



Head Start/Early Head Start Annual Report for PY47 2012-2013



Head Start/Early Head Start Executive Summary

Information Submitted by:

Ruth Ann Panzwick, Children Services Director

The North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee and its Delegate, Monongalia County Board of Education, are very proud in presenting its Head Start/Early Head Start PY47 Annual Report for the period July 1, 2012-June 30, 2013.

As part of this Annual Report, the Head Start and Early Head Start Program would like to recognize its **Board of Directors** for the **direction and commitment** to the agency and all of the programs offered by NCWVCAA. Those Board Officers during this timeframe included: **Jeff Van Volkenburg**, President; **Michael Brantmayer**, Vice President; **Karen Begg**, Secretary; **Tom Tusing**, Treasurer; and Board representatives to Policy Council: **Linda Sanders** and **Joyce Floyd**. It is also important to acknowledge our PY47 Policy Council and Executive Officers for their contributions and faithfulness to the HS/EHS Program: **Joe Mauller** and **Pheba Specht**, Chairperson; **Stephanie Arbogast**, Vice-Chairperson; **Christina Simmons**, Secretary; and **Samantha O'Brien**, Parliamentarian.

Other essential groups imperative to mention are **ALL** of our dedicated and **hard working staff and collaborative partners** who have invested many resources in providing the **highest level of quality services** to our early childhood children and parents. Thank you **ALL** for what you do, have done, and your support that helped us make the **2012-2013 school year** 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, 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 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.

Best Regards,

Ruth Ann Panzwick

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



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| • “Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013” that illustrates the amount of progress made from the time our children entered school in the fall 2012 to when school ended in 2013. This section also includes the Early Head Start/Head Start Grantee and Delegates’ Head Start status of its School Readiness Goals that have been established to prepare children for Kindergarten and for later learning and life. | 20-53 |
| • “2012-2013 PIR Performance Indicators-Grant Level” or Program Information Report (PIR) that provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. The PIR is an important source of descriptive and service data “report card” for the Head Start community, their partners, Congress, and for the general public compiled for use at the local, state, regional, and national levels. | 54 |
| • “Federal Review Overview of Findings” dated 4/23/13 and 9/16/13 and “Results from CLASS TM Observations dated 4/19/2013 as a result of the Federal Review that was conducted March 3 through March 8, 2013. Please note due to the efforts of our Grantee, Delegate, and collaborative partners working together to resolve these non-compliances, all findings have been corrected. OHS “has closed the previously identified findings...no corrective action is required at this time.” | 55-66 |
| • “A National Overview of Grantee CLASS TM Scores in 2013” that includes the National Distribution of Grantee-Level Domain Scores in 2013 that established the 10% threshold in all three domains that determined recompetition. Note: NCWVCAA exceeded the 10% threshold in all domains; and therefore, was not required to recompile for the Head Start/Early Head Start Grant. | 67-68 |
| • “Independent Auditors’ Report” that was completed by Teed & Associates, PLLC. NCWVCAA is very pleased with the results of its “Unqualified Opinion” with no findings or questionable costs. To date, NCWVCAA has maintained a clean Audit report since 2007. | 69-75 |
| • “Head Start/Early Head Start Success Stories” are testimonials we hope you enjoy reading that have been submitted by former and/or current staff and parents that demonstrate the positive impact/experiences in their lives from participation in Head Start and/or Early Head Start. | 76-77 |

Head Start/Early Head Start Facts from the Director

Information Submitted by:

Ruth Ann Panzwick, 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

President Lyndon B. Johnson declared the War on Poverty in his State of the Union speech in January 1964. Sargent Shriver was charged with the task and took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. Head Start was designed to help break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. A key principle of the program established that it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other donations as nonfederal share or in-kind.

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

Head Start was most recently reauthorized again in 2007, under the George W. Bush administration, with several provisions to strengthen Head Start quality. These 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 also included a provision that regulations be promulgated to move programs from an indefinite project period to a five-year grant cycle. Programs are now required to demonstrate they are of high quality or a competitive grant opportunity would be made available within the community. In 2009 under the Obama administration, the American Reinvestment and Recovery Act (ARRA) added more than 64,000 slots for Early Head Start and Head Start programs.

Head Start has served more than 30 million children since 1965, growing from an eight-week demonstration project to include full day/year services and many program options. Currently Head Start is administered by the Office of Head Start (OHS) within the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS). Head Start serves over a million children and their families each year 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.

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

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

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.



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

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

A variety of program options that could deliver HS/EHS services include: home-based and half day, full day and/or full year center-based (classrooms) including partnerships with public schools, child care centers, and family child care programs in urban, suburban, and rural communities throughout the nation.



Head Start Program Fact Sheet
Fiscal Year 2012

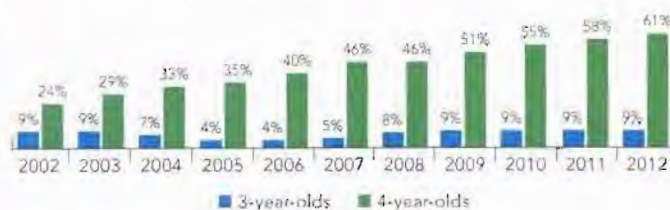
| | FY 2011 Appropriations | FY 2012 Appropriations |
|--|---------------------------|---------------------------|
| Local Head Start Projects | | |
| States and Territories | \$6,780,935,000 | \$7,132,202,000 |
| American Indian/Alaska Native, and Migrant and Seasonal Programs | \$ 532,882,000 | \$ 550,218,000 |
| Subtotal | \$7,313,817,000 | \$7,682,420,000 |
| Support Activities | | |
| Training and Technical Assistance | \$ 183,956,000 | \$ 199,213,000 |
| Research, Demonstration and Evaluation | \$ 19,951,000 | \$ 19,962,000 |
| Monitoring/Program Review | \$ 41,910,000 | \$ 41,921,000 |
| Program Support | | \$ 25,028,000 |
| Subtotal | \$ 245,817,000 | \$ 245,817,000 |
| 2012 Total | \$7,559,634,000 | \$7,968,544,000 |
| Head Start ARRA2 | \$1,000,000,000 | |
| Early Head Start ARRA2 | \$1,000,000,000 | |
| States and Territories Funded Enrollment | 964,430 | 956,497 |

1 The total above represents the funding available to the Head Start program after a rescission. The initial appropriation was \$7,983,633,000.
2 The American Recovery and Reinvestment Act (ARRA) appropriated \$2.1 billion to the Head Start program in FY 2009 and was available for obligation for a two-year period. ARRA funds supported a variety of activities, including a cost-of-living adjustment, quality improvement, and an expansion of Head Start and Early Head Start enrollment by 61,000 children, families, and pregnant women. Grantees used ARRA expansion funds awarded late in FY 2010 throughout FY 2011 to continue serving the children, families, and pregnant women added with ARRA funds.

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

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



The Public School Early Childhood Education Initiative was formed in 1983 after revisions to West Virginia's school code allowed local school boards to provide programs for 3- and 4-year-olds, although as of 2004, 3-year-olds have only been eligible for state-funded preschool if they had an Individualized Education Plan (IEP). In 2002, West Virginia expanded preschool education and is striving to make it available to all 4-year-olds statewide by the 2012-2013 school year. Now referred to as the West Virginia Universal Pre-K System, this program offers prekindergarten programs in all 55 of the state's counties.

Funding for the West Virginia Universal Pre-K System is provided directly to public schools; however, these schools may then subcontract with other agencies to provide services. To facilitate the expansion, half of the programs are required to operate in collaborative settings with child care centers, Head Start agencies, and private prekindergarten centers. Some programs use supplementary funding from sources such as the federal Head Start, IDEA, and Titles I and II. However, districts are shifting over to state aid funding as the state moves toward universal access.

Effective with the 2009-2010 school year, the West Virginia Board of Education requires programs to provide meals, regardless of the hours of instruction. The state's early learning standards were updated in 2010 to align with kindergarten content standards and objectives and to address assessment and school readiness, with these policy revisions going into effect during the 2010-2011 program year.

Child and program assessments were revised in the 2010-2011 school year and were implemented in the 2011-2012 program year. Formerly done using the Creative Curriculum tool, child assessments are now conducted through a comprehensive assessment system using the Early Learning Scale, health data, and additional information. Programs are assessed using the ECERS-R tool once every three years, rather than annually as in the past. Programs also develop a comprehensive monitoring system to provide ongoing continuous quality improvement, which allows for the use and implementation of other monitoring tools established by the local collaborative team. The West Virginia Universal Pre-K program was evaluated for process quality in 2009 and 2012 as well as for program impact/child outcomes in 2005.

Additional revisions were made to state policy that will go into effect during the 2012-2013 school year, which include increasing the total number of instructional days per year from 108 to 128 and raising the minimum number of instructional hours per week from 12 to 14. In addition, programs are required to establish a process for phasing in the requirement for lead teachers in community partnerships to have a bachelor's degree, which will be mandatory for all newly hired teachers as of August 2013. West Virginia also plans to revise and strengthen requirements for assistant teachers during the 2012-2013 school year, with the state Department of Education recommending that assistant teachers be required to hold a CDA.

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

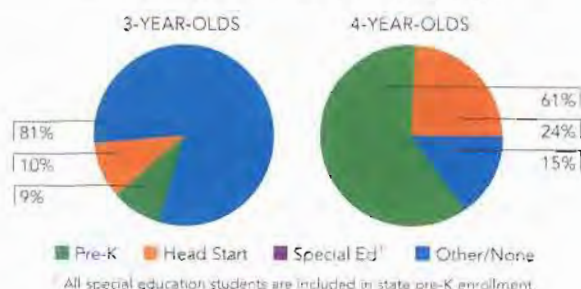
| RESOURCES RANKINGS | |
|--------------------|-----------------------|
| STATE SPENDING | ALL REPORTED SPENDING |
| 8 | 4 |

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

| | |
|---|---------------------------------|
| Total state program enrollment | 15,268 |
| School districts that offer state program | 100% |
| Income requirement | None |
| Hours of operation | Determined locally ¹ |
| Operating schedule | Academic year ¹ |
| Special education enrollment | 2,857 |
| Federal Head Start enrollment, ages 3 & 4 | 7,193 |
| State-funded Head Start enrollment | 0 |

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



QUALITY STANDARDS CHECKLIST

| POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK? |
|---|---|---|-------------------------------------|
| Early learning standards | Comprehensive | Comprehensive | <input checked="" type="checkbox"/> |
| Teacher degree | BA in ECE or Pre-K SpEd (public); AA (nonpublic) ² | BA | <input type="checkbox"/> |
| Teacher specialized training | See footnote ³ | Specializing in pre-K | <input checked="" type="checkbox"/> |
| Assistant teacher degree | HSD | CDA or equivalent | <input type="checkbox"/> |
| Teacher in-service | 15 clock hours per year | At least 15 hours/year | <input checked="" type="checkbox"/> |
| Maximum class size | | 20 or lower | <input checked="" type="checkbox"/> |
| 3-year-olds | 20 | | |
| 4-year-olds | 20 | | |
| Staff-child ratio | | 1:10 or better | <input checked="" type="checkbox"/> |
| 3-year-olds | 1:10 | | |
| 4-year-olds | 1:10 | | |
| Screening/referral and support services | Vision, hearing, health, dental, developmental; and support services ⁴ | Vision, hearing, health; and at least 1 support service | <input checked="" type="checkbox"/> |
| Meals | At least 1 meal | At least 1/day | <input checked="" type="checkbox"/> |
| Monitoring | Site visits and other monitoring | Site visits | <input checked="" type="checkbox"/> |

TOTAL BENCHMARKS MET

8

RESOURCES

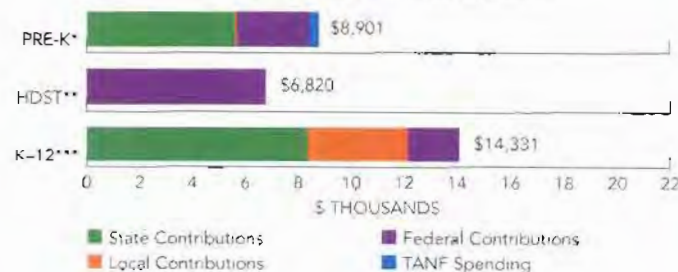
| | |
|---|---------------------------|
| Total state pre-K spending | \$91,644,229 ⁵ |
| Local match required? | No |
| State spending per child enrolled | \$6,002 ⁵ |
| All reported spending per child enrolled* | \$8,901 |

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

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week and at least 108 instructional days.

² Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA.

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

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

⁵ These figures include both state and TANF funds.

Website for West Virginia State Pre-K Data:

<http://nieer.org/publications/state-preschool-2012>

Head Start/Early Head Start Letter from the Program Director

Information Submitted by:

Ruth Ann Ponziwick, Children Services Director

As one of the larger Head Start Programs in the state of West Virginia, a total of eight hundred and forty-four (844) three and four year old Head Start eligible children and their families are served by the North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee and its Delegate, Monongalia County Board of Education. These Head Start children receive pre-school and comprehensive services in a center-based (classroom) or a home-based (home visiting/socialization) program option throughout the north central WV communities of Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties.

The NCWVCAA Head Start Grantee is also the only program in the state with a Delegate, the Monongalia County Board of Education. The Delegate serves one hundred and eighty-one (181) Head Start enrollees in center-based options. The Monongalia County Board of Education is also a Grantee for the Early Head Start Program.

The remaining six hundred and sixty-three (663) enrollees receive early childhood education services by the North Central Community Action Grantee primarily in center-based options as part of Universal Pre-K collaborative classrooms with county Boards of Education in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster, including a childcare partnership with School Days Childcare in Pocahontas County. There are a total of six (6) enrollees served in a home-based option in Tucker County.

