions according to the reactions of familiar adults, based on the child's cultural background.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Soc.-Emot #4)

Older Infant Goal
- Goal - IT-SE6 - Child will learn to express a range of emotions
- Dev. Progression - Child will express a range of emotions, including suprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (M 14-24 mth Soc. #10) ; (MS 24-36 mth Soc.-Emot #7)

Preschool Goal
- Goal - ELS - Child will attempt to follow social problem solving processes independently to resolve conflict
- IT-SE6 Indicator - Child will express a variety of emotions through facial expressions, sounds, gestures, or words; child will use words to describe some feelings or emotions that reflect an awareness of other people's emotions.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Social Problem Solving - 3.-4)

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
- PFCE Framework Outcomes Addressed: #1, #2, #4, #6

Program Goal
- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start Families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

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Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Information Submitted by: Debra Jones, Director of Early Childhood

Student/child data play a vital role in our program goals and direction. The School Readiness Team is responsible for gathering, analyzing data in specific goal areas, as well as, overall results across the scope of the program. Based upon the data, the team is also responsible for making recommendations and proposed changes in the areas of assessment, data collection, and disaggregation/analysis of student data. In addition, it is also important for our staff and teachers to look closely at the results of the individual child to meet his or her unique needs. As a program, we strive to provide activities and programs that will strengthen and support each child. With this data, our teachers are able to plan and provide individualized educational experiences to meet these needs. In the area of Early Head Start, data is compared across centers based upon milestone data, and through attendance in socializations, family fun night(s), etc. In the Head Start area, data is obtained through the ELS "Early Learning System" with is assessed 3x per year, parent engagement data which includes: family engagement calendars, parent volunteers, parent trainings, etc. From this data, any minor modifications in the goals, data collection activities, etc. are formulated. Results of the 2016-2017 program year data are as follows:

Goal 1: Approaches to Learning - Cooperation

Annual Comparison Data- July 1, 2016 – June 30, 2017

Early Head Start:

Young Infants: COOPERATION
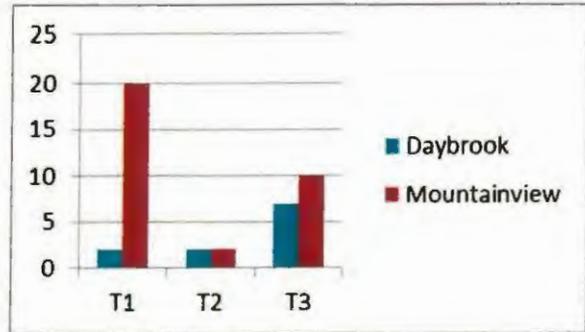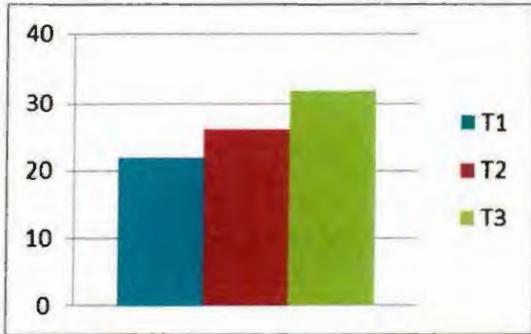
Data Source: PAT Milestone-(MS B-1.5 mth Social Emotional #4), (MS 1.5-3.5 Social Emotional #4), (MS 3.5-5.5 Social Emotional #2), (MS 5.5-8 Social Emotional #1), (MS 8-14 mth Social Emotional #9)

Mobile Infants:
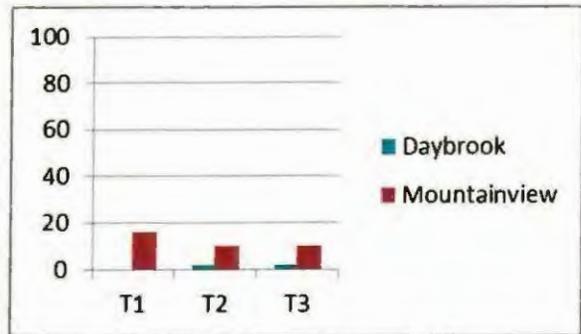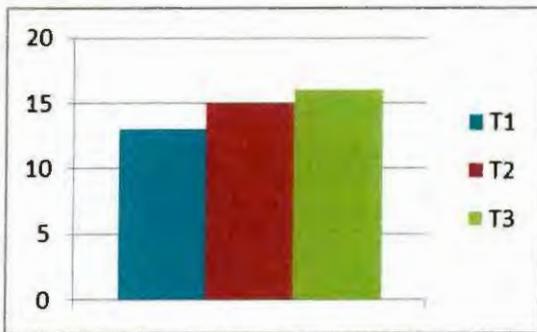
Data Source: PAT Milestone-(MS 14-24 mth Social Emotional #9)

Older Infants:
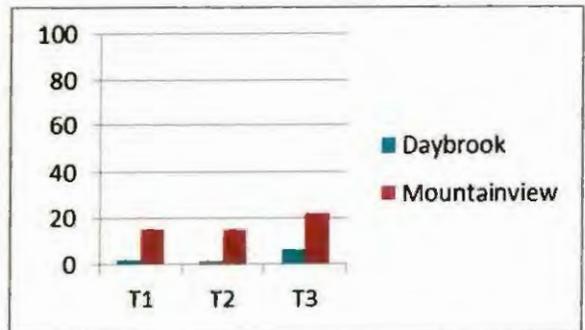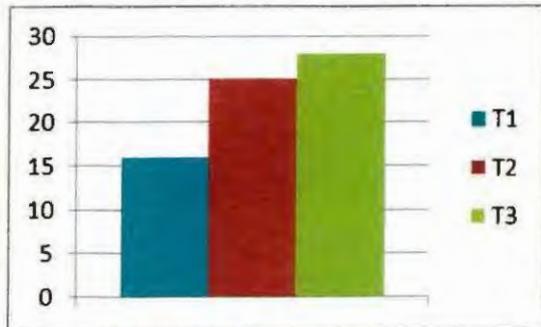
Data
Source: PAT Milestone- (MS 24-36 mth Social Emotional #3)

51
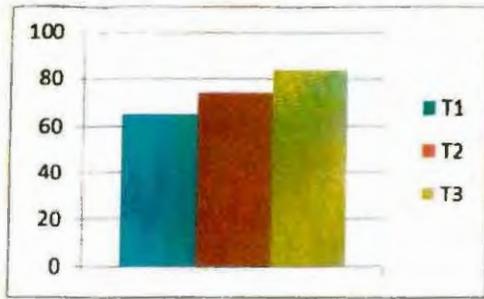
Head Start:

Data Source: (ELS Strand: Quality and Attributes of Cooperative Play 6.2
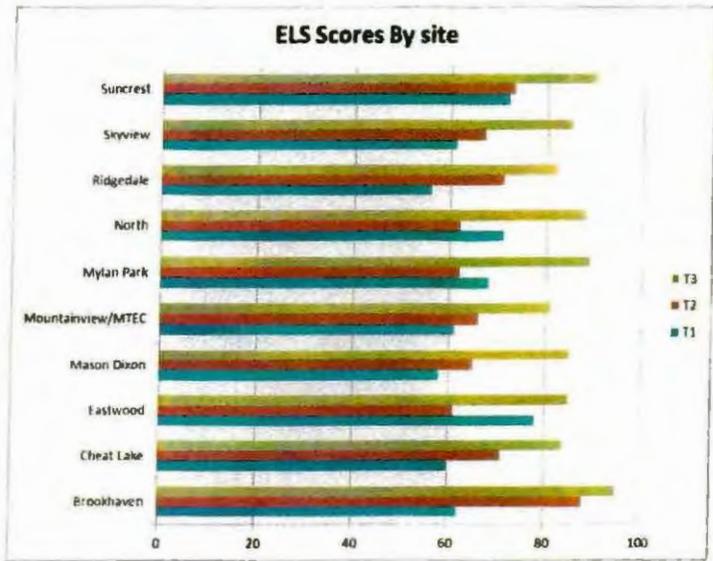
Family Participation:
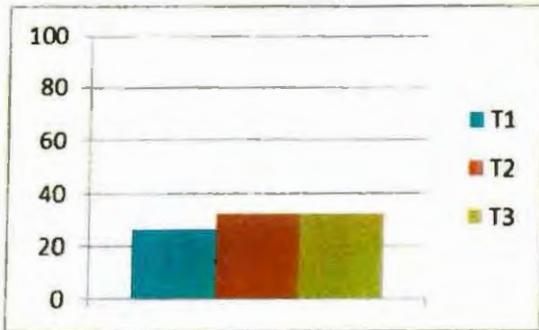
## EHS:

Data Source: Attendance Reports

Head Start:

Data Source: Family Activity Calendars

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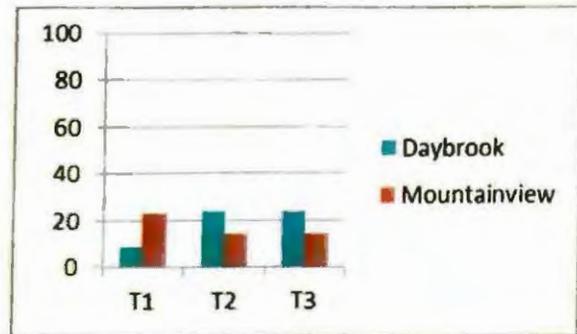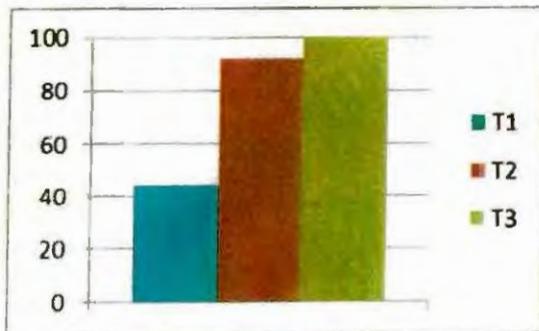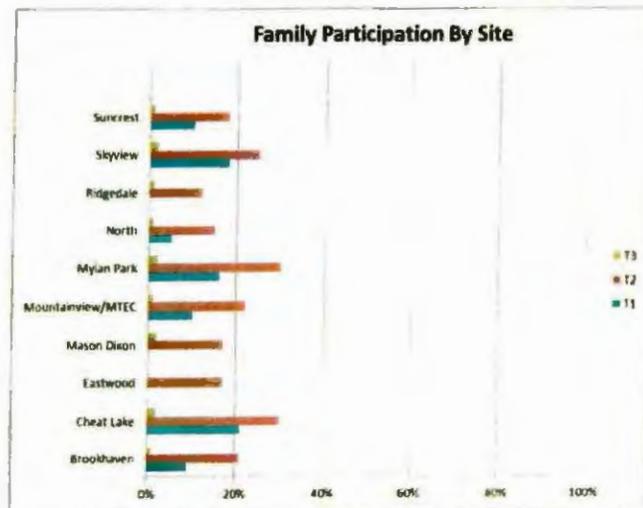
Goal 2: Cognitive Development - Scientific Inquiry
Annual Comparison Data- July 1, 2015 – June 30, 2016

EHS:

Young Infants:
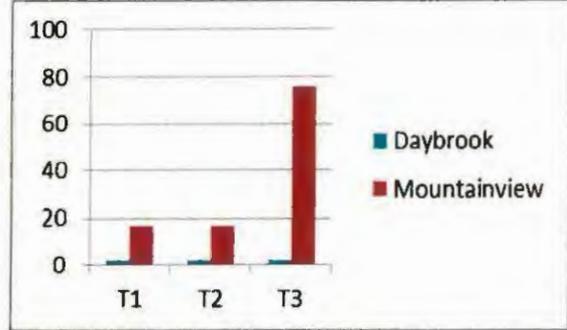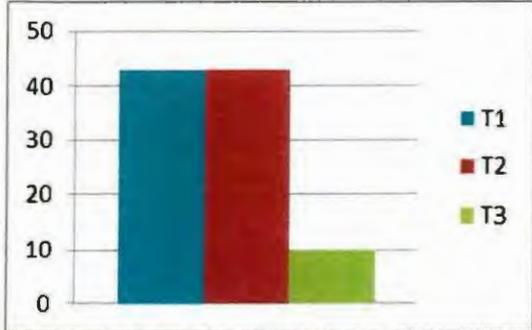
Data Source: PAT Milestones –(MS B-1.5 mth Intellectual #1), (MS 1.5-3.5 Intellectual #4), (MS 3.5-5.5 Intellectual #1), (MS 5.5-8 Intellectual #5), (MS 8-14 mth Intellectual #2)

Mobile Infants:
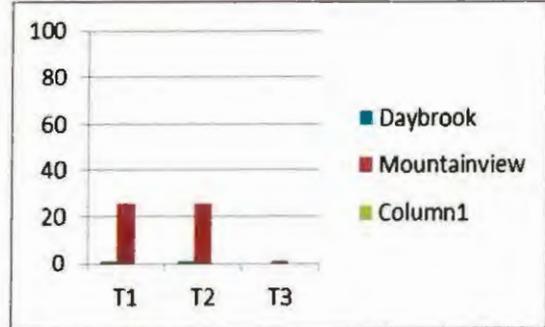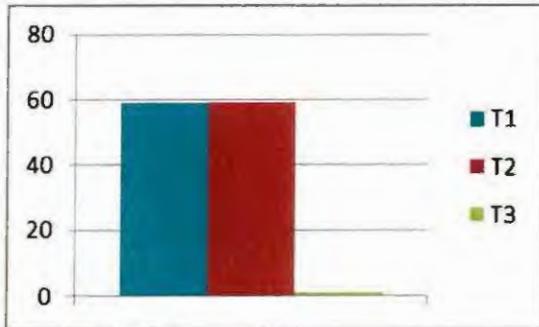
Data Source: PAT Milestones – (MS 14-24 mths Intellectual #1)

Older Infants:
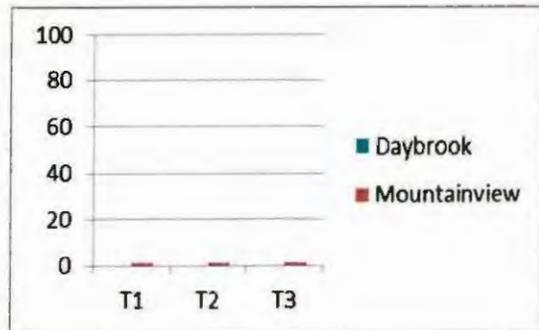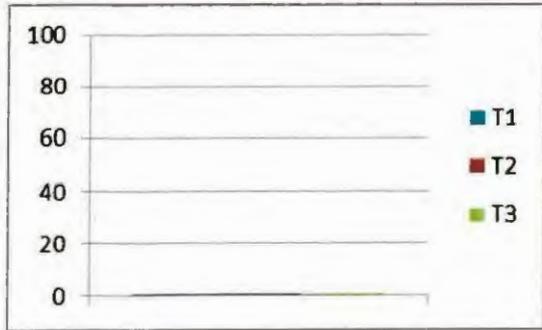
Data Source: PAT Milestones – (MS 24-36 mths Intellectual #5)

Head Start:
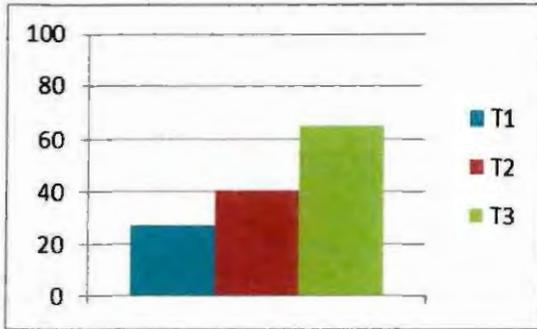
Data Source: (ELS Strand: Investigation - 4.3)
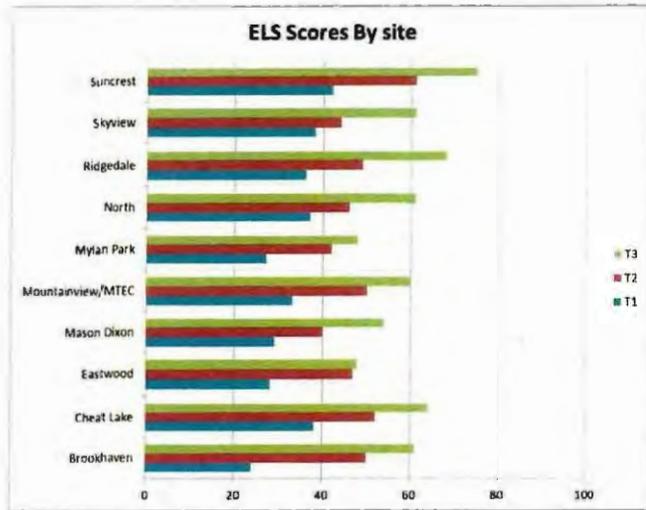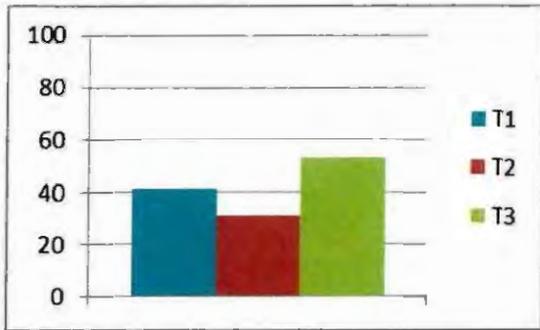
ELS Scores By site

Family Participation:

EHS:

Data Source: Attendance Reports

Head Start:

Data Source: Family Activity Calendars

Family Participation By Site
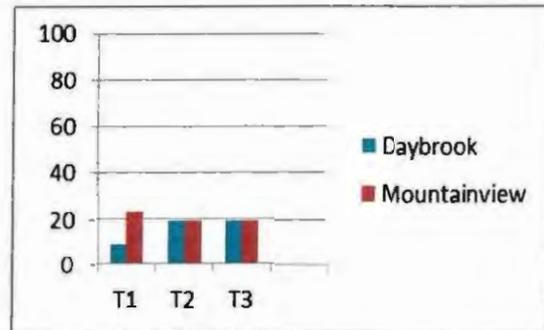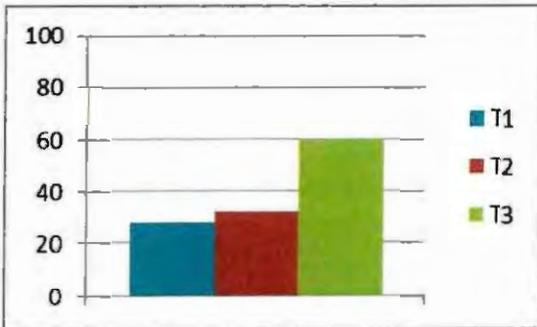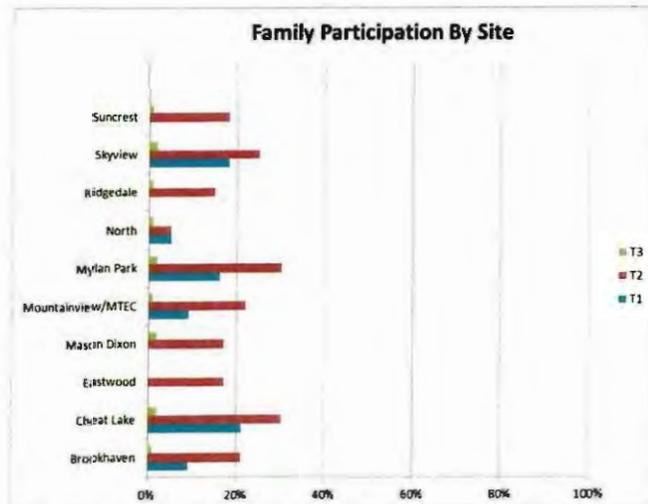
Goal 3: Language and Literacy - Phonological Awareness
Annual Comparison Data- July 1, 2016 – June 30, 2017
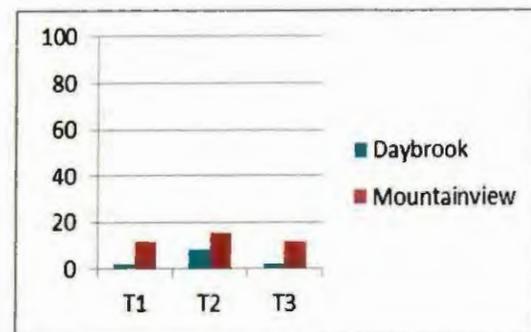
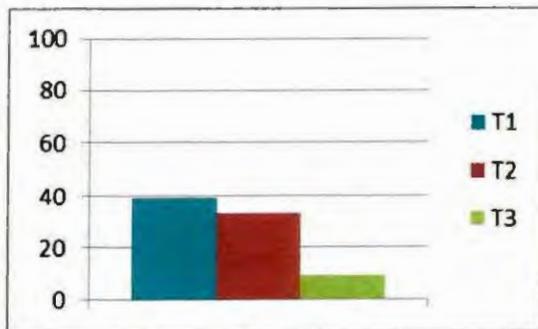## Early Head Start

Young Infants:
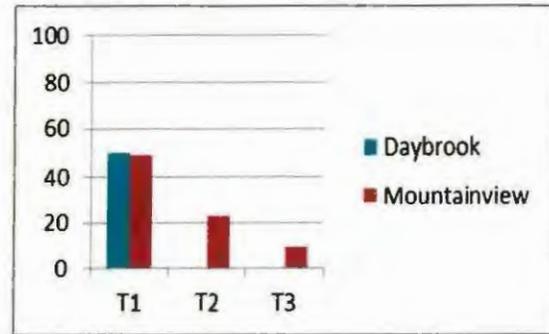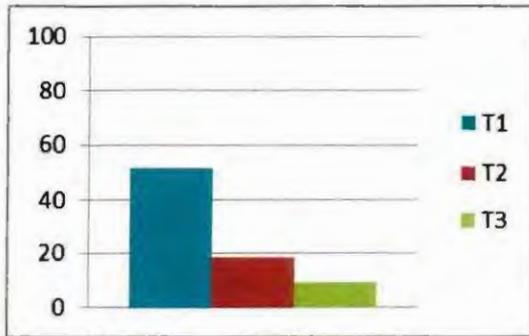
Data Source: PAT Milestones - (MS B-1.5 mth Language #4), (MS 1.5-3.5 Language #4), (MS 3.5-5.5 Language #4), (MS 5.5-8 Language #4), (MS 8-14 mth Language #9)
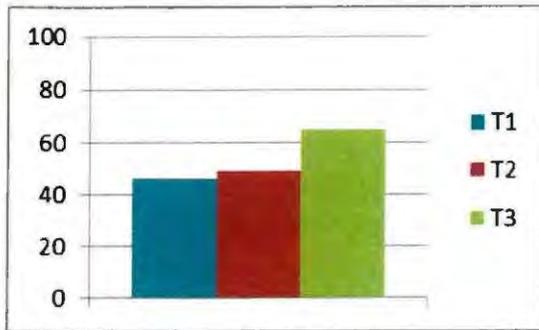
Mobile Infants:
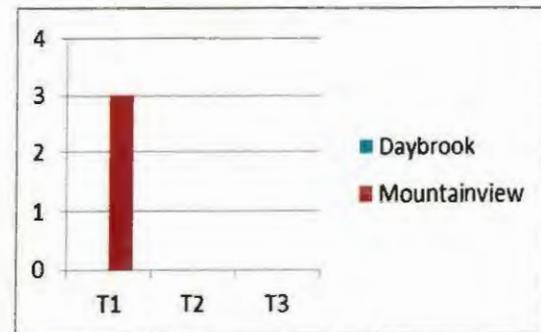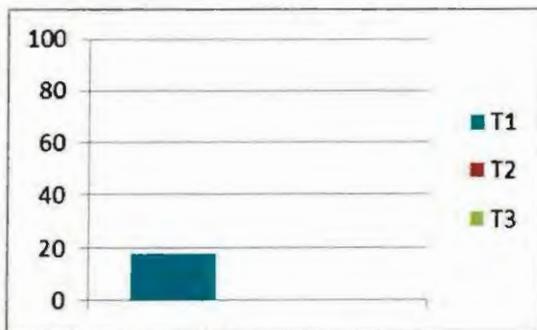
Data Source: PAT Milestones – (MS 14-24 mths. Language #4)
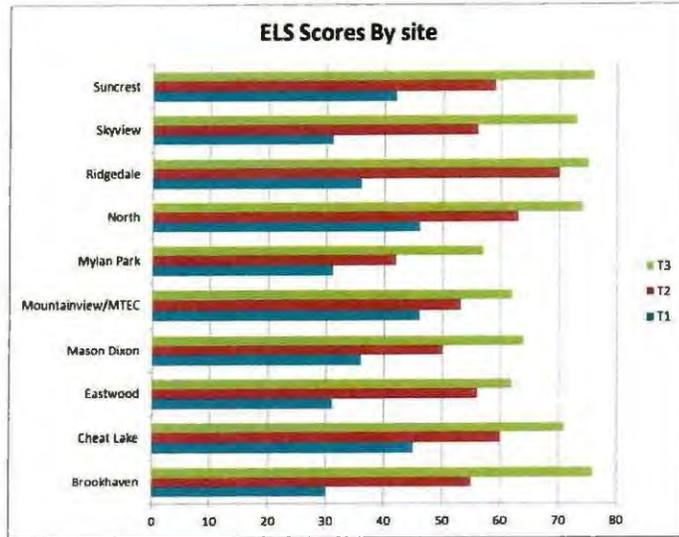
Older Infants:

Data Source: PAT Milestones – (MS 24-36 mths. Language #8)

Head Start:
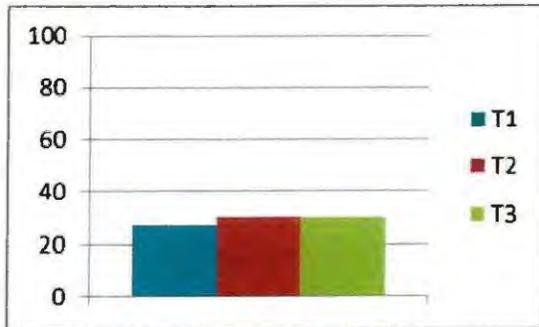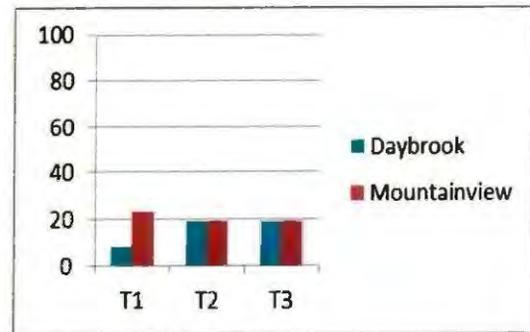

Data Source: (ELS Strand: Language Manipulation - 8.1)
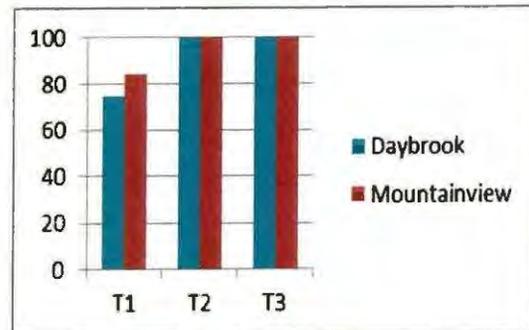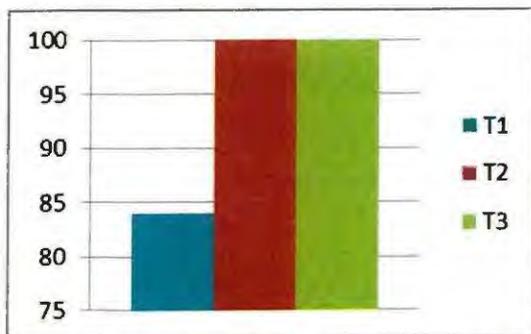
Family Participation:

EHS:

ELS Scores By site

Data Source: Attendance Reports

Goal 4: Physical Development - Fine Motor Development
Annual Comparison Data- July 1, 2016 – June 30, 2017

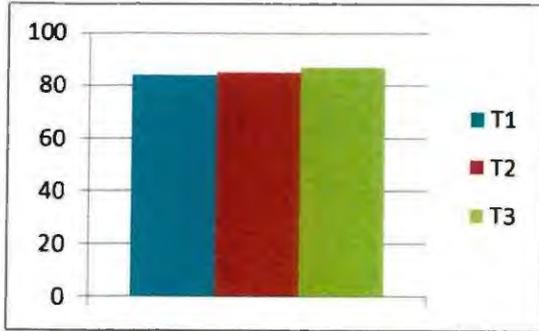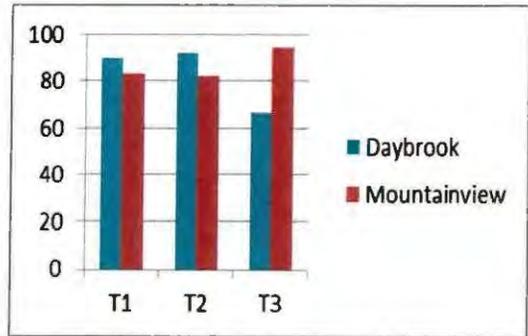## Early Head Start

Young Infants:

Data Source: PAT Milestones (MS B-1.5, Physical # 3), (MS 1.5-3.5 Physical #7), (MS 3.5-5.5 Physical #4), (MS 5.5-8 Physical #8)

Mobile Infants:

Data Source: Pat Milestones (MS 8-14 mth Physical#11)

Older Infants:
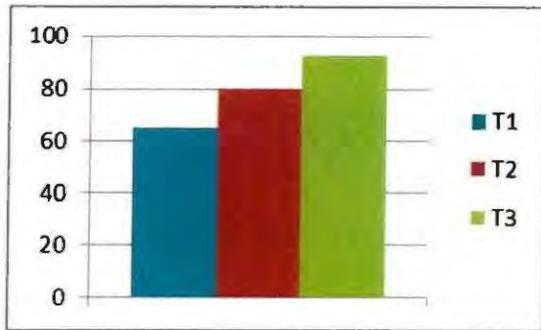
Data Source: (MS 14-24 mth, Physical #9), (MS 24-36 mths Physical #10)
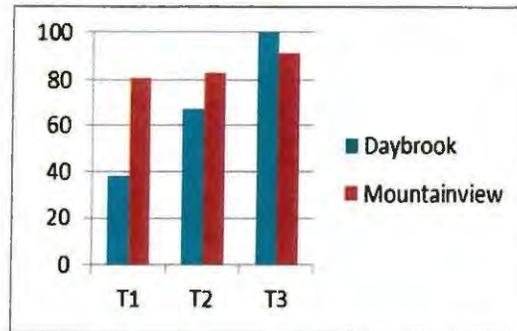
Head Start:
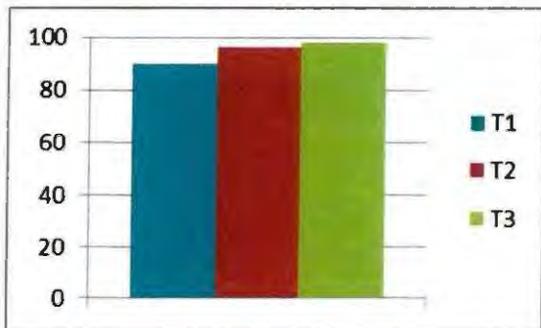
Data Source: ELRS Small muscle coordination
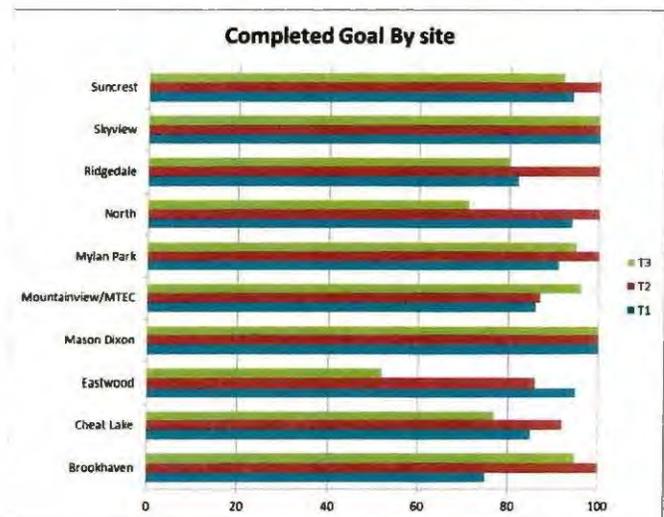
Goal 5: Social Emotional Development - Social Problem Solving
Annual Comparison Data- July 1, 2015 – June 30, 2016

Early Head Start

Young Infants:
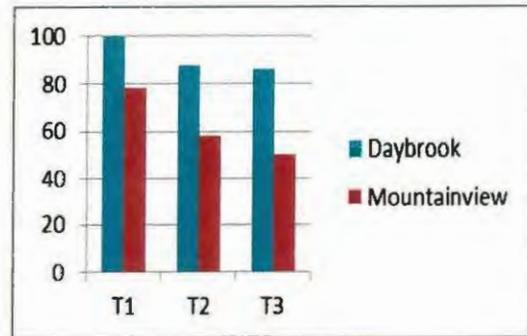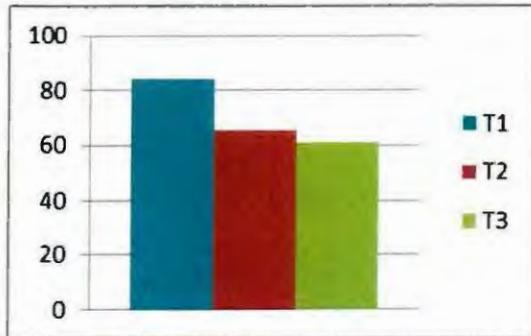
Data Source: PAT Milestones – (MS B-1.5 mth Soc.-Emot. #3), (MS 1.5-3.5 Soc.-Emot #5), (MS 3.5-5.5 Soc.-Emot #5), (MS 5.5-8 Soc.-Emot #6), (MS 8-14 mth Soc.-Emot #

Mobile Infants:
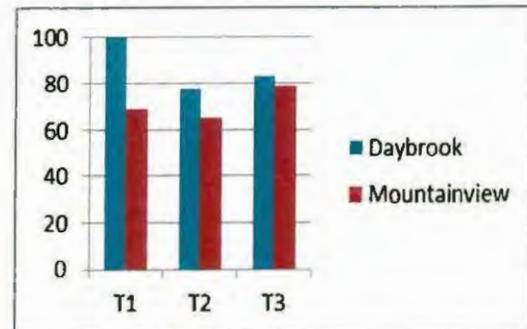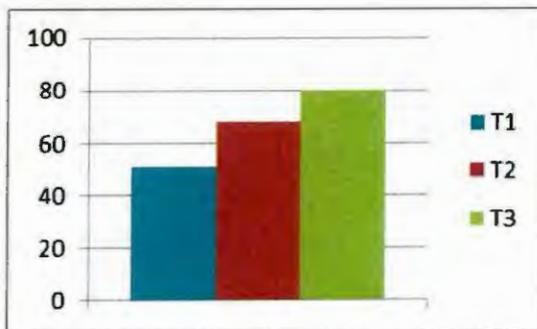
Data Source: PAT Milestones - (MS 14-24 mth Soc. #10)