North Central WV Community Action was awarded the Early Head Start (EHS) Program in January 1999. This program serves fifty-two (52) prenatal, infant, and toddlers and their families in four of the nine counties including Marion, Preston, Randolph, and Tucker.

Sixteen (16) EHS enrollees are served in center-based (classroom) options in Marion County at each of the two local high schools in collaboration with the Board of Education primarily serving ex-

pectant teen parents. The remaining thirty-six (36) EHS enrollees are offered service delivery in the home-based option in Preston, Randolph, and Tucker Counties.

| Head Start/Early Head Start | | |
|--|-----------------------|--------------------------|
| Program Allocations and Enrollment for West Virginia | FY 2012 State Funding | FY 2012 State Enrollment |
| West Virginia | \$58,201,030 | 8,075 |

The NCWVCAA Head Start/Early Head Start Programs' grant award for PY47 or 2012-2013 school year was \$6,423,934 to serve a total of seven hundred and ninety-six (796) Head Start and Early Head Start enrollees and their families. All West Virginia Head Start/Early Head Start Programs' allocations and enrollment for 2012 were as follows:

Head Start/Early Head Start Programs are also required to contribute 20 percent of the total cost of their program from non-federal funds, unless a waiver is granted. Some programs meet this requirement by using State funds or other resources such as cash or space, transportation, staff personnel costs, and other donated items that are contributed by collaborative partnerships. The North Central HS/EHS Program's Non-federal share for PY47 was \$1,605,984.



Head Start/Early Head Start Accomplishments

Information Submitted by:

Ruth Ann Panzwick, Children Services Director

- The Triennial Federal On-site Monitoring Review occurred the week of March 3, 2013 through March 8, 2013. Based upon corrective information provided by the Grantee/Delegate, OHS "has closed the previously identified findings...no corrective action is required at this time." *Please see the Federal Review Overview of Findings dated 4/23/2013 and 9/16/2013 and Results from CLASS™ Observations Reports dated 4/19/2013 from the Office of Head Start in this Annual Report for more details about the results of this review.*
- A School Readiness Leadership Team is comprised of NCWVCAA Head Start/Early Head Start Administrative and Program Staff and an Early Childhood Educator from a local university/college and Parents.
- 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. *Please see the Child Outcomes Report in this Annual Report submitted by the Education Program Specialists for more details about the status of the Grantee's School Readiness Goals.*
- NCWVCAA has completed its forty-seventh (47th) year providing Head Start services that has expanded to nine (9) counties to serve eight hundred and forty-four (844) participants.
- Since January 1999, NCWVCAA completed its fourteenth (14th) year of offering Early Head Start to fifty-two (52) enrollees in four (4) counties.
- Both the Early Head Start and Head Start Programs were fully enrolled for the 2012-2013 school year.
- All of the Grantee/Delegate's counties that are served by the NCWVCAA Head Start 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 has access to preschool.
- Successful Universal Pre-K Program Review Audits were conducted in Taylor (March 28, 2013) and Tucker Counties (March 14, 2013).
- Memorandums of Understanding (MOUs) have been re-established as part of collaborative partnerships with Boards of Education from Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties. These agreements delineated financial and resource sharing obligations that are negotiated on an annual basis.
- Ongoing partnership with School Days Childcare in Pocahontas to provide Head Start and Pre-K services.
- Re-established a partnership with a dentist in Marion County, Dr. Kristy Naternicola, as well as the Smiles Program to complete dental exams on children at the NCWVCAA Head Start Centers.
- Randolph County continued to partner with the WVU School of Dentistry Oral Health Study for Pregnant and Postpartum Women by providing space on a regular basis.
- Head Start partnered with the Pocahontas County Board of Education and Community Care (medical provider) to complete comprehensive health and developmental screenings on sixty (60) Pre-K age children.
- Established ongoing Collaborative Child Welfare Partnerships 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 Early Head Start/Head Start Program's commitment to serve abused and neglected children and their families by using promising practices in recruiting and serving families involved in the public child welfare system.
- Established ongoing Public Library Partnerships within each county served by the NCWVCAA Head Start/Early Head Start Program to collaboratively offer community resources to meet the educational needs of young children and their families by reinforcing the use of public libraries by the program and its enrolled children and families.



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

Information Submitted by:

Ruth Ann Panzwick, Children Services Director

- Continued an independent contract with a Registered Dietician that provided nutritional consultation and established/approval of all menus for both the HS/EHS Grantee.
- Continued an independent contract with a Licensed Psychologist that provided training and Mental Health consulting services to the HS/EHS Program.
- Completed its second of a third year bid awarded to an independent contractor, Kingery and Company, to conduct the Community Assessment and updates for all of the North Central Community Action service areas.
- Employed a Maintenance Coordinator who possesses a plumber's license and is a Certified Playground Safety Inspector through the National Playground Safety Institute.
- Employed five (5) certified First Aide/CPR Instructors.
- Four (4) Education Specialist were certified in CPI (Non Violent Crisis Intervention).
- Two (2) Education Program Specialists were reliable CLASS Observers.
- Employed a Bus Driver who is also a Certified Bus Driver Instructor from the State Board of Education Transportation Department through RESA VII.
- 4th Annual Bus Road-e-o was held in June 2013 in conjunction with Bus Drivers' annual training.
- Transportation Waiver was approved through September 30, 2013 by the Region III Head Start Office for the Child Restraints Systems and Bus Aides for those children that ride Board of Education buses.
- Family Satisfaction Survey was combined with the Mental Health Survey and revised for PY47. Overall, 96.03% of parents were satisfied that the program met their expectations.

- All Maintenance staff received the annual OSHA training in June 2013 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).
- Security systems are in operation for all of its HS/EHS operated sites: Philippi I and II in Barbour County; Carolina, Edgemont, Fairmont, Rivesville, and West Fairmont in Marion County; Valley I in Preston County; Flemington, Lucretia, and Webster in Taylor County; Cowen in Webster County; and Midland EHS in Randolph County.
- Received vehicles and classroom enhancements and several maintenance projects that included improvements to facilities and/or playgrounds were completed by the NCWVCAA Maintenance Coordinator and the Sub General Maintenance Helpers:
 - Barbour County - Philippi I and Belington PBHS received Inspire Smart Board Tables for the classroom; GFCI outlets for water coolers, child proof outlets, new telephones and new security systems were installed at Philippi I and II; a new dishwasher was installed and the classroom and Program Aide office were painted at Philippi II; and a slab of cement was laid under the dumpster for Philippi I and II use.
 - Marion County - received a new county vehicle; siding was installed at Carolina; Edgemont received new carpet and heating units; West Fairmont received carpet, tile, and a play unit; Carolina I and II, Fairmont J, Mannington II, Rivesville II, West Fairmont AM and PM each received an Inspire Smart Board Table; and all classrooms were painted and floors were stripped and waxed.
 - Pocahontas County - classroom supplies were purchased for Marlinton, Hillsboro, and School Days and playground equipment for Marlinton and School Days.
 - Preston County - fence installed at Fellowsville playground and classroom received an Inspire Smart Board Table; a porch was built onto the front of the Valley I building; Valley II and III classrooms were moved to Valley Elementary and play unit was moved and fence was installed.
 - Randolph County - Head Start purchased and installed a new playground system for the Beverly Pre-K site including a play structure, fall zone, and reconfiguring of the fencing; upgraded fall zones at Homestead and Midland Pre-K; and wooden entry ramp and porch structures were painted at Midland EHS building.

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

Information Submitted by:

Ruth Ann Parzwick, Children Services Director

- Taylor County - received a new agency vehicle; the Board of Education (BOE) removed the tall pine tree from the Flemington playground and Stepping Pods were installed; internet was installed in the classroom in preparation for the security system; Taylor BOE purchased materials for the Flemington Pre-K metal roof and Head Start provided labor to install; Lucretia Center received a new HATCH Computer and vinyl flooring was installed in the classroom; both the Lucretia and Webster Centers received Inspire Smart Board Tables; the Webster Center entry hall was painted sunshine yellow on the lower half of the wall and chalkboard paint was applied near the bathroom doors and vinyl flooring was installed in the classroom, kitchen, hallway, and bathrooms.
- Webster County - received a new agency vehicle; Cowen classroom received an Inspire Smart Board Table and child proof outlets and new telephones were installed; the BOE prepared the ground and installed the fence and Head Start installed a new play unit for Glade Elementary Pre-K; and a new Play Unit was purchased for the Webster Springs playground.

- The program has a Mentoring Site, Edgemont in Marion County, where new staff receives orientation and those needing additional/refresher training as part of a strong on-going monitoring system that includes monitoring of the Delegate on an annual basis.

- In meeting the Teaching staff credentials as required by the Head Start Act, Teaching staff employed by the NCWVCAA Head Start Program for PY47 possessed the following:

- Out of twenty-eight (28) Teachers with Early Childhood degrees: two (2) had a Masters, fourteen (14) had a Bachelors, and ten (10) had an Associates with seven (7) also enrolled in a Bachelor's program. In addition to these degrees, thirteen (13) Teachers had a Temporary Authorization as part of the WV Department of Education Community Program, three (3) had a Permanent Authorization also as part of the WV Department of Education Community Program, and nine (9) were Pre-K Certified through the WV State Board of Education. There were two (2) positions covered by substitutes who obtained the Apprenticeship for Child Development Specialist (ACDS) and each had the cre-

dential waiver approved by Head Start Region III. 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 Department of Education Community Program.

- Out of eight (8) Associate/Assistant Teachers that worked along with the Board of Education Teachers in Board collaborative classrooms, three (3) had a Bachelors while two (2) had an Associate Degree, one (1) had an Apprenticeship for Child Development Specialist (ACDS) and two (2) positions were covered by substitutes throughout the school year.
- Out of twenty-nine (29) Assistant Teachers with degrees in Early Childhood: one (1) had a Bachelors, six (6) had an Associate Degree, sixteen (16) had the Apprenticeship for Child Development Specialist (ACDS), two (2) were enrolled in an Associate Degree program, and four (4) were enrolled in the ACDS Program.
- 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.
- The NCWVCAA Head Start/Early Head Start Director and two Policy Council parents served on the West Virginia Head Start Association (WVHSA) Board of Directors.



Monongalia County Head Start Accomplishments 2012-2013

Information Submitted by:

Brenda Yahn, Director of Early Childhood

- Completed its 47th year as a delegate agency with North Central West Virginia Community Action Association Inc.
- The Program was fully enrolled during the 2012-2013 school year and offered Head Start services to one hundred eight-one (181) children in full-day, center-based programs that met four days a week.
- The county offered 26 Head Start/Pre-K classrooms to eligible children.
- All Teachers were certified by the State of West Virginia to teach in a preschool classroom.
- Thirteen (13) classroom Aides were credentialed according to Head Start requirements; of the fifteen (15) aides who needed certified, all had enrolled in the CDA program or in college to obtain a 2 or 4 year degree in Early Childhood.
- Pre-K Academic coaches began a new initiative centered around the Responsive Classroom. Teachers and aides were given group and individualized training on the implementation of Play Plans, which enhance literacy and language skills. One teacher was used as pilot in the fall to implement the tool. She then provided a group training that included the results of the pilot, which were overwhelmingly positive. In 2013-2014, all classroom teachers and aides will be implementing Play Plans.
- Community Partnerships continued to maintain strong relationships during 2012-2013. PNC bank continued to provide literacy backpacks to Head Start children during the summer and provided financial literacy training to Head Start families. Additionally, the partnership with the Morgantown Service League continued to grow this year. In addition to the emergency services support that included winter clothing, food, cleaning and laundry supplies, and holiday support, the Morgantown Service League also provided books as incentives for School Readiness family participation.

- Program staff implemented a new tool, the CATScan, during its Self Assessment process this year. This tool, supported by the Office of Head Start, gave staff a new look at program strengths and weaknesses. The outcomes of the CATScan, as well as other data sources, were utilized to create plans for improvement, staff development plans, and program calendars.
- The Program completed its first full year of School Readiness. Program staff continued to meet with a School Readiness Team. This team revised School Readiness Goals, created data collection systems, collected and analyzed data, and reported goal outcomes. The 2012-2013 School Readiness Goals and Outcome Data can be found on the program website at www.mnsearlychildhood.org.
- Monongalia County Head Start completed year two of a 5 year grant with West Virginia University. This grant, entitled Choose 2 Change, addressed childhood obesity prevention and provided families, children, and staff resources, training, and planned activities to help address this issue within the home, school, and community. During the 2012-2013 school year, this grant continued to provide Choosy training to Teachers, Aides, and other program staff. Additionally, this was the first year of implementation into the schools. Grant staff conducted Family Fun Events that were very well attended by Head Start families. At these events, families were offered a healthy meal, health and nutrition information, and a fun activity that encouraged movement and family time.
- Monongalia County Head Start/Pre-K implemented a new system for transition into Kindergarten. In 2012-2013, children who were enrolled in Monongalia County Head Start or Pre-K, school-based or collaborative, were not required to attend Kindergarten Registration. Head Start/Pre-K children were placed on Kindergarten rosters according to their home attendance area and teachers ensured that all files were transferred as well. This allowed Kindergarten Registration to be reduced to two days, allowed Pre-K children to remain in school during Kindergarten Registration, and provided a seamless transition from Head Start/Pre-K to Kindergarten.