Older Infants:
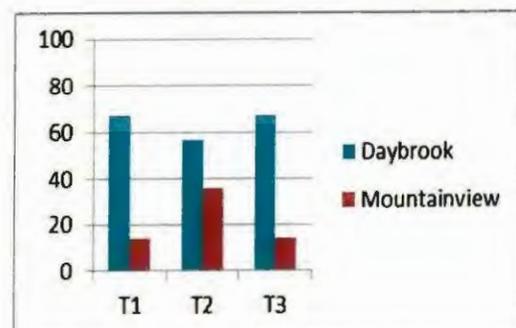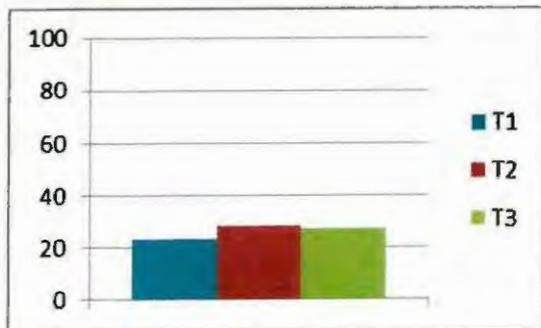
Data Source: PAT Milestones – (MS 24-36 mth Soc.-Emot #7)

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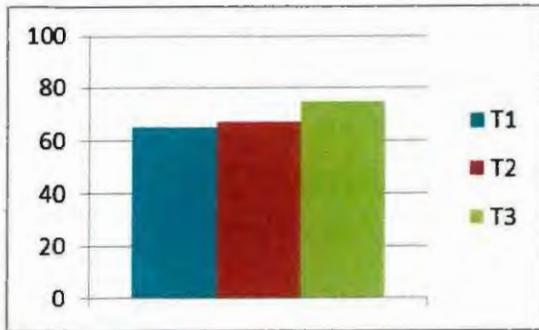
Data Source: (ELS Strand: Social Problem Solving - 5.4)

ELS Scores By site
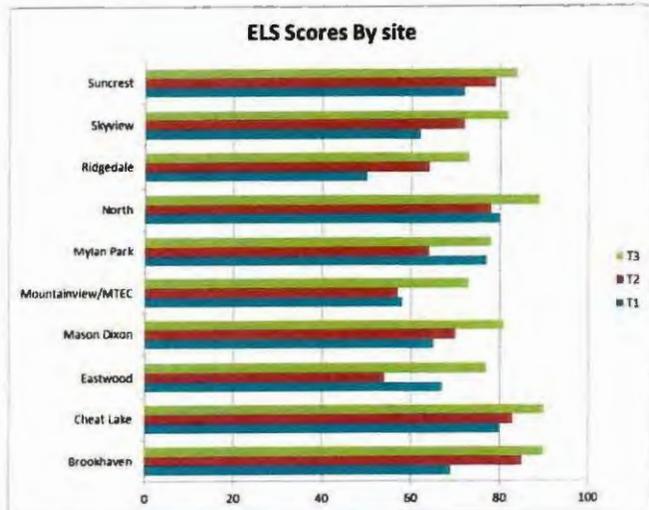
Family Participation:

EHS:
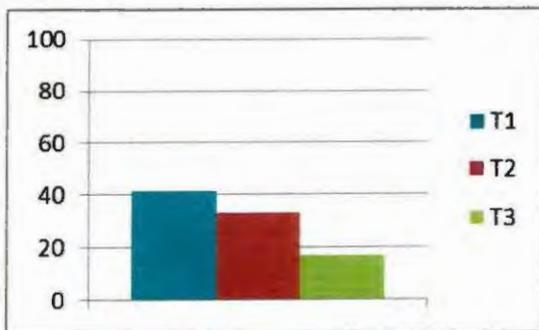
Data Source: Mental Health Consultation Records
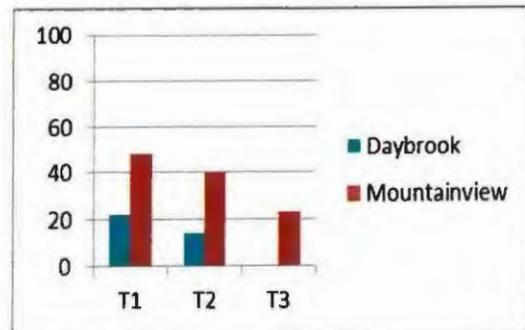
Head Start:
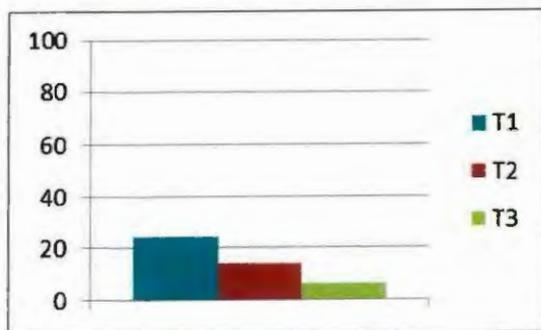
Data Source: Mental Health Consultation Records and Attendance Records
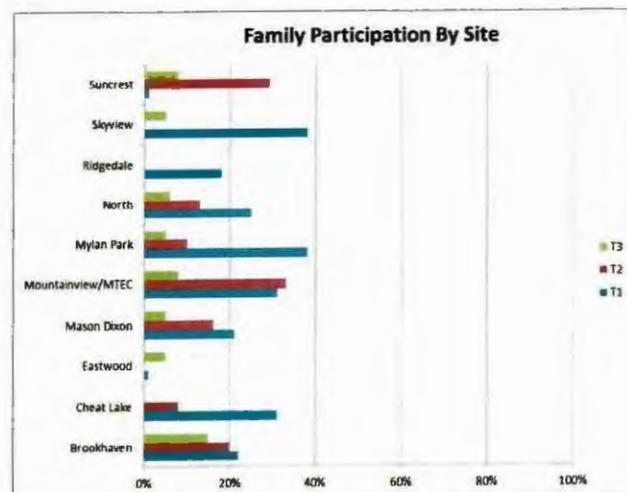
Family Participation By Site

Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2016-2017 (Con't)

Information Submitted by: Debra Janes, Director of Early Childhood

Our staff, teachers, assistant teachers, coaches, and administrators continue to use data from ongoing assessments to individualize instruction, drive instruction, identify program needs, and make changes as appropriate. By using data, we provide professional development to enhance and support developmentally appropriate content to be included in classroom experiences, as evidenced in teacher lesson plans. It is our hope, our desire, and our goal that student progress is made in all curricular domains, and that our children acquire basic fundamental skills that are necessary for educational success in the future.

Summary

In Summation, Monongalia County Board of Education Head Start Delegate Program is very proud of the progress that has been demonstrated in our children's performance across the developmental continuum. Upon review and analysis, we have determined that our children continue to need additional support in the areas of cognitive development, language, and literacy, and social emotional development. We also determined, based upon our data, to continue our efforts with our school readiness goals for the coming year. One mission is to support our children in these areas by providing materials, supplies, professional development, and embedded coaching to further develop these specific areas.

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HEAD START/EARLY HEAD START PERFORMANCE INDICATORS FOR LOCAL, STATE, AND NATIONAL 2016-2017

PIR #		HS Grantee	HS Delegate	EHS Grantee	State HS	State EHS	National HS	National EHS
101	Percentage (%) of children enrolled for multiple years.	18.7%	20.9%	31.7%	22.7%	43%	33.7%	42.6%
102	Percentage (%) of children enrolled less than 45 days.	2.9%	0.5%	12.2%	3.7%	5%	4.3%	5.7%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	9.4%	3.2%	25.6%	10.6%	25.7%	15.2%	30.8%
111	Percentage (%) of children with health insurance.	100%	100%	100%	98.3%	99.1%	96.8%	97.2%
112	Percentage (%) of children with a medical home.	99.7%	100%	100%	97.5%	97.8%	96.6%	95.6%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date.	99.4%	99.5%	87.8%	94.4%	90.5%	96.7%	91.6%
114	Percentage (%) of children with a dental home.	98%	100%	73.2%	93.7%	79%	92.5%	76.4%
121	Percentage (%) of children with an IFSP or IEP.	20.0%	23.5%	15.9%	19.6%	20%	12.7%	12.9%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule.	88.7%	75.4%	85.4%	76.9%	86.9%	84.9%	74.1%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment.	4.4%	16.3%	5.7%	6.2%	11.1%	10.9%	7.9%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment.	96.3%	4.3%	100%	86.4%	94.2%	91.5%	93.5%
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR.	98.6%	100%	N/A	98.9%	N/A	96.2%	N/A
132	Percentage (%) of preschool children completing professional dental exams.	91.0%	97.9%	N/A	81.6%	N/A	81.2%	N/A
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment.	17.5%	14.8%	N/A	12.1%	N/A	17.1%	N/A
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment.	73.0%	81.5%	N/A	70.5%	N/A	73.3%	N/A
141	Percentage (%) of families who received at least one of the family services reported in the PIR.	87.3%	63.1%	74.3%	67.7%	92.5%	67%	72.6%
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year.	36.2%	0%	29.4%	44.5%	23.6%	32.7%	35.6%
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.	93.1%	100%	N/A	93.1%	N/A	73.4%	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.	96.6%	100%	N/A	95.2%	N/A	87.7%	N/A
153	Percentage (%) of preschool classroom assistant teachers that meet the degree/credential requirements of Section 648A.(2)(B)(ii) (CDA or equivalent) that become effective September, 2013.	96.6%	100%	N/A	96.5%	N/A	89%	N/A
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) that became effective September, 2010.	N/A	N/A	100%	N/A	84.3%	N/A	88%

Revised 9-5-2017

To: Board Chairperson
Mr. Michael Brantmayer
Board Chairperson
North-Central West Virginia Community Action
Agency, Inc.
1304 Goose Run Road
Fairmont, WV 26554-2937

From: Responsible HHS Official
Dr. Blanca Enriquez
Director, Office of Head Start

Ann Linehan 5-6-16
Date

Overview of Findings

From 3/14/2016 to 3/18/2016, the Administration for Children and Families (ACF) conducted a Comprehensive Services/School Readiness review event for the North-Central West Virginia Community Action Agency, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Mr. Michael Brantmayer, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

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

Distribution of the Head Start Review Report
Copies of this report will be distributed to the following recipients:
Ms. Kathleen Pathan, Acting Regional Program Manager
Ms. Anna Edmunds, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	*SR*
Organization:	*North-Central West Virginia Community Action Agency, Inc.*
Program Type:	*Head Start and Early Head Start*
Field Lead:	*Ms. Bernnadette Yarborough*
Funded Enrollment HS:	*844*
Funded Enrollment EHS:	*52*

Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:
	(A) A threat to the health, safety, or civil rights of children or staff;
	(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;
	(C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or
	(D) The misuse of Head Start grant funds.
	(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or
	(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

Summary of Findings

Finding Type	Applicable Standards	Program Type	Grant	Timeframe	Compliance Level
CSSR3.2	642(f)(3)(A, D)	HS	03CH3434	N/A	Concern