Monongalia County Head Start Accomplishments 2012-2013 (Continued)

Information Submitted by:

Brenda Yahn, Director of Early Childhood

- The program provided individualized professional developmental support by having each staff member identify personal professional development goals. T and TA funds were used to support each goal.
- Grant funds are allocated each year to ensure that playground equipment, motor materials, and classroom materials have been updated to meet safety standards. Health and Safety Checklists were completed three times annually 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 Master's of Social Work and Bachelor's of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to Teachers and Aides from Curriculum and Instruction, Family Studies, and Human Resources and Education departments, and counseling students who provided family support and classroom assistance through the mentorship of our Mental Health Specialist.



cial Education Department to provide training and support to Teachers in the area of Preschool Autism. Program staff has begun to consult with The Watson Institute and has secured ongoing funding to provide continued group and individualized support and training for teachers throughout the 2013-2014 year.

- The Program, in partnership with Birth to Three and the Monongalia County Board of Education's Special Education Department, conducted a child find screening in August. Several children who attended this event were eligible for Special Education services and were provided with an IEP.

- Partnerships with Monongalia County Board of Education provided additional support in the areas of transportation, classroom staffing, administration, nutrition services, health services, and special education services. This included 6 days of screening in the summer to meet Head Start Performance Standards. These screenings included hearing, speech and language, blood pressure, immunization check, and vision. Any child unable to attend the summer event received the required screenings within the 45 day time period in the classroom.



- The program has partnered with Monongalia County Schools Spe-

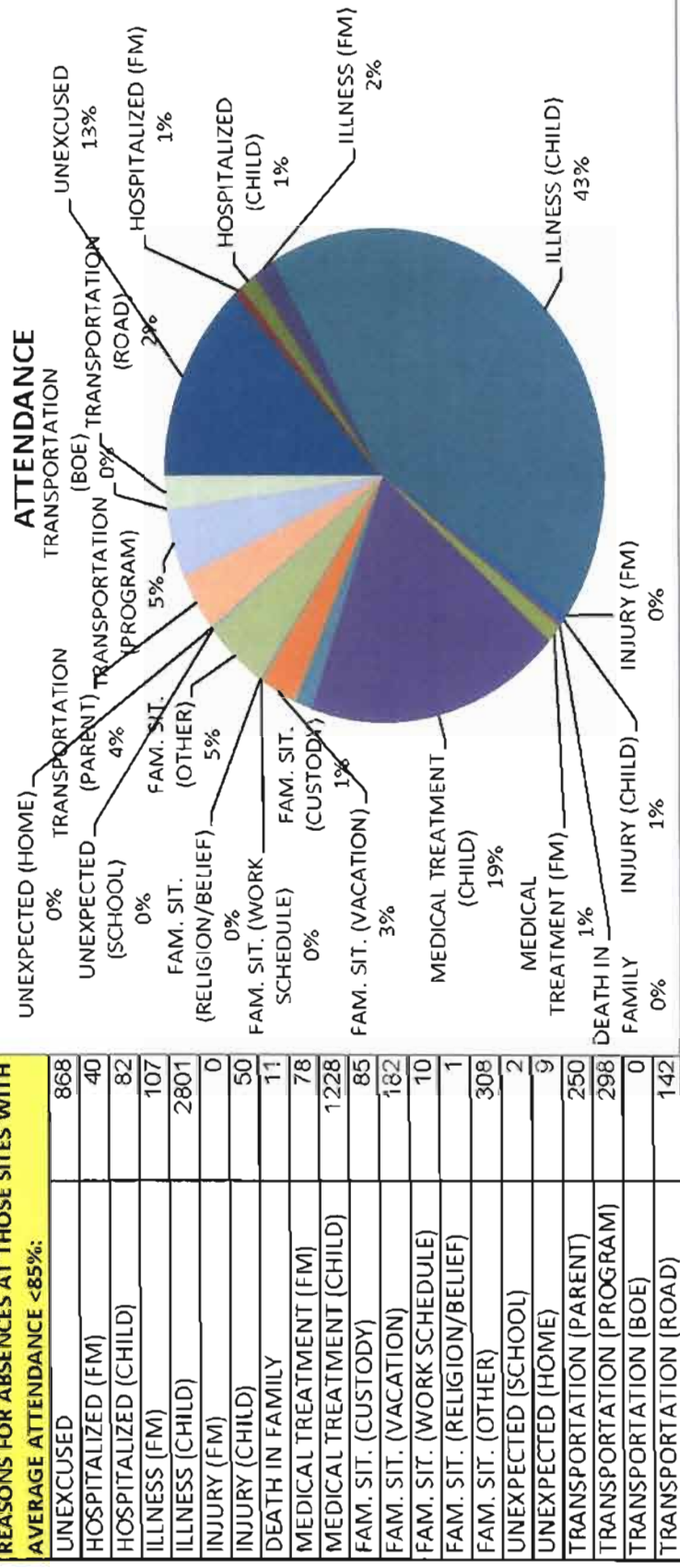
Head Start Grantee and Delegate Enrollment/Attendance Information

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

| MONTH | ATTENDANCE AVERAGE | ENROLLMENT PERCENTAGE | COUNTY | FUNDED ENROLLMENT |
|--|-----------------------|--------------------------|--------------|----------------------|
| AUGUST | 91.40% | 101.02% | Barbour | 72 |
| SEPTEMBER | 89.04% | 100.81% | Marion | 232 |
| OCTOBER | 87.39% | 101.01% | Monongalia | 181 |
| NOVEMBER | 88.25% | 100.47% | Pocahontas | 20 |
| DECEMBER | 85.85% | 100.14% | Preston | 111 |
| JANUARY | 82.30% | 100.47% | Randolph | 86 |
| FEBRUARY | 84.44% | 100.84% | Taylor | 79 |
| MARCH | 82.72% | 101.10% | Tucker | 5 |
| APRIL | 88.26% | 100.77% | Webster | 58 |
| MAY | 87.11% | 100.30% | | |
| JUNE | 53.64% | | | |
| ANNUAL PROGRAM ATTENDANCE AND ENROLLMENT TOTALS | 83.67% | 100.66% | TOTAL | 844 |

The HS Program remained 100% enrolled throughout PY47. During May, there were 12 vacancies which were not replaced because they occurred within the last 60 days of the site closing.
In June 2013, many of the sites had already closed. Therefore, June 2013 was not included in the enrollment percentages.

ANNUAL ABSENCES AT SITES WITH <85% AVERAGE DAILY



Early Head Start Enrollment/Attendance Information

Information Submitted by: Jaine Parkhill, Systems Information Coordinator

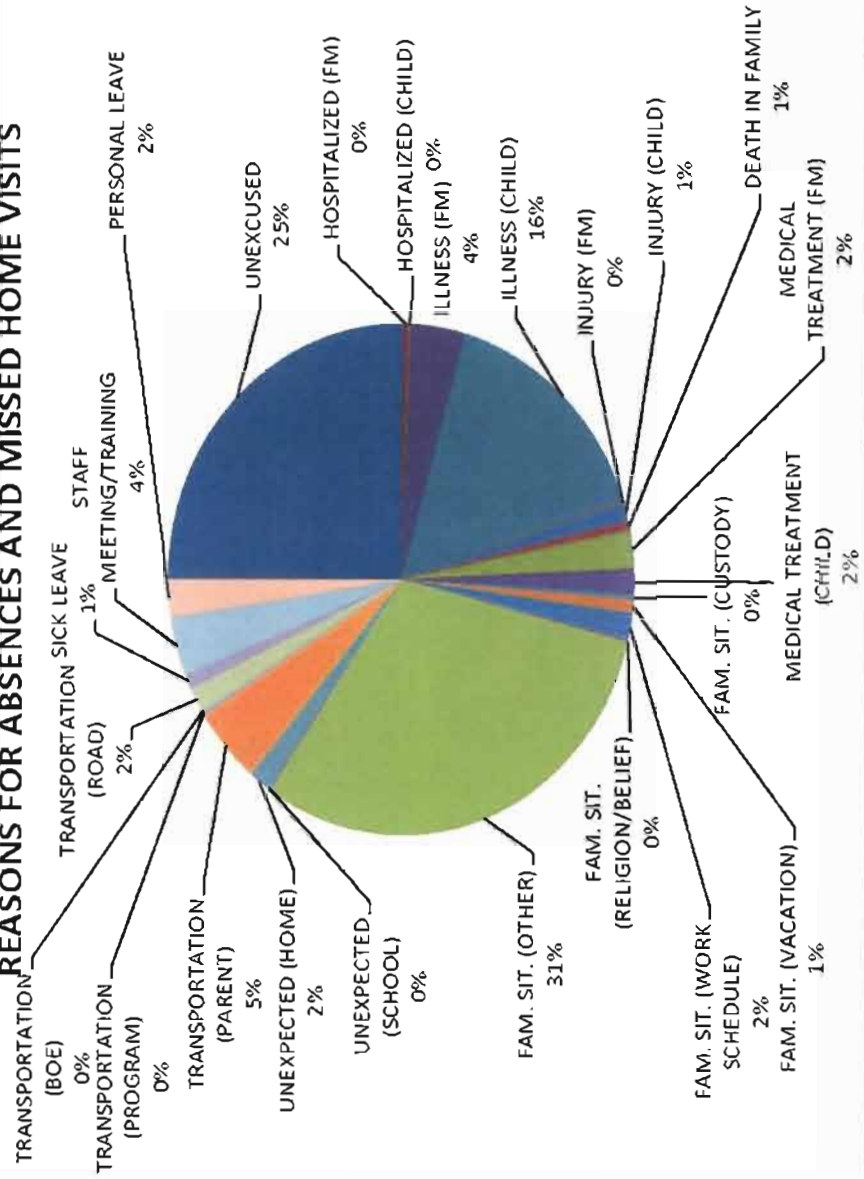
| CENTER | ENROLLMENT PERCENTAGE | ATTENDANCE PERCENTAGE | TOTAL NUMBER FUNDED |
|-------------------|-----------------------|-----------------------|---------------------|
| EAST FAIRMONT EHS | 107.29% | 80.63% | 8 |
| NORTH MARION EHS | 105.20% | 73.00% | 8 |
| PRESTON EHS | 100.00% | x | 12 |
| RANDOLPH EHS-A | 100.00% | x | 12 |
| RANDOLPH EHS-B | 100.00% | x | 6 |
| TUCKER EHS | 100.00% | x | 6 |
| PROGRAM | 102.08% | 76.82% | 52 |

The EHS Program remained 100% enrolled throughout PY47.

The top three reasons for absences were family situation-other (31%), unexcused (25%), and illness of child (16%).

REASONS FOR ABSENCES AND MISSED HOME VISITS

| REASONS FOR ABSENCES AND MISSED HOME VISITS | |
|---|-----|
| UNEXCUSED | 325 |
| HOSPITALIZED (FM) | 5 |
| HOSPITALIZED (CHILD) | 1 |
| ILLNESS (FM) | 50 |
| ILLNESS (CHILD) | 201 |
| INJURY (FM) | 1 |
| INJURY (CHILD) | 15 |
| DEATH IN FAMILY | 7 |
| MEDICAL TREATMENT (FM) | 31 |
| MEDICAL TREATMENT (CHILD) | 21 |
| FAM. SIT. (CUSTODY) | 4 |
| FAM. SIT. (VACATION) | 11 |
| FAM. SIT. (WORK SCHEDULE) | 22 |
| FAM. SIT. (RELIGION/BELIEF) | 1 |
| FAM. SIT. (OTHER) | 397 |
| UNEXPECTED (SCHOOL) | 1 |
| UNEXPECTED (HOME) | 20 |
| TRANSPORTATION (PARENT) | 63 |
| TRANSPORTATION (PROGRAM) | 3 |
| TRANSPORTATION (BOE) | 0 |
| TRANSPORTATION (ROAD) | 21 |
| SICK LEAVE | 12 |
| STAFF MEETING/TRAINING | 48 |
| PERSONAL LEAVE | 31 |



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

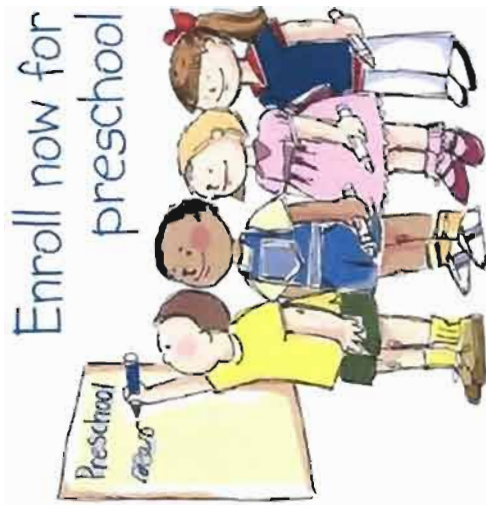
| HEAD START | | | | |
|-----------------------|---------------------------|---------------------------|----------------------------|--|
| COUNTY | NUMBER OF CHILDREN SERVED | NUMBER OF FAMILIES SERVED | AVERAGE MONTHLY ENROLLMENT | PERCENTAGE OF ELIGIBLE CHILDREN SERVED |
| BARBOUR | 81 | 82* | 96.58% | 93.82% |
| MARION | 272 | 267** | 99.87% | 81.25% |
| MONONGALIA (Delegate) | 201 | 195** | 89.49% | 100.00% |
| POCAHONTAS | 23 | 23 | 103.75% | 100.00% |
| PRESTON | 125 | 128* | 100.09% | 90.40% |
| RANDOLPH | 104 | 103** | 110.70% | 97.11% |
| TAYLOR | 90 | 89** | 99.54% | 90.00% |
| TUCKER | 6 | 6 | 100.00% | 83.33% |
| WEBSTER | 59 | 59 | 95.69% | 91.52% |
| TOTAL | 961 | 952 | 99.52% | 91.93% |

Number of children and families served taken from the PY47 HS PIR July 1, 2012 to June 30, 2013.

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

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

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



| EARLY HEAD START | | | | |
|------------------|---------------------------|---------------------------|----------------------------|--|
| COUNTY | NUMBER OF CHILDREN SERVED | NUMBER OF FAMILIES SERVED | AVERAGE MONTHLY ENROLLMENT | PERCENTAGE OF ELIGIBLE CHILDREN SERVED |
| MARION | 33 | 26 | 106.25% | 100.00% |
| PRESTON | 27 | 21 | 96.21% | 85.18% |
| RANDOLPH | 23 | 17 | 100.00% | 100.00% |
| TUCKER | 7 | 7 | 100.00% | 100.00% |
| GRANTEE TOTALS | 90 | 71 | 100.61% | 96.29% |

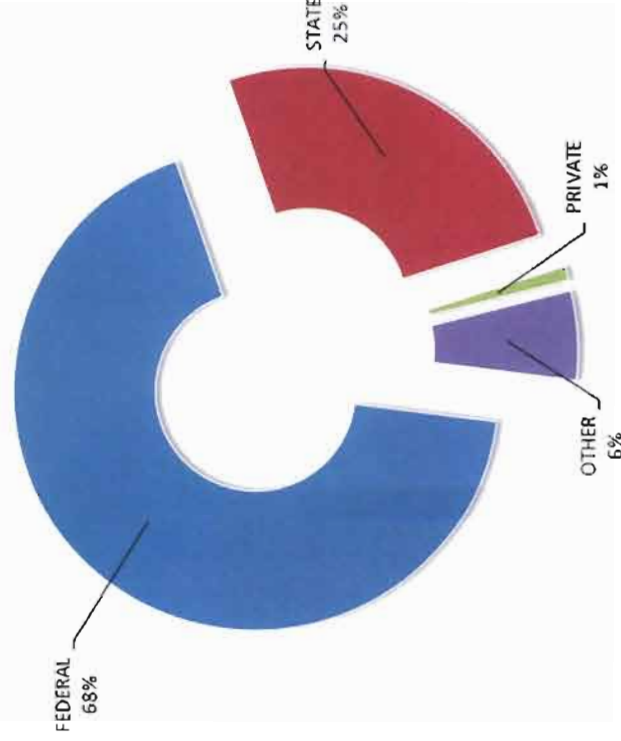


Number of children and families served taken from the PY47 EHS PIR July 1, 2012 to June 30, 2013.
Percentage of eligible children served is based on information obtained from NCWVCAA Enrollment.

Financial Information

Financial Information Submitted by: Patricia McFarland, Finance Director

North Central WV Community Action Agency, Inc. Budgeted Funds for 2013



The Budgeted Funds for Fiscal Year 2013 are expected to come from several Federal, State, Private and Other Sources. The total expected federal funds are approximately \$6.6 million from the Department of Health & Human Services, the Federal Emergency Management Agency, Housing & Urban Development, and the Department of Veterans Affairs.

The expected State dollars to be received are approximately \$2.5 million, primarily from the Governor's Office of Economic Opportunity, West Virginia Department of Health & Human Services, and the West Virginia Housing Development Fund. The Private and Other funds will amount to approximately \$670,000 and will primarily come from 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 |
| Supportive Housing Program | Homeless Prevention & Rapid Re-Housing | Donations |
| Emergency Food & Shelter | Homeless Shelter Grants | Low Income Housing Rental Income |
| VA Homeless Per Diem Program | Volunteer Income Tax Assistance Grant | |
| | WV Housing Development Fund | |

Financial Information (Can't)

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

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

PY 47 BUDGET FOR HEAD START

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

PY 47 BUDGET FOR EARLY HEAD START

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

PY 47 BUDGET FOR DELEGATE

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

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PY 48 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

| | PROGRAM OPERATION | T&TA | TOTAL |
|-----------------|-------------------|--------------|-----------------|
| PERSONNEL | \$ 3,794,542.00 | \$ - | \$ 3,794,542.00 |
| FRINGE BENEFITS | \$ 932,408.00 | \$ - | \$ 932,408.00 |
| TRAVEL | \$ 6,475.00 | \$ 35,971.00 | \$ 42,446.00 |
| EQUIPMENT | \$ 9,656.00 | \$ - | \$ 9,656.00 |
| SUPPLIES | \$ 227,991.00 | \$ 500.00 | \$ 228,491.00 |
| CONTRACTUAL | \$ 52,154.00 | \$ 4,500.00 | \$ 56,654.00 |
| OTHER | \$ 536,185.00 | \$ 43,026.00 | \$ 579,211.00 |
| INDIRECT COSTS | \$ 446,412.00 | \$ - | \$ 446,412.00 |
| TOTALS | \$ 6,005,823.00 | \$ 83,997.00 | \$ 6,089,820.00 |

PY 48 BUDGET FOR HEAD START

| | PROGRAM OPERATION | T&TA | TOTAL |
|-----------------|-------------------|--------------|-----------------|
| PERSONNEL | \$ 2,874,589.00 | | \$ 2,874,589.00 |
| FRINGE BENEFITS | \$ 661,156.00 | | \$ 661,156.00 |
| TRAVEL | \$ 5,200.00 | \$ 20,943.00 | \$ 26,143.00 |
| EQUIPMENT | \$ 5,000.00 | | \$ 5,000.00 |
| SUPPLIES | \$ 193,218.00 | | \$ 193,218.00 |
| CONTRACTUAL | \$ 45,000.00 | \$ 4,000.00 | \$ 49,000.00 |
| OTHER | \$ 492,506.00 | \$ 31,906.00 | \$ 524,412.00 |
| INDIRECT COSTS | \$ 388,932.00 | | \$ 388,932.00 |
| TOTALS | \$ 4,665,601.00 | \$ 56,849.00 | \$ 4,722,450.00 |

PY 48 BUDGET FOR EARLY HEAD START

| | PROGRAM OPERATION | T&TA | TOTAL |
|-----------------|-------------------|--------------|---------------|
| PERSONNEL | \$ 277,803.00 | | \$ 277,803.00 |
| FRINGE BENEFITS | \$ 63,645.00 | | \$ 63,645.00 |
| TRAVEL | \$ 275.00 | \$ 5,838.00 | \$ 6,113.00 |
| EQUIPMENT | | | \$ - |
| SUPPLIES | \$ 15,603.00 | \$ 300.00 | \$ 15,903.00 |
| CONTRACTUAL | \$ 3,654.00 | \$ 500.00 | \$ 4,154.00 |
| OTHER | \$ 24,722.00 | \$ 4,991.00 | \$ 29,713.00 |
| INDIRECT COSTS | \$ 37,587.00 | | \$ 37,587.00 |
| TOTALS | \$ 423,289.00 | \$ 11,629.00 | \$ 434,918.00 |

PY 48 BUDGET FOR DELEGATE

| | PROGRAM OPERATION | T&TA | TOTAL |
|-----------------|-------------------|--------------|---------------|
| PERSONNEL | \$ 642,150.00 | | \$ 642,150.00 |
| FRINGE BENEFITS | \$ 207,607.00 | | \$ 207,607.00 |
| TRAVEL | \$ 1,000.00 | \$ 9,190.00 | \$ 10,190.00 |
| EQUIPMENT | \$ 4,656.00 | | \$ 4,656.00 |
| SUPPLIES | \$ 19,170.00 | \$ 200.00 | \$ 19,370.00 |
| CONTRACTUAL | \$ 3,500.00 | | \$ 3,500.00 |
| OTHER | \$ 18,957.00 | \$ 6,129.00 | \$ 25,086.00 |
| INDIRECT COSTS | \$ 19,893.00 | | \$ 19,893.00 |
| TOTALS | \$ 916,933.00 | \$ 15,519.00 | \$ 932,452.00 |

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

Information Submitted by: Misty DeWitt Family and Community Partnership Program Specialist

NCWVCAA Head Start/Early Head Start provided many opportunities for parents and community members to participate in the daily operations of the program in PY47 or school year 2012-2013. Staff at every level continued to encourage parent engagement by promoting volunteering in the classroom, participating in Parent Meetings, Parent Participation Events, Education, Partnership and Health Advisories, Policy Council, monthly Fatherhood conference calls, and other special committees.

Since the implementation of the Parent, Family and Community Engagement (PFCE) Framework last year, staff have worked diligently to impress upon the families how important parent engagement is to their child's "school readiness". Families are being provided guidance on how to become stronger advocates for their child during their time spent in Head Start/Early Head Start so that they may independently continue this practice after exiting the program. The program created a Parent Family and Community Engagement Action Plan that correlates with NCWVCAA School Readiness Goals to ensure that both staff and families are preparing children for their next educational setting.

Policy Council (PC) attendance remained consistently high in PY47, possibly due in part to the revision of Policy Council By-laws to include a stricter attendance policy that was voted upon by all members. PC membership continued to consist of at least 51% of parents of enrolled Head Start/Early Head Start children with remaining members being Non-ACF enrolled families due to Pre-K Partnerships with county Boards of Education, as well as community members. Two members of Policy Council volunteered to take on even bigger roles by participating on the WV Head Start Association's Board of Directors. Other members from the 2012-2013 school year also participated by attending the WV Head Start Association Conference, the School Readiness Leadership Team meetings, Self-Assessment, NCWVCAA Board of Directors meetings, committees to revise Policy Council By-laws, meetings with the Early Childhood Education Specialist/WV State Manager, and hiring committees.

As required, Parent Committee Meetings were held early on in the school year at each Head Start/Early Head Start site. Those parents that were elected assisted staff in making important decisions in their classrooms and represented their sites at Policy Council and Advisory meetings. Parent Committee members also voted on how their Parent Activity Monies would be spent, assisted in determining upcoming Parent Participation Events, and participated in many training opportunities including information on oral health, budgeting and managing finances, parenting techniques, nutrition, stress management, child development, prescription drug abuse, bullying, exercise, depression, language development, safety, co-parenting, health and immunizations, continuing education, and creative hands on activities for children. Sites voted to spend their Parent Activity Monies in a variety of ways such as tie-dyed t-shirts, photo CDs, decorative plates, children's hand molds, year-books, garden stones, a trip to the WOW Factory (pottery painting), and educational transitioning packets.

Head Start families were invited to attend three or more Parent Participation Events and Early Head Start families participated in at least four. Not only were parents/guardians provided with valuable training information and resources during these social events, but the entire family was able to engage in hands on, family friendly activities such as building bird houses, bowling, picnics, pottery painting, carnivals, magic shows, roller skating, field trips to the pumpkin patch, Kindermusik, science and math experiments, and kite making.

Parents and community members were again encouraged to attend Health, Partnership and Education Advisories. These advisories were made up of staff, parents, and community members, and provided opportunities for the members to assist Program Specialists in providing direction for each service area. Agenda topics and/or information provided during these meetings included changes to health policies and procedures, Celebrate National Nutrition Month, My Plate nutrition activities, Disabilities Services Plan, free breast cancer screenings, mental health referrals, allowable In-kind activities, and family outcomes assessment tools.

Fatherhood/Male Involvement activities continue to be offered on a regular basis in every county. The monthly Fatherhood Conference Call information is given to all families and the Policy Council Representative to the Fatherhood Advisory so they may choose to participate at home or at the center. An effort was made to incorporate Fatherhood/Multi-cultural posters at many sites in order to make classrooms and/or Parent Areas inviting. Examples of fatherhood activities held in PY47 were memory books with special father/child activities completed monthly, craft activities provided by Lowe's, bowling, pumpkin painting, father/child dinners, career day, caroling, Polar Express field trip, quilt making, Kindermusik, creating mailboxes, roller skating, building race cars, playing tag and hula hoop, painting birdhouses, and creating sun catchers.

NCWVCAA Head Start/Early Head Start rewarded PY47 special volunteers for their efforts through the Volunteer Incentive Program (VIP) using strictly Non-federal funds sponsored by North Central WV Community Action. The program presented a total of \$350 in Wal-Mart gift cards to the individuals who had accumulated the most volunteer hours in the classroom or Home-based setting in their counties throughout the program year. Program Option Volunteer Recognition monies were again awarded twice during PY47 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's curricula, classroom supplies, field trips, or other social events.

NCWVCAA Head Start/Early Head Start continues to enhance efforts to encourage parent engagement within the program. Parent's time and participation is valued and considered one of the most important cornerstones of what the program represents. It is the intent of the NCWVCAA Head Start/Early Head Start Program to inform and empower families and children by introducing and preparing them for a "life time of learning".

Grantee Family Satisfaction Survey Results

The PY47 Family Satisfaction Survey was redesigned to incorporate the NCWVCAA Grantee's Head Start/Early Head Start School Readiness Goals. It was completed in April and May 2013 by HS/EHS families based upon their experiences with the program during the 2012-2013 school year. The Program Grantee was funded in PY47 for a combined total of seven hundred and fifteen (715) HS and EHS enrollees. Out of this number, five hundred and thirty (530) families or 74% returned the survey. The following information from the surveys provided NCWVCAA HS/EHS staff, Supervisors, and Managers critical data that enabled the program to make improvements in specific areas, as necessary. It also gave Administrative staff and Program Specialists insight on how parents feel the program did in preparing them and their child (ren) for their next school setting.

- 97.35% of respondents were satisfied that staff respected their right to privacy.
- 96.23% of respondents were satisfied that staff made them aware of family participation activities.
- 96.76% of respondents whose child received special needs services indicated they were satisfied with these services.
- 96.18% of respondents felt that staff promoted good attendance at their center/classroom or socialization.
- 96.22% of respondents were satisfied with their child's progress in recognizing safe and healthy habits.
- 97.81% of respondents were satisfied with their child's progress in creativity and playing with other children.
- 95.83% of respondents were satisfied with their child's adjustments to new surroundings and caregivers.
- 97.22% of respondents whose child/family received mental health services from the NCWVCAA Mental Health Program Specialist indicated they were satisfied with these services.
- 97.37% of respondents whose child/family received mental health services from the NCWVCAA Mental Health Program Specialist indicated they were satisfied with the confidentiality of these services.
- **96.03%** of respondents indicated they were satisfied that the program met their overall expectations.