Comprehensive Services and School Readiness

CM#	Compliance Measure	Compliance Level
CSSR 1.1.1	Program staff engage in a process of collaborative partnership building with all parents to: • Demonstrate respect for each family's structure, cultural, ethnic, and linguistic diversity • Establish mutual trust • Identify strengths • Identify necessary services and other supports	**Compliant** 1304.40(a)(1, 5)
CSSR 1.1.2	As part of an ongoing partnership, the program must identify family needs and interests and offer parents opportunities to develop and implement individualized family partnerships with staff that address family goals, responsibilities, timetables, strategies for achieving these goals, and progress in achieving goals.	**Compliant** 1304.40(a)(2)
CSSR 1.2.1	The program explains the purpose and results of screenings, evaluations, and health and developmental procedures in a way that families can understand and obtains their authorization prior to conducting the screenings. This allows parents to participate in the need identification process and supports parents in how to familiarize their children with assessments/screenings they will receive while enrolled in the program.	**Compliant** 1304.20(e)(2-3)
CSSR 1.2.2	The program makes vigorous efforts to involve and educate parents about the Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) process and understanding their rights under the Individuals with Disabilities Education Act (IDEA).	**Compliant** 1308.19(j)(1-2, 4), 1308.21(a)(6, 10)
CSSR 1.3.1	The program, in collaboration with each child's parent, performs or obtains the required linguistically- and age-appropriate screenings to identify concerns regarding the child within 45 calendar days (30 days for programs operating shorter durations) of the child's entry into the program.	**Compliant** 1304.20(a)(2), 1304.20(b)(1-3)
CSSR 1.3.2	Children suspected of having a disability are promptly referred for further evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency (LEA) or early intervention services for infants and toddlers.	**Compliant** 1304.20(f)(2)(ii), 1308.6(a)(3), 1308.6(e)(1), 645A(b)(11)
CSSR 1.3.3	The program makes a determination about the preventive care status of each child by understanding: • Whether or not each child has an ongoing source of continuous, accessible health care. (If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care within 90 days of entry into the program.) • The current determination from a health care professional as to whether each child is up to date on a schedule of primary and preventive health care (EPSDT), including	**Compliant** 1304.20(a)(1)(i-ii), 1304.20(a)(1)(ii)(A-B), 1304.20(a)(2)

dental, and assists parents in bringing the child up to date as needed within 90 days of entry into the program.

CSSR 1.3.4	The program assists parents in understanding how to enroll and participate in a system of ongoing family health care.	**Compliant** 1304.40(f)(2)(i)
CSSR 1.3.5	The program has established procedures for tracking the provision of health services.	**Compliant** 1304.20(a)(1)(ii)(C)
CSSR 1.3.6	When screening for developmental, sensory, and behavioral concerns, the program must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.	**Compliant** 1304.20(b)(3)
CSSR 1.3.7	The program carries out ongoing developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities.	**Compliant** 1308.6(a)(2)
CSSR 2.1.1	The program has established and engages a HSAC to help ensure the program and its community partners address health needs.	**Compliant** 1304.41(b)
CSSR 2.1.2	The program takes steps to ensure that staff obtain direct guidance from a mental health or child development professional on interpreting and using findings from screenings and evaluations, and that each child with a known, observable, or suspected health, dental, mental health or developmental concern receives: • Further diagnostic testing • Examination • Treatment from a licensed or certified health care professional • A follow-up plan to ensure required treatment has begun	**Compliant** 1304.20(a)(1)(iii), 1304.20(b)(2), 1304.20(c)(1), 1304.20(c)(3)(ii), 1308.18(b)
CSSR 2.1.3	Programs must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals.	**Compliant** 1304.40(b)(1)(i-iii)
CSSR 2.2.1	The program involves parents, consulting with them immediately when child health or developmental concerns are suspected or identified.	**Compliant** 1304.20(e)(1)
CSSR 2.2.2	Services provided to children with identified disabilities are: • Designed to support the outcomes contained in their IEPs/IFSPs • Monitored by a designated staff member or consultant to coordinate services for children with disabilities, including collaborating with other service area coordinators (i.e., Education, Mental Health, and Nutrition) and staff	**Compliant** 1308.18(a), 1308.19(k), 1308.6(d)
CSSR 2.3.1	The program uses information from screenings, ongoing observations, and evaluations, as well as insight from parents, to determine how best to respond to each child's individual characteristics, strengths, and needs.	**Compliant** 1304.20(d), 1304.20(f)(1)
CSSR 2.3.2	The program encourages parents to be full partners in the education of their children; parents are invited to no fewer than two parent-teacher conferences and home visits per year.	**Compliant** 1304.40(e)(5), 1304.40(i)(2)
CSSR 2.3.3	The program develops procedures for identifying children who are limited English proficient, and informing their parents about the instructional services used to help them make progress towards acquiring knowledge and skills and acquisition of the	**Compliant** 642(f)(10)

English language.

CSSR 2.3.4	The program provides opportunities for children and families to participate in family literacy activities, resources and services that are essential to the families' literacy development.	**Compliant** 1304.40(e)(4)(i)

CSSR 2.4.1	The program provides educational opportunities for parents to enhance their parenting skills and overall functioning that include: • Understanding the educational and developmental needs of their children • Sharing concerns and observations about their children with program staff • Understanding how to strengthen and nurture supportive environments and relationships in the home and at the program • Identifying the appropriate responses to their children's behaviors	**Compliant** 1304.24(a)(1)(iii-iv), 1304.40(e)(2-3)

CSSR 2.5.1	The program makes provisions for mental health program services for parents and staff to promote children's mental wellness ("such as social-emotional development or behavioral concerns") that include: • Staff and parent education on mental health • Engaging parents in discussion regarding concerns about their child's mental health • Activities promoting children's mental wellness • Timely identification and intervention to address children's mental health concerns	**Compliant** 1304.24(a)(1)(i), 1304.24(a)(2), 1304.24(a)(3)(ii)

CSSR 3.1.1	The program has a system and processes in place to: Aggregate and Analyze the following: • Aggregate child-level data at least three times a year using data from one or more valid and reliable assessment tools (programs operating less than 90 days are required to do so at least twice during their operating period). • Use the results to inform services. • Analyze individual, ongoing child-level assessment data for all children birth to age five. • For programs serving dual language learners (DLLs), determine status and progress in acquiring the knowledge and skills described in the Head Start Early Learning Outcomes Framework (demonstrated in any language, including the child's home language) and toward learning English. Determine Progress: • Use aggregated child-level data in combination with other program data to determine the level of progress towards meeting goals. • Use individual child level data in combination with input from parents and families to determine each child's status and progress in the five essential domains. Use School Readiness Data to: • Individualize experiences, instructional strategies, and services to best support each child. • Assess the fidelity curriculum implementation. • Direct continuous improvement related to the effectiveness of curriculum, instruction, professional development, and program design or other program decisions based on the analysis of school readiness outcomes data. • Inform parents and the community of the program's progress in achieving school readiness goals.	**Compliant** 1307.3(b)(2)(i-ii)

CSSR 3.1.2	The program has engaged in a process to align its school readiness goals with the Head Start Early Learning Outcomes Framework, State Early Learning guidelines, and the requirements and expectations of the schools the children will attend to the extent that they apply to children participating in the Early Head Start or Head Start program, and has consulted with the parents of children participating in the program.	**Compliant** 1307.3(b)(1)(i-iii)

CSSR 3.2.1	The program hires teachers with the required qualifications, training, and experience.	**Compliant** 1304.52(h)(1), 645A(h)(1-2), 648A(a)(3)(B)(i-iii)
CSSR 3.2.2	The teacher's approach to Child Development and Education (CDE) is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.	**Compliant** 1304.21(a)(1)(i)
CSSR 3.2.3	The program implements with fidelity a curriculum that: • Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning. • Is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives. • Focuses on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development. **The grantee did not implement with fidelity a curriculum promoting young children's school readiness in the areas of cognitive, social-emotional, and physical development; early reading and math skills; and approaches to learning. The learning environment in one classroom at a partner site did not align with the Creative Curriculum. Observations at the Aurora School Pre-K classroom found this classroom had insufficient and inadequate materials offered in the various interest centers.**	**Concern** 642(f)(3)(A, D)
CSSR 3.3.1	The program provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	**Compliant** 1304.21(a)(1)(iv)
CSSR 3.3.2	The learning space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.	**Compliant** 1304.53(a)(3)
CSSR 4.1.1	The program supports successful transitions for enrolled children and families, both into and out of Head Start programs, by: • Ensuring each child's relevant records are transferred from the previous setting to the child's next school or placement. • Initiating joint transition-related training for staff. • Building relationships with principals, teachers, social workers, and health staff to facilitate continuity of programming. • Discussing the developmental progress of individual children with parents and future teachers. • Initiating joint transition-related training for Head Start and kindergarten staff (this includes a staff-parent meeting toward the end of the child's participation in the program, to enable parents to understand child progress while enrolled in the program). • Developing parents' capacity to effectively communicate with teachers and other school personnel.	**Compliant** 1304.40(h)(2), 1304.40(h)(3)(i-ii), 1304.41(c)(1)(i-iv)

— END OF REPORT —

To: Board Chairperson
Mr. Michael Brantmayer
Board Chairperson
NORTH-CENTRAL WEST VIRGINIA COMMUNITY
ACTION ASSOCIATION, IN
1304 Goose Run Road
Fairmont, WV 26554-2937

From: Responsible HHS Official
Dr. Blanca Enriquez
Director, Office of Head Start

Blanca E. Enriquez
05/23/2016

Results from CLASS® Observations

Thank you for your support during the recent Office of Head Start onsite CLASS® review conducted from **04/18/2016** to **04/21/2016** of your Head Start program.

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

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2083	Classroom Organization	5.9722	Instructional Support	3.0000

DIMENSIONS					
Positive Climate	6.21	Behavior Management	6.18	Concept Development	2.35
Negative Climate*	1.02	Productivity	6.25	Quality of Feedback	3.06
Teacher Sensitivity	5.88	Instructional Learning Formats	5.49	Language Modeling	3.60
Regard for Student Perspectives	5.76				

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

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

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

cc: *Kathleen Pathan*, Regional Program Manager
Ms. Anna Edmunds, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

Preschool Assessment Scoring System and CLASS are trademarks of Robert C. Pianta, Ph.D.

About CLASS®

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

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

For all dimensions*, the scoring principles are as follows[1]:

Low range score
1—The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.
2—The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle range score
3—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.
4—The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.
5—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High range score
6—The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.
7—The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

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

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

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

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

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

A National Overview of Grantee CLASS® Scores in 2016

During the 2015–2016 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher-Child Observation Instrument during its on-site reviews of grantees. CLASS®-reliable reviewers visited a random sample of preschool classrooms to obtain **grantee-level** scores. This document provides descriptive statistics of the 2016 grantee-level CLASS® data.

For more information, see: **Use of CLASS® in Head Start**, available on the ECLKC. Individual grantee CLASS® reports also are available on the ECLKC in the **Program Service Reports**.