NCWVCAA Head Start/Early Head Start Grantee Policy Council Officers & PY 47 Program Options

Information Submitted by: Ruth Ann Panzurick, Children Services Director

PY47 Policy Council Executive Officers:

Joe Mauller and Pheba Specht, Chairperson
Stephanie Arbogast, Vice Chairperson
Christina Simmons, Secretary
Samatha O'Brien, Parliamentarian

Grantee and Delegate PY47 Program Options

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

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

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

- One (1) Home-based site in Tucker County;
- Fifty-six (56) Center-based classrooms in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties.
Of the fifty-six,
 - Fifty (50) 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/full-year Childcare collaborative;
 - Four (4) were half-day operating 4 hours per day/5 days per week as collaborative classrooms with the Boards of Education;
 - One (1) was half-day operating 4 hours per day/5 days per week as a non-collaborative classroom.

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

- Twenty-six (26) Center-based options across the county.
Of the twenty-six,
 - 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 that served 120 prenatal, infants, toddlers, and their families in a Home-based option.



Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by:

Brenda Yahn, Director of Early Childhood

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

During the first month of school, families received information through their child's backpack about program governance and how they could become involved in the program. In September, Family Service Specialists scheduled parent meetings and invited parents to become involved in Parent Policy Committee, North Central Parent Policy Council, Parent Committees, Social Service Advisory, Health Advisory, TADPOLE Committee, School Readiness Committee, and Pre-K Core Team. After discussion, each school's Parent Committee voted on representatives for the above mentioned committees. Each month, families continued to receive flyers through the school sharing information about upcoming meetings, school events, program events, and parent trainings. Family Service Specialists were required to schedule four Parent Committee meetings at their school throughout the year. Families discussed program and school events, addressed concerns and issues, and received trainings in areas such as behavior management, accessing community resources, and volunteerism in their child's school.

Collaboration is a key component to Head Start. Throughout the year, families received information about various community events. Early Head Start, Birth to Three, Family Resource Network, The SHACK, Scott's Run Settlement House, Morgantown Service League, PNC Bank, WVU, and BoParc are just a few examples of the extensive collaborations that benefited Monongalia County Head Start families. This past year, Head Start collaborations provided activities and support to program families that included free T Ball, Lowe's Building Workshops, winter clothing, Thanksgiving Baskets, emergency support, and the Holiday Toy and Food Drive. Through these collaborations, families also benefited from county wide trainings in areas of child development, positive discipline techniques, and the identification of developmental delays.

As part of a child's transition, Family Service Specialists worked closely with classroom teachers and school staff to provide children with a positive and supportive

environment. We believe that parents are their child's first teacher and encouraged families to be active participants in the classroom and school. Family Service Specialists offered a Hands-on-Training program that helped parents successfully volunteer in the classroom. This training was offered annually and on an on-going basis so that all parents can participate as they are able. Additionally, parent trainings were offered individually at Parent Committee Meetings and at program events. Through this training, parents discovered how children learn through play. Fatherhood Initiative activities were a focus again this year for program staff. Some Fatherhood Initiative activities included Field Day, Tae Kwon Do, Lowe's Build-It Program, WVU Planetarium, and Build a Bookshelf Literacy Project. Program staff continued to survey parents to plan activities that were of interest to them.

Early Head Start and Head Start Parent Policy Committees continued to sponsor a community project this year. Both groups decided to focus their attention on the elderly population living in Assisted Living facilities. Family Service Specialists worked with the teachers and families to provide materials for art work from the children. The art work was then distributed to the various Assisted Living programs in Monongalia County. The parents saw this as a way of giving back to the community. Along with the community project, both Policy Committees participated in a Spring Community Resource Fair in collaboration with The SHACK. Part of the Resource Fair included free dental exams provided by a local dentist office, as well as developmental screenings through Birth to Three. Children were involved in age-appropriate activities while parents gathered information about community resources. Families were also provided dinner at the event.

Once again this year, after receiving positive feedback from parents, teachers, and Head Start staff, the annual program calendar was created. This calendar outlined a variety of program activities to encourage family participation in the home, school, and community. Additionally, in response to School Readiness Goals, Head Start families were given a monthly activity calendar that outlined simple, no-cost activities that parents could complete with their children. These activities centered on the program's School Readiness Goals in the areas of numeracy, persistence, and phonological awareness. Parents were encouraged by program staff to complete all or some of the activities with their children and to return the completed calendar in order to receive a book donated by the Morgantown Service League.

In conclusion, Monongalia County Head Start staff is proud of the involvement of their community, schools, parents, children, and families this past year. Offering events based on family need and interest is the key to the success of family participation and will continue to be at the forefront of program planning.

Information Submitted by: Education Program Specialists

North Central WV Community Action Head Start/Early Head Start has implemented a School Readiness Leadership Team which consists of Head Start Program Specialists, Supervisors, Administrative Advisory (Children Services Director, Children Services Assistant Director, and Children Services Program Manager), Systems Information Coordinator, Mentor Family Resource Coordinator, Mentor Teachers, Policy Council Parents as well as an Early Childhood Coordinator from Pierpont Community Technical College/NCWVCAA Board of Directors Member. The group initially met monthly and meetings were held thereafter when the WV Early Learning Scale (ELS) for Head Start (3 and 4 year olds) and OnlineCOR for Early Head Start (infant and toddlers) when data checkpoints were accessible in: November 2012 for the October checkpoint; March 2013 for the February checkpoint; and June 2013 for the end of the school year May checkpoint.

During these meetings, discussions surrounded previous and current data from the WVELS and OnlineCOR to define next steps necessary for the NCWVCAA Head Start/Early Head Start Program to prepare and plan activities as well as staff professional development trainings to ensure outcome data suggested infant/toddlers, children, and parents were ready for the next school setting. The team decided that no changes would be made to the School Readiness Goals for PY48 based upon feedback from the School Readiness Surveys conducted in the early part of the 2013-2014 school year that indicated to continue current goals.

For both Head Start and Early Head Start, the School Readiness Leadership Team will continue to meet to:

1. Analyze available data and compare it with the program's School Readiness Goals;
2. Compare checkpoint data for the 2012-2013 school year to those of the 2013-2014 school year;
3. Determine trends for areas of strengths and those areas that need improvement;
4. Compile other service areas for data that include: health, mental health, enrollment/attendance, nutrition, etc. and determine how it impacts infants/toddlers, and child and family outcomes;
5. Provide input to the State Board of Education's definition of School

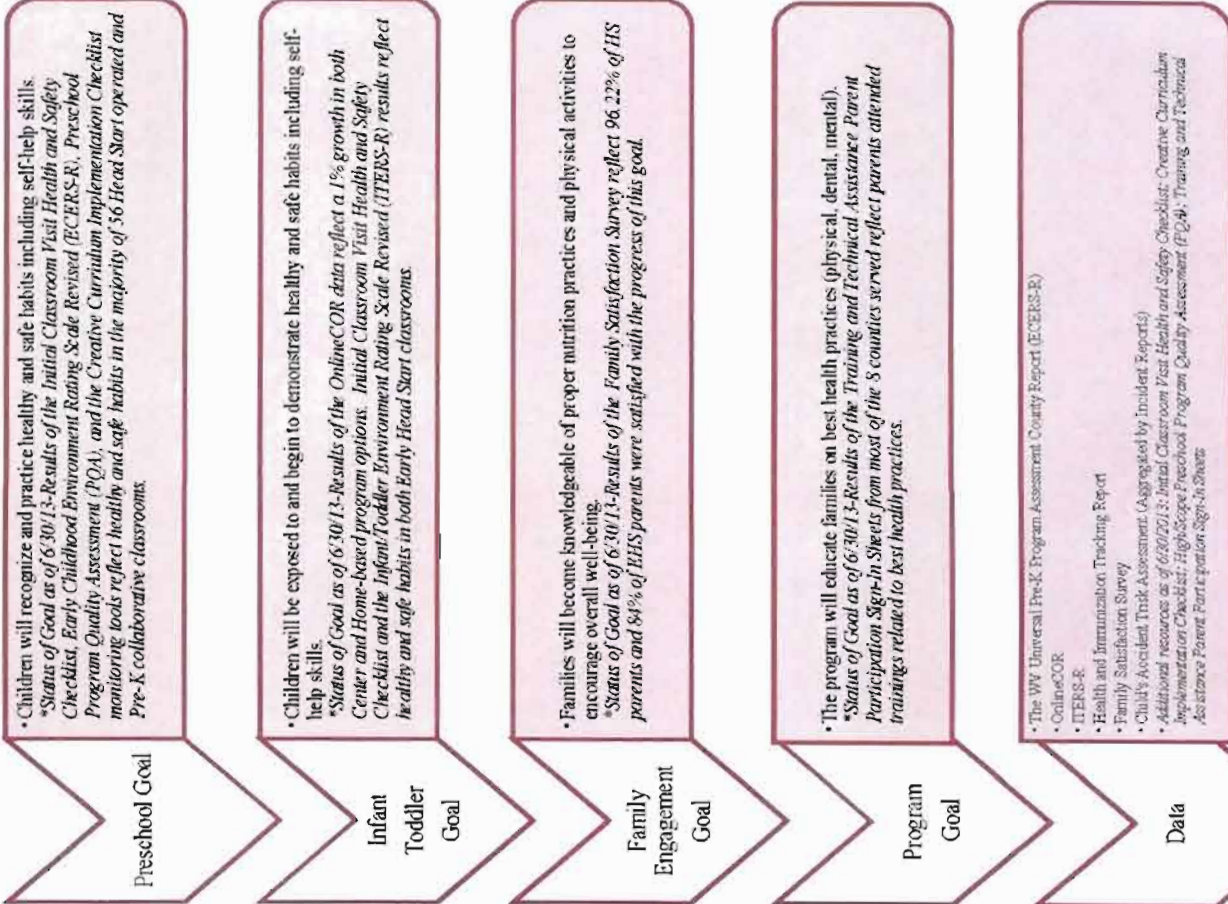
Readiness by having staff membership on the WV Department of Education, Office of Early Learning Committee.

The status of the progress made towards the School Readiness Goals for Preschool, Infant/Toddler, Family Engagement, and Program for each of the five (5) domains: 1. Physical Development and Health; 2. Social and Emotional Development; 3. Cognition and General Knowledge; 4. Language and Literacy, and 5. Approaches to Learning are based upon available data as of June 30, 2013 can be found on the following pages.

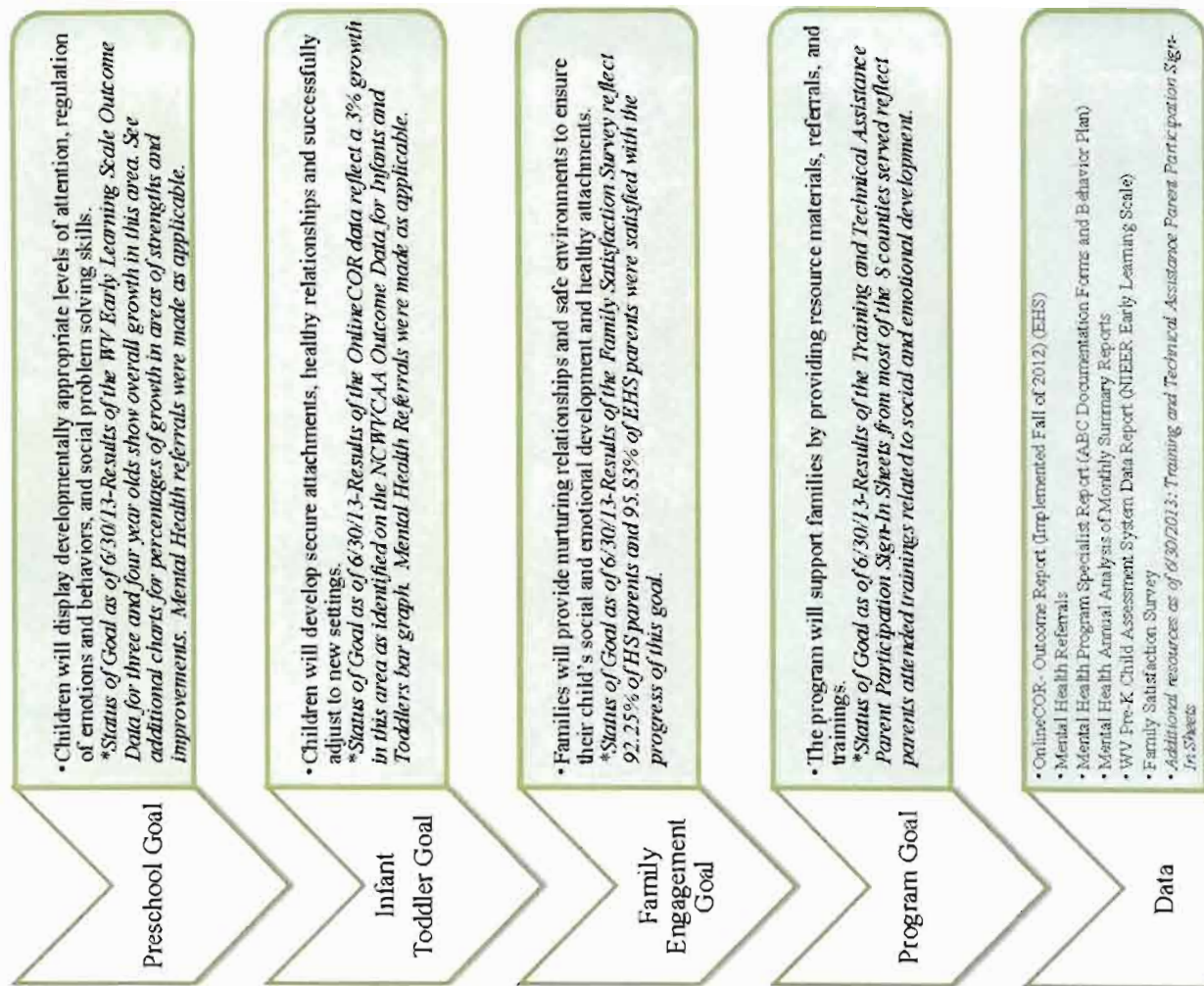


North Central WV Community Action Association, Inc. Head Start Program Grantee—Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 and Future Plans for Collecting 2013-2014 Outcome Data (continued)

GOAL: PHYSICAL DEVELOPMENT AND HEALTH

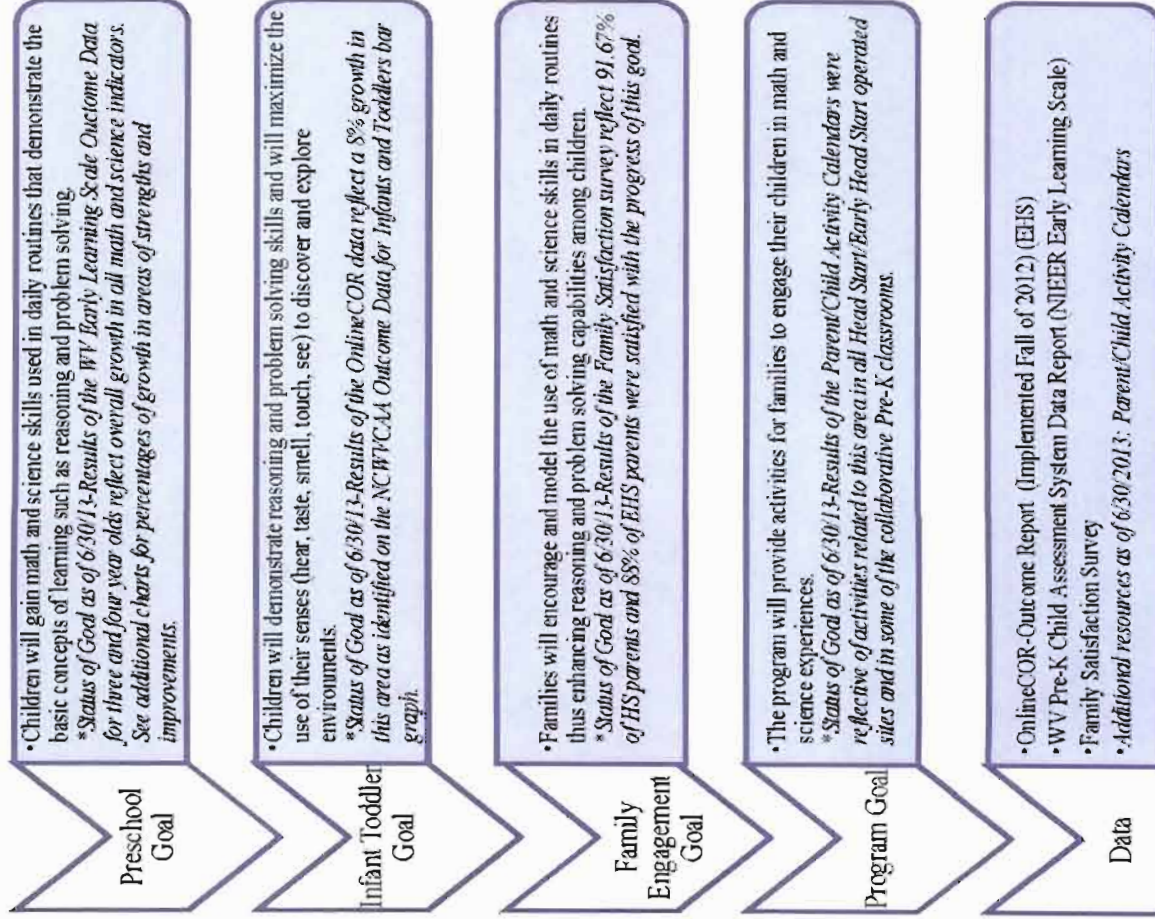


GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT

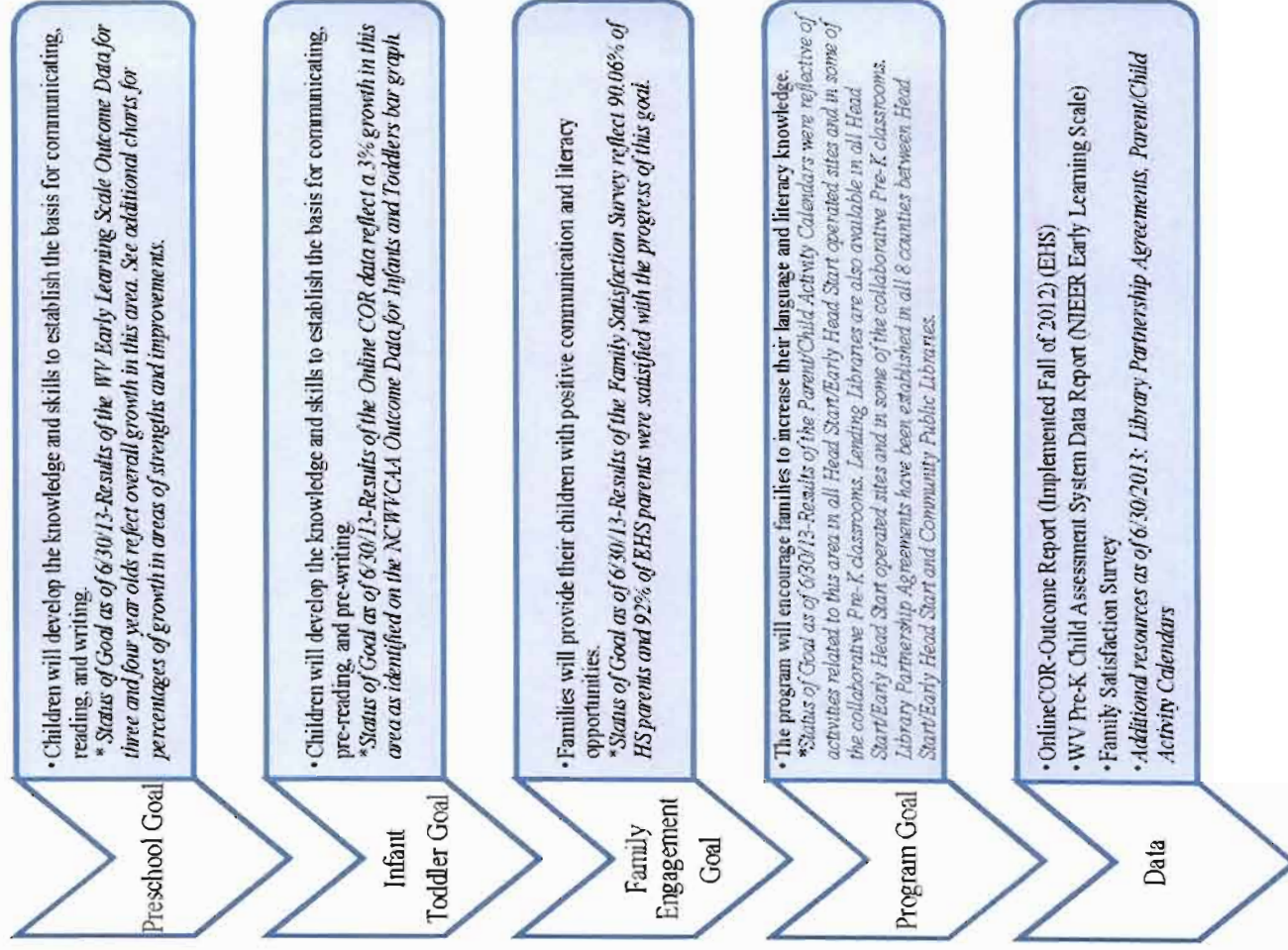


North Central WV Community Action Association, Inc. Head Start Program Grantee—Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 and Future Plans for Collecting 2013-2014 Outcome Data (continued)

GOAL: COGNITION AND GENERAL KNOWLEDGE



GOAL: LANGUAGE AND LITERACY



GOAL: APPROACHES TO LEARNING

NCWVCAA Grantee School Readiness Goals and Results of Survey

• Children will display creativity when exploring materials, engaging in activities, and sharing information through individual and group play.
 *Status of Goal as of 6/30/13-Results of the WV Early Learning Scale Outcome Data for three and four year olds reflect overall growth in this area. See additional charts for percentages of growth in areas of strengths and improvements.

Preschool Goal

• Children will develop a range of skills including initiative and curiosity through the exploration of a variety of materials and experiences.
 *Status of Goal as of 6/30/13-Results of the OnlineCOR data reflect a 4% growth in this area as in this area as identified on the NCWVCAA Outcome Data for Infants and Toddlers bar graph.

Infant Toddler Goal

• Families will engage in cooperative play with their child.
 *Status of Goal as of 6/30/13-Results of the Family Satisfaction survey reflect 97.81% of HS parents and 91.67% of EHS parents were satisfied with the progress of this goal.

Family Engagement Goal

• Program will educate parents on the importance of play as a learning opportunity.
 *Status of Goal as of 6/30/13-Results of the Newsletters and Parent Areas in all Pre-K collaborative sites and all Head Start/Early Head Start sites as well as Parent/Child Activity Calendars provided information of the importance of play in all Head Start/Early Head Start operated sites and in some collaborative Pre-K classrooms.

Program Goal

• OnlineCOR-Outcome Report (Implemented Fall of 2012) (EHS)
 • The Arts and Physical Development Data Report
 • WV Pre-K Child Assessment System Data Report (NIEER Early Learning Scale)
 • Family Satisfaction Survey
 • Additional resources as of 6/30/2013: Parent/Child Activity Calendars

Data

The School Readiness Leadership Team agreed to continue the School Readiness Surveys in the 2013-2014 school year for each of the Early Head Start and Head Start families along with community members for their input into the NCWVCAA Head Start/Early Head Start School Readiness Goals.

Separate surveys for the Head Start and Early Head Start families focused on the five domains of School Readiness: 1. Physical Development and Health; 2. Social and Emotional Development; 3. Cognition and General Knowledge; 4. Language and Literacy; and 5. Approaches to Learning. Early Head Start survey questions asked parents to identify their top three priorities per domain that they thought their child, birth up to three years of age, needed in order to be ready for Pre-School. Head Start survey questions asked parents to identify their top three priorities per domain that they thought their child, age's three to four, needed in order to be ready for Kindergarten. These parent surveys were completed during initial home visits, phone calls with Family Community Partnership Staff, or at Classroom Orientations.

Community Members from the counties served by NCWVCAA as a former Community Assessment participant or an interested early childhood partner were solicited to complete the surveys included Family Resource Network staff, Board of Education staff, Extension Agents, Child Care Providers, Dentist, and Nonprofit Agency Members. These surveys asked community members to also identify their top three priorities per domain for children birth up to three years of age using the Early Head Start Survey and for children age's three to four using the Head Start Survey. Community members completed the survey online thru Google Drive.

Responses from the surveys were entered into the Google Drive internet site where results were tabulated based on each domain per family from Head Start, Early Head Start, and the Community Members. There were 591 completed surveys which included 542 from Head Start families, 32 Early Head Start families, and 17 Community Members.

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

North Central WV Community Action Association, Inc. Head Start Program Grantee—Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 and Future Plans for Collecting 2013-2014 Outcome Data (continued)

NCWVCAA Grantee Early Head Start/Head Start School Readiness Goals Survey Results October 2013

| Domains | EHS Parents Results Survey | Community Representatives Results Survey * | NCWVCAA Current School Readiness Goals Approved by PC/BOB |
|---|--|--|---|
| Physical Development and Health | <ol style="list-style-type: none"> 1. Learns to follow rules and routines and eat healthy foods. Tie. 2. Engages in washing hands and brushing teeth. 2. Introduced to and participates in daily movement activities (dancing, playing games, exercising legs and arms). 3. Has necessary Check-Ups and Shots | <ol style="list-style-type: none"> 1. Has necessary Check-Ups and Shots 2. Introduced to and participates in daily movement activities (dancing, playing games, exercising legs and arms). 3. Learns to follow rules and routines and eat healthy foods | <p>Infant/Toddler Goal: Children will be exposed to and begin to demonstrate healthy and safe habits including self-help skills.</p> <ul style="list-style-type: none"> • 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 | <ol style="list-style-type: none"> 1. Adjusts to new situations and interacts with adults. 2. Learns to use rules, routines and directions. 3. Begins to demonstrate control over some of their feelings and behaviors | <ol style="list-style-type: none"> 1. Develops secure attachments with adults/caregivers. 2. Adjusts to new situations and interacts with adults. 3. Develops awareness of self. | <p>Infant/Toddler Goal: Children will develop secure attachments, healthy relationships and successfully adjust to new settings.</p> <ul style="list-style-type: none"> • Respond to familiar peers and adults in their environment. • Adjust positively to their changing surroundings. |
| Cognition and General Knowledge | <ol style="list-style-type: none"> 1. Notices differences, similarities, and changes. 2. Develops the use of skills to remember and connect information. Tie 3. Uses math concepts in daily routines. 3. Investigates their environment using their senses. | <ol style="list-style-type: none"> 1. Investigates their environment using their senses. Tie: 2. Notices differences, similarities, and changes 2. Develops the use of skills to remember and connect information. 3. Uses early math concepts in daily routines. | <p>Infant/Toddler Goal: Children will demonstrate reasoning and problem solving skills and will maximize the use of their senses (hear, taste, smell, touch, see) to discover and explore environments.</p> <ul style="list-style-type: none"> • Given opportunities to explore and investigate their environments. |
| Language and Literacy | <ol style="list-style-type: none"> 1. Develops communication skills. 2. Attempts to draw and use writing skills. 3. Engages in stories and books. | <ol style="list-style-type: none"> 1. Develops communication skills 2. Engages in stories and books. 3. Demonstrates and expresses language skills. | <p>Infant/Toddler Goal: Children will develop the knowledge and skills to establish the basis for communicating, pre-reading, and pre-writing.</p> <ul style="list-style-type: none"> • Many opportunities to develop and increase vocabulary • Introduced to a print rich environment. |