National Statistics by Dimension

In 2016, 319 Head Start grantees received CLASS® reviews. The CLASS® tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS® dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

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

OHS CLASS® Descriptive Statistics, 2016 National Grantee-Level Scores by Dimension					
Domain	**Dimension**	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Emotional Support	Positive Climate	5.93	0.36	4.80	6.86
	Negative Climate	1.06	0.08	1.00	1.47
	Teacher Sensitivity	5.82	0.42	4.33	6.86
	Regard for Student Perspectives	5.30	0.50	3.75	6.54
Classroom Organization	Behavior Management	5.95	0.40	4.73	6.96
	Productivity	6.05	0.36	4.75	6.93
	Instructional Learning Formats	5.20	0.48	3.20	6.20
Instructional Support	Concept Development	2.33	0.54	1.30	4.82
	Quality of Feedback	2.80	0.60	1.50	5.32
	Language Modeling	3.35	0.56	1.70	5.36

National Statistics by Domain

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

OHS CLASS® Descriptive Statistics, 2016 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.00	0.29	4.95	6.77
Classroom Organization	5.73	0.35	4.67	6.55
Instructional Support	2.83	0.52	1.62	5.17

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

Distribution by Domain

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

OHS CLASS® Descriptive Statistics, 2016 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.5952	6.04	6.35
Classroom Organization	5.2500	5.76	6.15
Instructional Support	2.2222	2.74	3.53

Emotional Support, Grantee-Level Distribution, 2016

Classroom Organization, Grantee-Level Distribution, 2016

Instructional Support, Grantee-Level Distribution, 2016
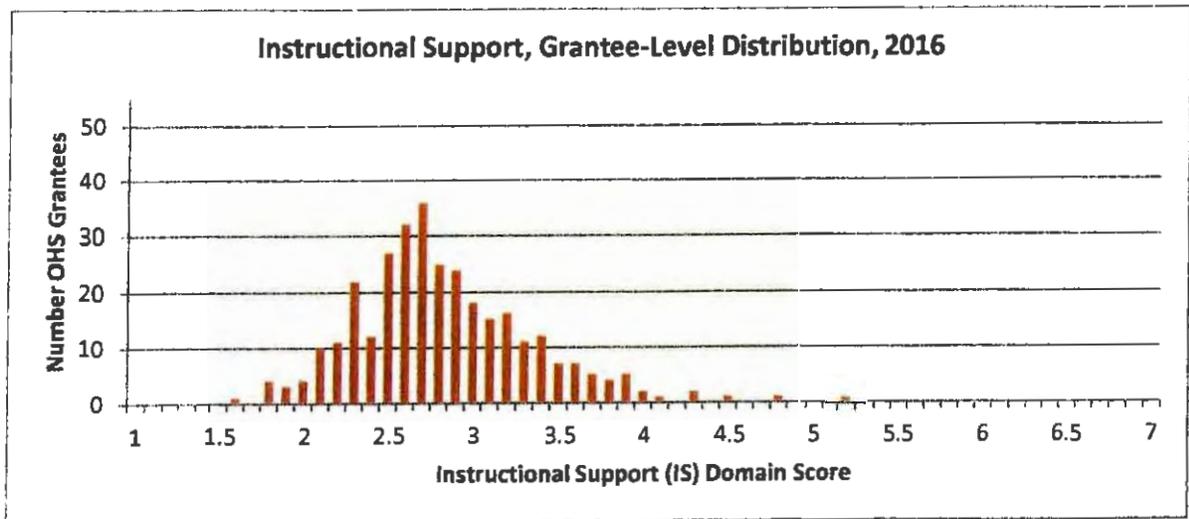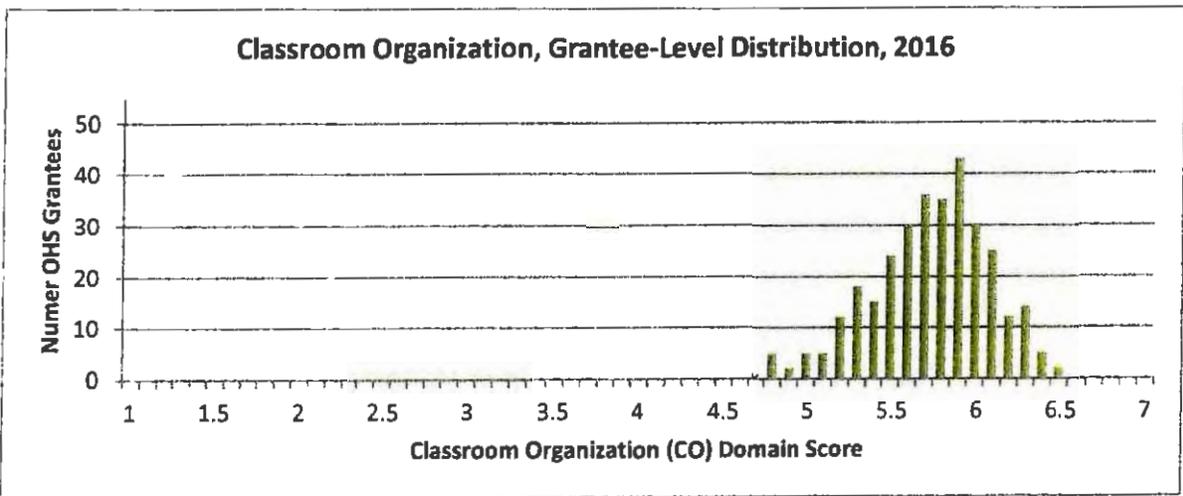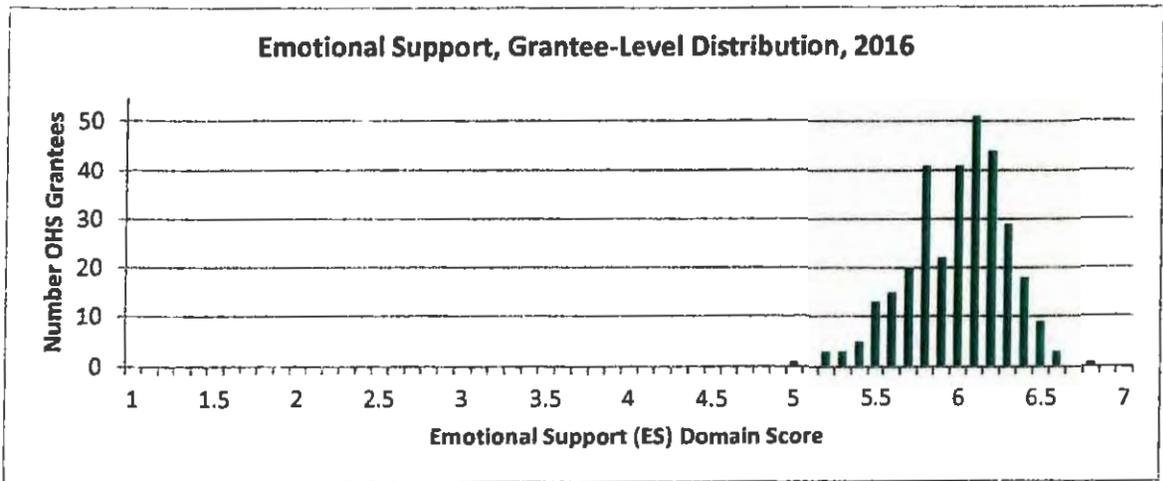
Glossary

Mean: the average value, calculated by summing all scores and dividing by the number of scores
Median: the middle value, where half the scores are below this point and half are above it
N: the total number of values in a set
Standard Deviation: a value that shows how much variation exists in a set of data. There are two types of standard deviation (i.e. sample and population). We use the population standard deviation because this dataset includes all 2016 CLASS® scores.

To: Board Chairperson
Mr. Michael Brantmayer
Board Chairperson
North-Central West Virginia Community Action
Association, Inc.
1304 Goose Run Road
Fairmont, WV 26554-2937

From: Responsible HHS Official
Dr. Blanca Enriquez
Director, Office of Head Start

Blanca E. Enz 6/12/16
Date

Overview of Findings

From 5/11/2016 to 5/13/2016, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) review event for the North-Central West Virginia Community Action Association, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Mr. Michael Brantmayer, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

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

Distribution of the Head Start Review Report
Copies of this report will be distributed to the following recipients:
Ms. Kathleen Pathan, Acting Regional Program Manager
Ms. Anna Edmunds, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	*EnvHS*
Organization:	*North-Central West Virginia Community Action Association, Inc.*
Program Type:	*Head Start and Early Head Start*
Field Lead:	*Mr. Joe Segura*
Funded Enrollment HS:	*844*
Funded Enrollment EHS:	*52*

Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:
	(A) A threat to the health, safety, or civil rights of children or staff;
	(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;
	(C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or
	(D) The misuse of Head Start grant funds.
	(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or
	(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

Summary of Findings

Finding Type	Applicable Standards	Program Type	Grant	Timeframe	Compliance Level
Safe and Clean Environments	*1304.53(a)(10)(x-xi, xiv)*	*HS and EHS*	*03CH3434*	*N/A*	*Concern*

Environmental Health & Safety

CM#	Compliance Measure	Compliance Level
EnvHS 1.1	The program provides safe, healthy, and clean environments by ensuring: • Safety inspections are conducted regularly • Children are not exposed to environmental toxins or pollutants • Environments are clean and sanitary • Materials, equipment and facilities are age-appropriate and accessible to children • Facilities are well maintained and in good repair • Environments are free from hazards and are designed to prevent injury or harm to children **The program has not ensured the safety and health of children by keeping facilities, materials, and equipment well maintained, clean, and in good repair.** **• 1 to 4% of the items on the Health and Safety Checklist indicated a concern** **Additionally,** **• In 1 to 10% of the program's settings, an item on the Health and Safety Checklist indicated a concern.**	**Concern** 1304.53(a)(10)(x-xi, xiv)
EnvHS 1.2	The program ensures facilities are prepared for and equipped to prevent emergencies.	**Compliant** 1304.22(a)(1, 3), 1304.53(a)(10)(v-vii), 1306.35(b)(1), 1306.35(b)(2)(ii-iii)
EnvHS 1.3	All facilities comply with State and local licensing requirements including, but not limited to, child care licensing, fire and building inspections, and occupancy permits.	**Compliant** 1306.30(c), 1306.35(d)
EnvHS 2.1	The program implements sanitation and hygiene practices to ensure the health and safety of all staff, volunteers, and children. This includes: • Handwashing • Cleaning of spilled bodily fluids • Diapering	**Compliant** 1304.22(e)(1)(i-iv), 1304.22(e)(3-5)
EnvHS 2.2	The program's Nutrition program is designed and implemented to: • Comply with USDA nutrition requirements • Ensure food safety, including all meals are void of choking hazards • Ensure that breast milk and formula are handled appropriately (when applicable) • Meet the individual nutritional needs and feeding requirements of each child (including children with special dietary, medical, or disability needs)	**Compliant** 1304.23(b)(1), 1304.23(b)(1)(vii), 1304.23(e)(2)
EnvHS 2.3	The program ensures the effective management of medication according to physician instructions, including proper labeling, storage, and administration.	**Compliant** 1304.22(c)(1-4)
EnvHS 3.1	Prior to employing an individual, the program obtains a:	**Compliant**

• Federal, State, or Tribal criminal record check (CRC) covering all jurisdictions in which it provides Head Start services to children
• Federal, State, or Tribal CRC as required by the law of the jurisdiction in which the program provides Head Start services
• CRC as otherwise required by Federal law

648A(g)(3)(A-C)

EnvHS 3.2	The program ensures the maintenance of appropriate class and group sizes based on the predominant age of the children.	**Compliant** 1304.52(g)(4), 1306.20(g)(1-2), 1306.32(a)(1-6)
EnvHS 3.3	The program arranges all outdoor play areas to prevent children from getting into unsafe and/or unsupervised areas. The program also ensures that children en route to play areas are not exposed to vehicular traffic without supervision.	**Compliant** 1304.53(a)(9), 1306.35(b)(2)(vi)
EnvHS 3.4	The program ensures children are released only to a parent, legal guardian, or other individuals as designated in writing by the parent or legal guardian.	**Compliant** 1310.10(g)
EnvHS 3.5	Staff actively supervise children at all times.	**Compliant** 1304.52(i)(1)(iii), 1306.35(b)(2)(iv)
EnvHS 3.6	Staff use positive child guidance when responding to undesired behavior.	**Compliant** 1304.52(i)(1)(iv)
EnvHS 4.1	The program's vehicles are properly equipped.	**Compliant** 1310.10(d)(1-4), 1310.12(a), 1310.12(b)(2)
EnvHS 4.2	At least one bus monitor is aboard the vehicle at all times.	**Compliant** 1310.15(c)
EnvHS 4.3	Each bus monitor, before duty, has been trained on: • Child boarding-and-exiting procedures • Use of child restraint systems • Required paperwork • Emergency response and evacuation procedures • Use of special equipment • Child pick-up and release procedures • Pre- and post-trip vehicle checks	**Compliant** 1310.17(f)(2)
EnvHS 4.4	The program ensures that persons employed to drive vehicles receive the required behind-the-wheel and classroom training before transporting children.	**Compliant** 1310.17(b)(1-7)

— END OF REPORT —

FY 2016 Environmental Health & Safety Monitoring Report Appendix

This appendix provides details on issues identified during observation of centers and classrooms during the Environmental Health & Safety monitoring event. The information is organized by grantee center and classroom. It includes findings associated with noncompliances and deficiencies identified in the review report as well as issues related to concerns, which do not require corrective action but may warrant attention. The Office of Head Start has provided this resource to assist grantees in continuous program improvement. The review report itself, to which this appendix is attached, remains the official, legal notice communicating findings that require correction. The federal regulations associated with each of the findings are provided in the official report. This appendix is designed to be used in conjunction with the official report.