North Central WV Community Action Association, Inc. Head Start Program Grantee—Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 and Future Plans for Collecting 2013-2014 Outcome Data (continued)

| Approaches to Learning | 1. Enters into play with other children. Tie 2. Shows interest and independence when working with materials, activities, and information. 2. Shows ideas and feelings through creative play. 3. Learns and uses words to describe what they are thinking and doing. | 1. Learns and uses words to describe what they are thinking and doing. 2. Enters into play with other children. 3. Shows ideas and feelings through creative play. | Infant/Toddler Goal: Children will develop a range of skills including initiative and curiosity through the exploration of a variety of materials and experiences. • Access to a vast variety of materials to show individual creativity. |
|------------------------|---|--|---|
|------------------------|---|--|---|

Head Start

| Domains | HS Parents Results Survey | Community Representatives Results Survey * | NCWVCAA Current School Readiness Goals Approved by PC/BOD |
|---|--|---|--|
| Physical Development and Health | 1. Practices safe and healthy habits such as washing hands and brushing teeth. 2. Identifies and makes healthy food choices. 3. Actively participates in movement activities. | 1. Practices daily experiences in safe and healthy habits such as washing hands and brushing teeth 2. Has necessary Health and Shot Records Tie: 3. Identifies and makes healthy food choices. 3. Actively participates in movement activities. | <i>Preschool Goal:</i> Children will recognize 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 (BML) to decrease risk of obesity. |
| Social and Emotional Development | 1. Follows simple directions and rules. 2. Uses words to solve problems and resolve conflicts. Tie 3. Demonstrates independence and makes choices. 3. Adjusts to new situations and interacts with adults. | 1. Expresses emotions, needs, and ask for help Tie: 2. Adjusts to new situations and interacts with adults. 2. Uses words to solve problems and resolve conflicts Tie 3. Follow simple directions and rules. 3. Demonstrates independence and makes choices | <i>Preschool Goal:</i> Children will display developmentally appropriate levels of attention, regulation of emotions and behaviors, and social problem solving skills. • Follow classroom rules and directions. |

| | | | |
|--|--|---|---|
| Cognition and General Knowledge | <ol style="list-style-type: none"> 1. Counts, sorts, and create patterns 2. Notices differences, similarities, and changes 3. Remembers information. | <ol style="list-style-type: none"> 1. Observes their environment and makes predictions 2. Notices differences, similarities and changes. 3. Remembers information | <p>Preschool Goal: Children will gain math and science skills used in daily routines that demonstrate the basic concepts of learning such as reasoning and problem solving.</p> <ul style="list-style-type: none"> • Use manipulatives for counting, sorting and patterning. • Use tools for exploring and investigating their environment |
| Language and Literacy | <ol style="list-style-type: none"> 1. Recognizes and prints name 2. Talks and listens to adults and children. 3. Draws and uses writing utensils | <ol style="list-style-type: none"> 1. Draws and uses writing utensils. 2. Talks and listens to adults and children. 3. Learns about print and books | <p>Preschool Goal: Children will develop the knowledge and skills to establish the basis for communicating, reading, and writing.</p> <ul style="list-style-type: none"> • Engage in continuous conversations with peers and adults • Exposed to a print rich environment |
| Approaches to Learning | <ol style="list-style-type: none"> 1. Asks questions and solves problems independently. 2. Shows interest when working with materials, activities, and information 3. Enters into play when a group of children are already involved. | <ol style="list-style-type: none"> 1. Asks questions and solves problems independently 2. Shows ideas and feelings through creative play. 3. Enters into play when a group of children are already involved. | <p>Preschool Goal: Children will display creativity when exploring materials, engaging in activities, and sharing information through individual and group play.</p> <ul style="list-style-type: none"> • Provided a vast variety of materials to show individual creativity. |

* Surveys completed February 2014.

CHILD OUTCOME DATA

The NCWVCAA HS Program chose two developmentally appropriate and research-based curriculum to ensure School Readiness Goals were met. High/Scope Curriculum was utilized in Barbour, Randolph, and Taylor while The Creative Curriculum for Preschool was utilized in Marion, Pocahontas, Preston, Webster, and Tucker Head Start Home-based program. Both curricula are aligned with Head Start Positive Child Outcomes and WV Kindergarten Content Standards and Objectives.

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

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



Based on the guidelines above, teachers collected and analyzed data three times per year on the domains and indicators in collaboration with the West Virginia Early Learning Scale (WV ELS) created by the National Institute for Early Education Research specifically for the state. This data was used to measure progress and growth for the whole child in Math/Science, Social Emotional/Social Studies, Language Arts Literacy, Physical Development and the Arts. The WV ELS does not include specifics on physical development, therefore the program implemented an age and developmentally appropriate checklist to ensure this domain was being covered. The WV Department of Early Learning is in the process of implementing a statewide universal checklist for all WV preschool sites to use for covering the physical development domain.


The following chart represents a comparison between 2011-2012 and 2012-2013 from the beginning checkpoint in the Fall to the end of the school year checkpoint in the Spring for three year old and four year old children. Aggregated data includes three and four year old children with Individualized Education Plans (IEPs).



NCWVCAA Head Start Outcomes Four Year Olds 2011-2012 and 2012-2013 Comparison

| WV Early Learning Scale Indicators | 4 Year Olds Fall 2011-2012 (PY46) | 4 Year Olds Winter 2011-2012 (PY46) | 4 Year Olds Spring 2011-2012 (PY46) | 4 Year Olds Overall Growth 2011-2012 (PY46) | 4 Year Olds Fall 2012-2013 (PY47) | 4 Year Olds Winter 2012-2013 (PY47) | 4 Year Olds Spring 2012-2013 (PY47) | 4 Year Olds Overall Growth 2012-2013 (PY47) |
|--|-----------------------------------|-------------------------------------|-------------------------------------|---|-----------------------------------|-------------------------------------|-------------------------------------|---|
| Functional Counting | 2.86 | 3.45 | 4.01 | 40.18% | 2.58 | 3.50 | 4.07 | 57.29% |
| Numerical Operations | 2.28 | 3.05 | 3.80 | 66.69% | 2.07 | 3.20 | 4.04 | 95.17% |
| Written Numbers | 2.53 | 3.27 | 3.92 | 54.92% | 2.37 | 3.37 | 4.08 | 71.75% |
| Classification | 2.84 | 3.40 | 4.03 | 41.90% | 2.68 | 3.57 | 4.16 | 55.25% |
| Algebraic Thinking | 2.40 | 3.27 | 3.92 | 63.49% | 2.41 | 3.46 | 4.02 | 66.53% |
| Identifying and using shapes | 2.74 | 3.25 | 3.63 * | 32.42% | 2.55 | 3.25 | 3.82 * | 49.94% |
| Measurement | 2.49 | 3.26 | 3.97 * | 59.79% | 2.34 | 3.37 | 3.98 * | 69.79% |
| Observation and Reporting | 2.23 | 3.00 | 3.74 * | 67.58% | 2.12 | 3.10 | 3.86 * | 81.66% |
| Prediction | 2.58 | 3.16 | 3.65 | 41.39% | 2.53 | 3.32 | 4.03 | 59.06% |
| Investigation | 2.14 | 2.64 | 3.34 * | 54.81% | 1.91 | 2.94 | 3.64 * | 89.90% |
| Independent Behavior | 4.12 | 4.56 | 4.76 | 15.52% | 3.89 | 4.50 | 4.79 | 23.24% |
| Regulation of Emotions and Behavior | 3.89 | 4.35 | 4.55 | 17.02% | 3.71 | 4.31 | 4.61 | 24.44% |
| Prosocial Behavior | 3.99 | 4.47 | 4.64 | 16.22 | 3.76 | 4.38 | 4.66 | 24.04% |
| Social Problem Solving | 3.30 | 3.83 | 4.29 | 29.99% | 3.08 | 3.77 | 4.28 | 38.73% |
| Quality and Attributes of Engagement and Exploration | 4.07 | 4.57 | 4.76 | 17.18% | 3.90 | 4.59 | 4.83 | 23.77% |
| Quality and Attributes of Cooperative Play | 3.78 | 4.39 | 4.69 | 24.33% | 3.54 | 4.29 | 4.68 | 32.16% |
| Quality and Attributes of Sociodramatic Play | 3.42 | 4.21 | 4.66 | 36.34% | 3.36 | 4.24 | 4.71 | 40.20% |
| Speaking | 3.54 | 4.06 | 4.42 | 24.84% | 3.40 | 4.08 | 4.40 | 29.25% |
| Story Retelling | 2.94 | 3.74 | 4.22 | 43.73% | 2.67 | 3.78 | 4.40 | 64.70% |
| Language Manipulation | 2.60 | 3.13 | 3.72 * | 43.36% | 2.35 | 3.20 | 3.76 * | 59.64% |
| Alphabetic Awareness | 2.62 | 3.41 | 3.97 * | 51.80% | 2.28 | 3.29 | 3.87 * | 69.59% |
| Print Knowledge | 2.98 | 3.65 | 4.28 | 43.90% | 2.77 | 3.73 | 4.26 | 54.23% |
| Composing | 2.90 | 3.28 | 3.80 * | 35.66% | 2.52 | 3.33 | 3.90 * | 54.85% |
| Production | 2.69 | 3.33 | 3.74 * | 39.20% | 2.43 | 3.36 | 3.81 * | 56.82% |

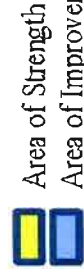
 Area of Strength

 Area of Improvement

* Trends for Area of Improvement

NCWVCAA Head Start Outcomes Three Year Olds 2011-2012 and 2012-2013 Comparison

| WV Early Learning Scale Indicators | 3 Year Olds Fall 2011-2012 (PY46) | 3 Year Olds Winter 2011-2012 (PY46) | 3 Year Olds Spring 2011-2012 (PY46) | 3 Year Olds Overall Growth 2011-2012 (PY46) | 3 Year Olds Fall 2012-2013 (PY47) | 3 Year Olds Winter 2012-2013 (PY47) | 3 Year Olds Spring 2012-2013 (PY47) | 3 Year Olds Overall Growth 2012-2013 (PY47) |
|--|-----------------------------------|-------------------------------------|-------------------------------------|---|-----------------------------------|-------------------------------------|-------------------------------------|---|
| Functional Counting | 1.88 | 3.00 | 3.14 | 67.47% | 1.58 | 2.44 | 2.73 | 73.32% |
| Numerical Operations | 1.75 | 2.20 | 2.62 * | 49.48% | 1.30 | 1.97 | 2.38 * | 82.95% |
| Written Numbers | 1.85 | 2.54 | 2.82 | 52.82% | 1.43 | 2.03 | 2.49 | 74.49% |
| Classification | 2.35 | 2.90 | 3.26 | 39.02% | 1.89 | 2.75 | 3.16 | 67.66% |
| Algebraic Thinking | 1.86 | 2.35 | 2.70 * | 45.22% | 1.53 | 2.21 | 2.70 * | 76.46% |
| Identifying and Using shapes | 1.99 | 2.78 | 2.96 * | 48.76% | 1.81 | 2.33 | 2.84 * | 56.78% |
| Measurement | 1.63 | 2.52 | 2.98 * | 83.38% | 1.56 | 2.26 | 2.81 * | 80.53% |
| Observation and Reporting | 1.63 | 2.22 | 2.68 * | 64.06% | 1.54 | 2.10 | 2.59 * | 68.65% |
| Prediction | 2.04 | 2.70 | 2.82 * | 38.03% | 1.87 | 2.66 | 2.78 * | 48.72% |
| Investigation | 1.60 | 2.27 | 2.33 * | 45.45% | 1.52 | 2.19 | 2.51 * | 65.42% |
| Independent Behavior | 3.22 | 3.88 | 4.08 | 26.53% | 2.72 | 3.72 | 4.03 | 47.97% |
| Regulation of Emotions and Behavior | 3.21 | 3.81 | 4.08 | 27.25% | 2.80 | 3.45 | 3.95 | 41.05% |
| Prosocial Behavior | 3.35 | 3.96 | 4.12 | 22.97% | 2.85 | 3.58 | 4.08 | 43.29% |
| Social Problem Solving | 2.53 | 3.02 | 3.34 | 32.24% | 2.39 | 2.98 | 3.41 | 42.34% |
| Quality and Attributes of Engagement and Exploration | 3.37 | 3.82 | 4.24 | 25.77% | 2.95 | 3.72 | 4.27 | 44.79% |
| Quality and Attributes of Cooperative Play | 2.78 | 3.48 | 4.08 | 47.00% | 2.80 | 3.54 | 4.22 | 50.72% |
| Quality and Attributes of Sociodramatic Play | 2.67 | 3.26 | 3.92 | 46.63% | 2.39 | 3.11 | 4.05 | 69.46% |
| Speaking | 2.51 | 3.08 | 3.54 | 41.02% | 2.44 | 3.02 | 3.59 | 47.14% |
| Story Retelling | 1.96 | 2.59 | 2.98 * | 52.16% | 1.66 | 2.57 | 2.70 * | 62.99% |
| Language Manipulation | 1.75 | 2.42 | 2.82 * | 60.93% | 1.48 | 2.53 | 2.70 * | 82.49% |
| Alphabetic Awareness | 1.80 | 2.43 | 2.84 * | 57.42% | 1.28 | 1.83 | 2.22 * | 73.35% |
| Print Knowledge | 2.18 | 2.82 | 3.20 | 47.11% | 1.86 | 2.55 | 2.81 | 51.06% |
| Composing | 2.00 | 2.56 | 2.94 * | 47.00% | 1.93 | 2.24 | 2.65 * | 37.73% |
| Production | 1.55 | 2.18 | 2.64 * | 70.21% | 1.33 | 1.94 | 2.22 * | 66.74% |



* Trends for Area of Improvement

The program determined a **level of 4 or above** for **four year olds** would be considered a **strength** on previous page for PY47 or 2012-2013 school year: (See the table highlighted in yellow.)