Center	Classroom	CM	Item Type	Details
Beverly Pre-K	Beverly Pre-K classroom	EnvHS1.1	Area of Concern	The rear exit door had a 10-inch drop with no step-down. Children used the door to go to and from the playground, posing the potential for trips and falls.
East Fairmont Early Head Start	—	EnvHS1.3	Life Safety Code	Life Safety Codes recommend that doors be equipped with panic hardware; however, there was not a panic bar on the entrance door to the classroom or on the door leading to the hallway.
Edgemont Head Start I & II	—	EnvHS1.1	Area of Concern	There was a box with exposed electrical equipment on the playground. The box had deteriorated wood, broken plastic siding, exposed wires, and rusted nails. The box was along the walkway to the children's play area and was accessible to the children, posing the potential for harm should they access the box.
Harman Pre-K	Pre-K classroom	EnvHS1.1	Area of Concern	There was an electrical extension cord with two uncovered outlets, posing a risk of electrocution.
Midland Pre-School I & II	Midland I	EnvHS1.3	Life Safety Code	The classroom does not have an exit that leads directly to the outside or a window for emergency rescue or ventilation. Life Safety Codes recommend that all emergency exit windows be openable from the inside without the use of tools. The classroom windows were not able to be opened.
Midland Pre-School I & II	Midland II	EnvHS1.3	Life Safety Code	The classroom does not have an exit that leads directly to the outside or a window for emergency rescue or ventilation. Life Safety Codes recommend that all emergency exit windows be openable from the inside without the use of tools. The classroom windows were not able to be opened.
MTEC	MTEC/Bett	EnvHS1.1	Area of Concern	The walkway path contained a large area of mud and water. In addition, the playground contained a rusted metal gray box, exposed metal beams, and building materials, posing a hazard to children. The area around the outdoor play area was under construction; however, children still had access.
MTEC	--	EnvHS1.1	Area of Concern	There was a kitchen area that had an unlocked drawer containing several sharp knives. The kitchen did not have a door and was connected to the classroom and easily accessible to children, posing the potential for children to harm themselves.
Terra Alta Center	Classroom 1 and 2	EnvHS1.1	Area of Concern	The boys' bathroom floor was in poor condition and in need of cleaning, there was a strong odor present.
Tucker County Early Head Start	—	EnvHS1.3	Life Safety Code	Life Safety Codes recommend that ceilings are a minimum of 7 ft. 6 in. high. Some parts of the ceilings in the classroom 7 ft. 3 in. high.
Tucker County Early Head Start	--	EnvHS1.3	Life Safety Code	Life Safety Codes recommend that doors should be between 32 and 48 inches wide. The back door that is on the evacuation poster is only 30 inches wide.

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To: Board Chairperson	**From: Responsible HHS Official**
Mr. Jeff Van Volkenburg	*Ms. Ann Linehan*
Board Chairperson	*Acting Director, Office of Head Start*
North Central West Virginia Community Action	
Agency	
1304 Goose Run Road	
Fairmont, WV 26554-2937	*Ann Linehan* 04/27/17

<div align="right">

Date

</div>

Overview of Findings

From 4/24/2017 to 4/25/2017, the Administration for Children and Families (ACF) conducted an ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review event for the North Central West Virginia Community Action Agency Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Mr. Jeff Van Volkenburg, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

During your review, the team used a sampling methodology that included a random selection of child files. If your report includes findings related to evidence that involved sampling, the finding narratives in your report include specific percentages from each sample that were determined by dividing the number of issues found by the total sample size. This methodology, which uses statistically driven random samples, allows the OHS to use information collected through the representative samples to make generalizations regarding your program as a whole.

For example, if, during your review, the reviewer(s) examined a sample of 45 child files, the finding narrative will indicate the percentage of files that were identified with an issue. The percentage will be determined by dividing the number of child files with issues by 45.

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

Distribution of the Head Start Review Report
Copies of this report will be distributed to the following recipients:
Ms. Brenda Hewitt, Regional Program Manager
Ms. Anna Edmunds, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information
Review Type: *ERSEA*
Organization: *North Central West Virginia Community Action Agency*
Program Type: *Head Start and Early Head Start*
Field Lead: *Mrs. Kimberly Spriggs Wicker*
Funded Enrollment HS: *824*
Funded Enrollment EHS: *52*

Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:
	(A) A threat to the health, safety, or civil rights of children or staff;
	(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;
	(C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or
	(D) The misuse of Head Start grant funds.
	(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or
	(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

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ERSEA

CM#	Compliance Measure	Compliance Level
ERSEA 1.1	When monthly average daily attendance falls below 85 percent, the causes of absenteeism are analyzed, and the program initiates appropriate family support as needed.	**Compliant** §1302.16 (a)(2), §1302.16 (a)(2)(i-iv), §1302.16 (a)(3), §1302.16 (b)
ERSEA 2.1	Program staff verified each child's eligibility and included in each file an eligibility determination record that includes: • A statement identifying the child's eligibility category and the documents examined to determine eligibility. • Documentation that an in-person or telephone-interview took place. • Documents or statements program staff used to verify eligibility, including documentation of zero income, self-declaration of income, or verification through third parties.	**Compliant** §1302.12 (a)(1)(i-iii), §1302.12 (a)(2), §1302.12 (c)(1)(i-iv), §1302.12 (c)(2), §1302.12 (d)(1)(i-ii), §1302.12 (d)(2)(i-vii), §1302.12 (i)(1, 2), §1302.12 (i)(3)(i-iii), §1302.12 (i)(4), §1302.12 (j)(3), §1302.12 (k)(1), §1302.12 (k)(2)(i), §1302.12 (k)(2)(ii)(A-B), §1302.12(k)(2)(iii)(A-E), §1302.12 (k)(3)
ERSEA 2.2	The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements). Defined Eligibility Requirements include: • Family income below the poverty line. • Family or child receiving public assistance (SSI and TANF). • Homelessness • Child's status as a foster child Additional income-eligibility includes: • Ten percent of children enrolled in the program may be over the income threshold • An additional 35 percent of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty	**Compliant** 645(a)(1)(B)(iii)(I-II), 645(a)(1)(B)(iii)(II)(aa-bb)
ERSEA 3.1	Actual program enrollment is composed of at least 10 percent of children with disabilities.	**Compliant** §1302.14 (b)(1), 640(d)(1)
ERSEA 3.2	The program enrolled 100% of its funded enrollment and ensures an active and ranked waiting list is maintained at all times.	**Compliant** §1302.14 (c), 642(g)

— END OF REPORT —

October 8, 2014

Vicki Geary
North Central WV Community Action Association
1304 Goose Run Road
Fairmont, WV 26554

Dear Ms. Geary:

This letter is to inform you that the Management Evaluation of the Child and Adult Care Food Program of North Central WV Community Action Association conducted by the West Virginia Department of Education is complete. The Office of Child Nutrition appreciates your efforts to conclude the review.

If you have any questions regarding this management evaluation, please contact Bekki Leigh, Coordinator at 304-558-2708.

Sincerely,
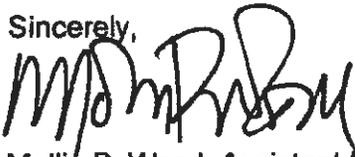
Mollie B. Wood, Assistant Director
Office of Child Nutrition

MBW/BL/bmr

Review Information

Findings	Data

Grant ID	Institution	Review Type	Review Purpose	Review Status	Start Date	Reviewed By	Case No	Fiscal Year
51158	North Central WV Comm Action Assoc - Head Start	CACFP Standard Review	3 Year	Closed	05/08/2014	Bekki Leigh	640	2014

Review Findings (Corrective Action Plans)
No findings for this review.

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David L. Howell Member AICPA
Certified Public Accountant WVSCPA

Post Office Box 598
Cabin Creek, WV 25035
(304) 595-5212
davidhowellcpa@suddenlink.net

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Central West Virginia Community Action Association, Inc. (the "Association") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 14, 2018.

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

David L. Howell, CPA

David L. Howell, CPA
Cabin Creek, West Virginia
March 14, 2018

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

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

Report on Compliance for Each Major Federal Program

We have audited North Central West Virginia Community Action Association, Inc.'s (the "Association") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Association's major federal programs for the year ended June 30, 2017. The Association's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Association's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Association's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, the North Central West Virginia Community Action Association, Inc. complied, in all material respects, with the types of compliance requirements referred to

above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

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

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

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

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

David L. Howell, CPA

David L. Howell, CPA
Cabin Creek, West Virginia
March 14, 2018

Head Start/Early Head Start Success Stories

Story Submitted by: Arnett "Gene" Purkey, Randolph County Children Service Supervisor

Lisa Currence's first exposure to Head Start was in 2002 as a parent. Her son was enrolled at the Midland Head Start site. Lisa was a parent volunteer in the classroom and on the Parent Committee. One of her treasures from that time is the yearbook that the committee chose to purchase for every family in the class. Through her involvement with Head Start, Lisa quickly determined that Early Childhood Education was her calling.

While Head Start was not hiring at the time, Lisa quickly found employment with a local child care agency. She was able to complete her Apprenticeship in Child Development and the West Virginia Infant/Toddler Certificate. Lisa returned to the Head Start world in 2015, this time as an employee. Lisa was hired as a Floater in Randolph County. Lisa is a natural as a Head Start staff. She easily builds rapport with the students and their parents.

As she has said in conversations, "I'm a parent, too." She also has a new-found appreciation for all the behind the scenes activities that support front-line staff. Lisa has a quiet determination to learn as much about Early Childhood as she can. She is now assisting with the Early Head Start Home-based program and plans to pursue her bachelor's degree in Early Childhood.

Story Submitted by: Karen McDonald, Family Resource Coordinator in Barbour County

We have a little girl that has been attending at a BOE site for the last 2 years and part of a 3rd. She started when she turned 3 going 2 half days a week. She is severely autistic. Our Head Start bus driver took her home when she was going half days. Our MH specialist and I have worked with the family since she started Pre-K. We have helped them access some services for her including working with the Autism Training Center. She is now going all four full days per week. Mom also completes Parent/Child Activity Calendars regularly, which are supplied by the FRC.

Story Submitted by Michael Taylor, Head Start Family and Community Engagement Mentor

Misty Cottingham began participating in Policy Council during the 2016-2017 school year. Through her participation in Policy Council, she was elected by her peers to participate in the West Virginia Head Start Association. Through her participation during the trainings in Charleston, Misty showed an interest in serving on the West Virginia Head Start Association Board of Directors' where she has participated the past year. By serving through Policy Council and the WVHSA, Misty has built leadership skills that assist her in her day to day activities.

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Head Start/Early Head Start Success Stories

Story Submitted by Pam Nolan
Head Start Family Resource Coordinator in
Marion County

Conner enrolled in Head Start on 12/22/16. The Head Start teachers completed a Battelle developmental screening and health items were received from health care providers and screeners. Conner was a referral in each of the developmental domains.

Following evaluations by the Marion County Board of Education psychologist and speech therapist, Conner qualified for an IEP. Services were put in place and Conner receives special education services from the pre-k special education teacher and the speech therapist on a weekly basis.

Goals of the IEP are reinforced by the Head Start staff.

Story Submitted by Laurie Paterline
Early Head Start Family Resource Coordinator (FRC)
Marion County

Toni McCauley and her son, Wesley, have been enrolled in Early Head Start since October of 2017. When a Fairmont Senior teacher had expressed concern for Toni, the principal contact the FRC. Toni had been missing a lot of school and had expressed concerns with childcare and housing. It was discovered that Toni did not have safe living conditions nor childcare for her to pursue her education.

EHS FRC began a collaboration with the Marion County BOE and the WV Coalition to End Homelessness in order to provide the necessary resources for Toni to continue her education. Toni now has her own apartment. She currently attends North Marion High School and has displayed marked improvement in attendance, life skills, and overall well-being. When asked if she would be willing to share her success story, Toni is quoted as saying the following:

"I'm truly blessed for you and the few people I do have in my life. Thank you for everything you have done for me. It means more and a lot to me. More than you will ever know."

We at Early Head Start are very proud of Toni for all she has accomplished!
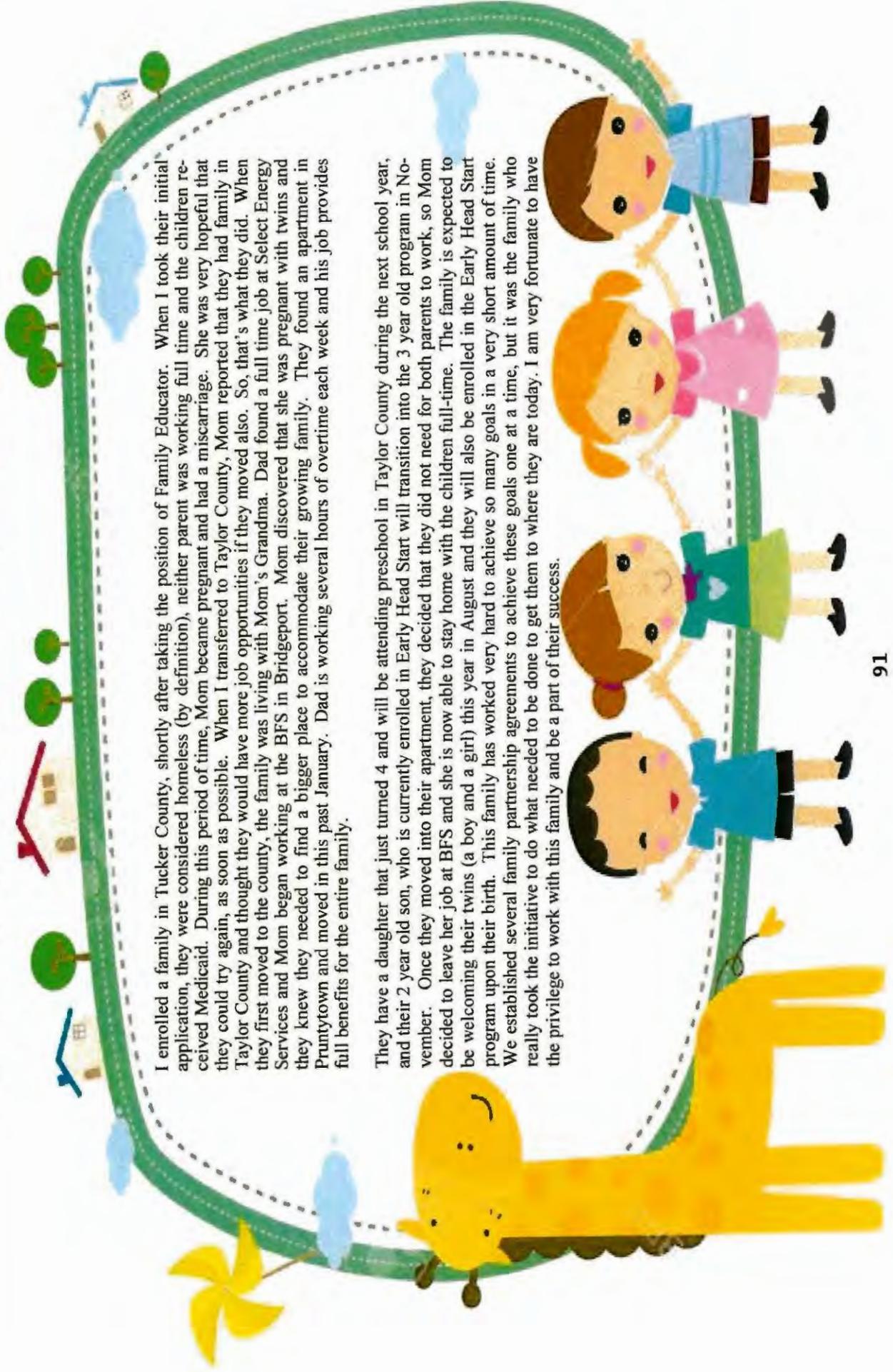
Story Submitted by Deb White
Family Resource Coordinator in Taylor County

When Family Resource Coordinator came to enroll our family in the Head Start Program, I had expressed concerns with my son's speech. He is now in his second year of Head Start with an IEP and is receiving speech services.

Head Start/Early Head Start Success Stories

Story Submitted by Mary Drainer, Early Head Start Family Educator in Taylor County

I enrolled a family in Tucker County, shortly after taking the position of Family Educator. When I took their initial application, they were considered homeless (by definition), neither parent was working full time and the children received Medicaid. During this period of time, Mom became pregnant and had a miscarriage. She was very hopeful that they could try again, as soon as possible. When I transferred to Taylor County, Mom reported that they had family in Taylor County and thought they would have more job opportunities if they moved also. So, that's what they did. When they first moved to the county, the family was living with Mom's Grandma. Dad found a full time job at Select Energy Services and Mom began working at the BFS in Bridgeport. Mom discovered that she was pregnant with twins and they knew they needed to find a bigger place to accommodate their growing family. They found an apartment in Pruntytown and moved in this past January. Dad is working several hours of overtime each week and his job provides full benefits for the entire family.

They have a daughter that just turned 4 and will be attending preschool in Taylor County during the next school year, and their 2 year old son, who is currently enrolled in Early Head Start will transition into the 3 year old program in November. Once they moved into their apartment, they decided that they did not need for both parents to work, so Mom decided to leave her job at BFS and she is now able to stay home with the children full-time. The family is expected to be welcoming their twins (a boy and a girl) this year in August and they will also be enrolled in the Early Head Start program upon their birth. This family has worked very hard to achieve so many goals in a very short amount of time. We established several family partnership agreements to achieve these goals one at a time, but it was the family who really took the initiative to do what needed to be done to get them to where they are today. I am very fortunate to have the privilege to work with this family and be a part of their success.

Head Start/Early Head Start Success Stories

Story Submitted by: Linda Smith, Family Resource Coordinator in Webster County

Hi, my name is Stephany Bragg. I am a single mother and have 2 children. A son named Parker and a daughter named Lelia.

When Parker was born I had just gotten divorced. I was in an unsafe relationship with Parker's father. When Parker was 10 months old he was physically abused by his father. My then, 3 year old daughter witnessed the abuse. I took both children to counseling and they have been able to move forward. Since then I have started college, something I never thought possible.

Parker started in the Birth to Three program during which some delays were noticed in his learning abilities and speech development. He was allowed to enter Pre-K at 3 years of age because of the delays. This year is Parker's 2nd year in preschool and both years have been positive, learning experiences for Parker. Since the start of preschool for Parker, his speech has improved 90% and he can do many things he wasn't able to do at first for example, properly holding a pencil. He can spell his name now but we continue to work on writing his name. Parker has made several friends as well.

I worked with Ameri Corp and have done some volunteer work at the school. I have achieved my first college degree, an Associate in Social Services. Within the next three years I will have an Associate degree in Paraprofessional Education and my BA in Education K-6.

Myself and my children will continue to succeed as we have the motivation and drive to move forward in life and be the best we can be.

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Story Submitted by:
Brenda Satterfield, Children Service Supervisor, Taylor County.

I am currently the Children Services Supervisor for HS/EHS in Taylor County. Anyone who knows me, also knows my passion and belief in the program. What everyone does not know is the reason why. I would like to share it, so all staff know the difference they can make in a family's life.

I moved to WV when I was 4 years old with my mother and five siblings. We were temporarily homeless by definition. My mother enrolled me in school, which I believe to be Head Start since I was 4 years old. Unfortunately both my parents are deceased, so I am unable to confirm. Regardless it was my first experience in school. I can remember how amazed and excited I was walking into the classroom for the first time. It looked to me like it was the size of a super Walmart. Shelves with toys, puzzles and games everywhere. I felt like the luckiest kid in the world. Please note I did have things to play with at home, like a catalog to cut out paper-dolls and decorate my shoebox dollhouse, dolls and a cradle made by grandfather. My mother was with me the first day and the teacher greeted us at the door. My teacher met with my mother and I was told I could play with anything I wanted. I mainly recall just being in awe and walking around looking at all the toys. I also, remember, the teacher coming to my home to visit and teaching my mother how to drive. I remember my mother getting her driver license and how proud she was of accomplishing her goal. I remember her finding a Job. I remember my father coming home and getting a job. I also, remember the cook and how she smiled at me and always gave me extra on my tray. This experience truly impacted the lives of my whole family. My mother had an 8th grade education. She left school to care for family, so her children's education was very important to her. Even though, I was the youngest, I was the first girl in my family to graduate High School and the first child to graduate College. My siblings did get their GED, skilled training and one of my sisters went on to college and became the nurse my mother always wanted in the family.

I was definitely a Head Start parent. All the staff were wonderful. I got to ride the bus with my child on the first day and spend the day. As a parent, I greatly appreciated the fact the center was its own entity and not in a large school. I really thought it would be less overwhelming for my daughters to have their first experience in school to be in a smaller environment. I also, liked the idea of the family style meals. As a parent, I was welcome in the center and we attended family events. The roller skating and pizza party was our favorite. It was a wonderful experience for both, my daughters and me.

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Story Submitted by:
Brenda Satterfield, Children Service Supervisor, Taylor County

Later, I had the opportunity to work as a Family Resource Coordinator for Head Start. I remember starting. All the paperwork, training and especially seeing the Head Start Policy and Procedure and Childcare Licensing books for the first time. I remember walking in and seeing the center and thinking how cool it was that I got to work for Head Start. Yes there were struggles Head Start is and always will be forever changing to meet all the changes in requirements. Over the many years of service, I had the opportunity to meet many wonderful families and help them to accomplish their goals, from establishing a home budget, finding a home or employment, to getting services for their child. My success in this position is that I got to help families, as someone once helped mine.

As I said I am now the Children Service Supervisor in Taylor County for HS/EHS. When I first started the position we only had the Head Start Program in the County. Now, we continue to have the Head Start program, which has gradually increased the number of children and families it serves. We also have two Early Head Start Home Based Programs serving 24 children and families in the county. Adding the Early Head Start Home Based programs to this county is a success for the children and families we serve in Taylor County. My individual success comes from walking in our local Walmart and hearing someone say, "Hi Ms. Brenda", turning around and seeing a young man or woman, that I once knew, when they were barely over three feet tall, with a big smile and a hug for me. Also, hearing about their lives and laughing with them about funny stories they remember. My biggest success is that I got to help families.

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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.

north central west virginia
communityaction

North Central WV Community Action Association, Inc.
1304 Goose Run Road
Fairmont, WV 26554
(304) 363-2170
www.ncwvcaa.org

Layout and Design: Linda Bissett, Children Services Executive Assistant