- Functional Counting
- Numerical Operations
- Written Numbers
- Classification
- Algebraic Thinking
- Prediction
- Independent Behavior
- Regulation of Emotions and Behavior
- Prosocial Behavior
- Social Problem Solving
- Quality and Attributes of Engagement and Exploration
- Quality and Attributes of Cooperative Play
- Quality and Attributes of Sociodramatic Play
- Speaking
- Story Retelling
- Print Knowledge

The program determined a **level of 3 or above** for **three year olds** would be considered a **strength** on previous page for PY47 or 2012-2013 school year: (See the table highlighted in yellow.)

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

The program determined a **level less than a 4** for **four year olds** would be considered an **area of improvement**. However, it must be noted that some of the areas had percentages of growth over 50% in comparison from the Fall 2012 to the Spring 2013 checkpoints as indicated on previous page in the parenthesis below: (See the table highlighted in blue.)

- Identifying and Using Shapes
- Measurement (69.79%)
- Observation and Reporting (81.66%)
- Investigation (89.90%)
- Language Manipulation (59.64%)
- Alphabetic Awareness (69.59%)
- Composing (54.85%)
- Production (56.82%)

The program determined a **level less than a 3** for **three year olds** would be considered an **area of improvement**. However, it must be noted that some of the areas had percentages of growth over 50% in comparison from the Fall 2012 to the Spring 2013 checkpoints as indicated on previous page in the parenthesis below: (See the table highlighted in blue.)

- Functional Counting (73.32%)
- Numerical Operations (82.95%)
- Written Numbers (74.49%)
- Algebraic Thinking (76.46%)
- Identifying and Using Shapes (56.78%)
- Measurement (80.53%)
- Observation and Reporting (68.65%)
- Prediction
- Investigation (65.42%)
- Story Retelling (62.99%)
- Language Manipulation (82.49%)
- Alphabetic Awareness (73.35%)
- Print Knowledge (51.06%)
- Composing
- Production (66.74%)

In comparison of the **4 year olds** for the **2011-2012** and **2012-2013** school years, the **trend** for **areas of improvement** on previous page include: (See table with indicators that have asterisks.)

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



In comparison of the 3 year olds for the 2011-2012 and 2012-2013 school years, the trend for areas of improvement on previous page include: (See table with indicators that have asterisks.)

- * Numerical Operations
- * Algebraic Thinking
- * Identifying and Using Shapes
- * Measurement
- * Observation and Reporting
- * Prediction
- * Investigation
- * Story Retelling
- * Language Manipulation
- * Alphabetical Awareness
- * Composing
- * Production

Addendum

Since the Early Learning Scale does not include the domains on Physical Development and the Arts, the NCWVCAA Head Start combined information from previously implemented assessment systems to ensure each domain was observed. A chart with three different levels of developmental indicators was distributed to all Teaching staff to ensure observations were taken on the domains that were not included. At the end of each checkpoint in the fall, winter, and spring, Teachers leveled all Head Start children in their classrooms according to their development. These indicators are listed as follows:

Physical Development includes:

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

Displays throwing, kicking and catching ability

Fine Motor includes:

- o Controls small muscles in hands
- o Coordinates eye-hand movement

Uses tools for writing and drawing

The Arts includes:

- o Explores the visual arts
- o Explores musical concepts and expression
- o Explores dance and movement concepts
- o Explores drama through actions and language

Conclusion

Children's growth was evident and traceable in all areas of development and learning. Teachers used developmental and social/emotional screenings to establish a baseline, along with fact based observations and work samples. In Head Start and collaborative sites, ongoing assessment occurred through daily observations, parental input, lesson plans, IEP goals/objectives, and analyzing children's progress. Parent/Teacher conferences occurred after each checkpoint to discuss strengths and areas of improvement of their child.

Teacher trainings on ECERS-R and Policy 2525 updates, lesson plans, and the WV Early Learning Standards Framework occurred according to Professional Development Plans needs, requests of staff, and recommendations during monitorings. Teachers appear to be more reliable with the WV Early Learning Scale in its second year.

The program will address the areas of improvement as those found in the comparison of 2011-2012 and 2012-2013 indicators through the Training and Technical Assistance Plan for Preservice, Inservice, individual in-county trainings, and/or applicable external trainings. The program continues to analyze the data for strengths and areas of improvement as historical data becomes available.



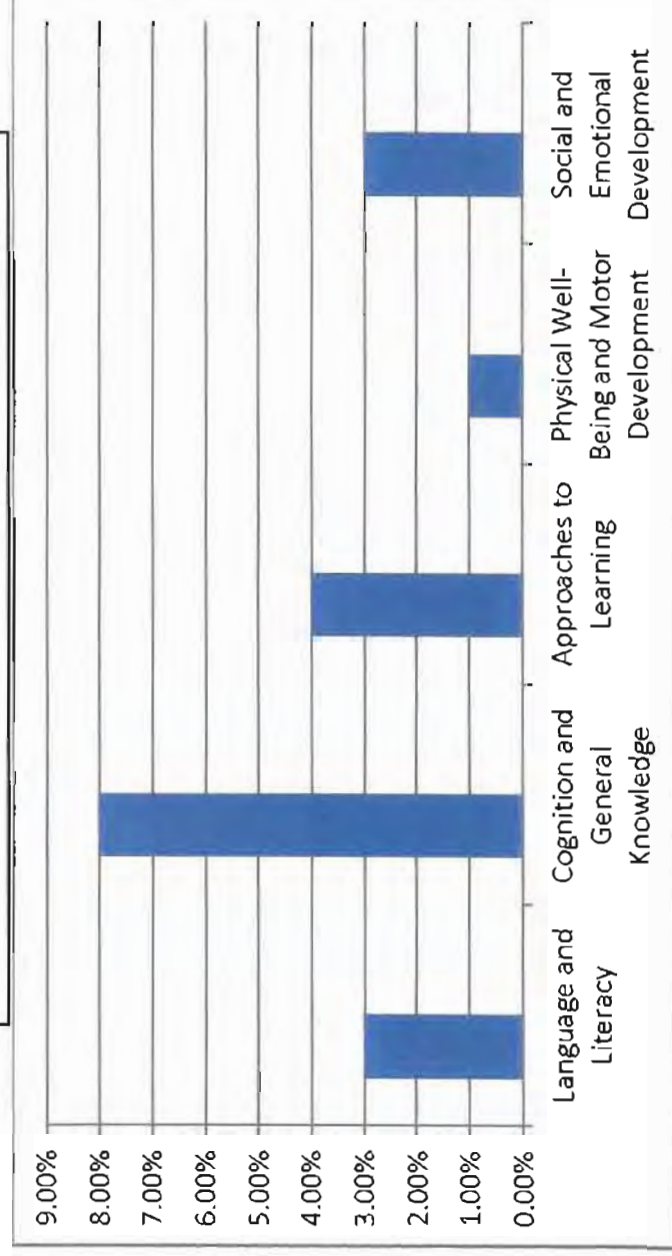
Early Head Start

The NCWVCAA Early Head Start Center and Home-based Program utilized The Creative Curriculum for Infant, Toddlers & Twos. The EHS Program changed its assessment system tool and began to implement the OnlineCOR for Infants and Toddlers during the 2012-2013 school year. Teachers were trained on the importance of baselining children and assessing children utilizing the new assessment tool. Teaching staff wrote rich and fact based observations to show each infant and toddler's progress throughout the school year. These observations were analyzed three times a year (fall, winter, and spring as the same timeframe for checkpoints that are aggregated for Head Start children) to determine areas of strengths/improvements and allowed teaching staff to plan appropriate activities. Parent and teaching staff meet through conference (Center-based) or home visits (Home-based) that occurred after each checkpoint to discuss strengths and areas of improvement for their child.

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

The highest percentage of growth was in Cognition and General Knowledge at 8 %.

NCWVCAA Outcome Data for Infants and Toddlers



Due to the introduction of a new assessment system the information was only available for the spring checkpoint.

Manongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013

Information Submitted by: Brenda Yohn, Director of Early Childhood

School Readiness is a strong focus of the Office of Head Start and Manongalia County Head Start Program. Program staff and parents have spent a great deal of time over the past year identifying strengths and weaknesses, creating School Readiness Goals, and collecting and analyzing data. Although School Readiness Goals were created based on results across the program, it is understood that we must continue to look carefully at individual child results in order to meet the needs of each. By providing activities and programming that support the strengths and weaknesses of each child, Teachers were able to provide individualized educational experiences. These experiences centered around the Head Start Framework, supported children's' growth in the areas of language, literacy, math, social and emotional development, and physical skills.

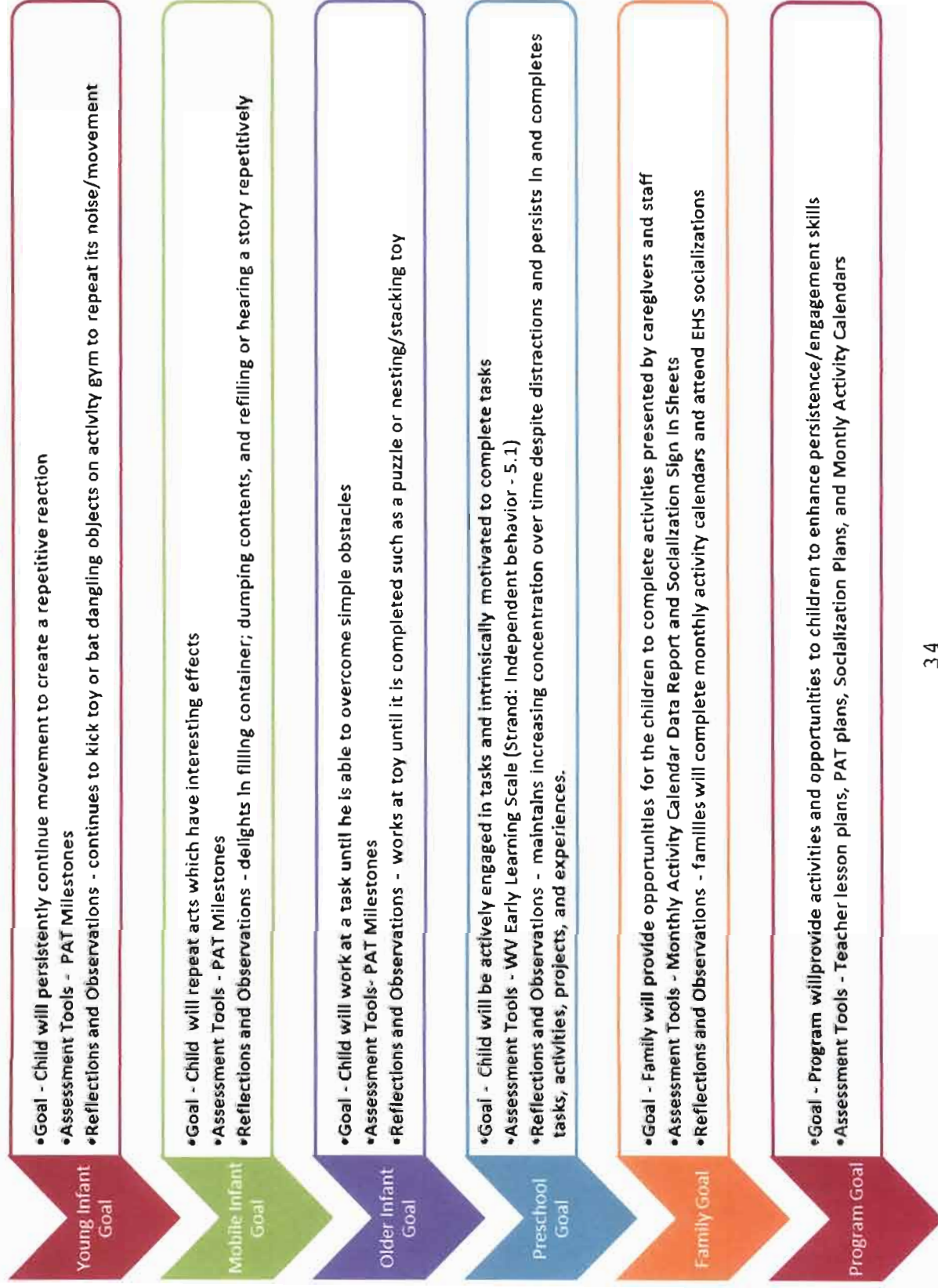
Child outcomes were measured on an on-going basis and the data was used to determine the need for supportive materials, individualized activities, and staff development in order to improve child outcomes so that all children would be ready for Kindergarten. School Readiness Goals targeted the five essential domains and centered around subtopics of persistence, conflict resolution, numeracy, phonological awareness, and physical health. These goals can be found below:



Manangalia County Board of Education Delegate *Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Can't)*

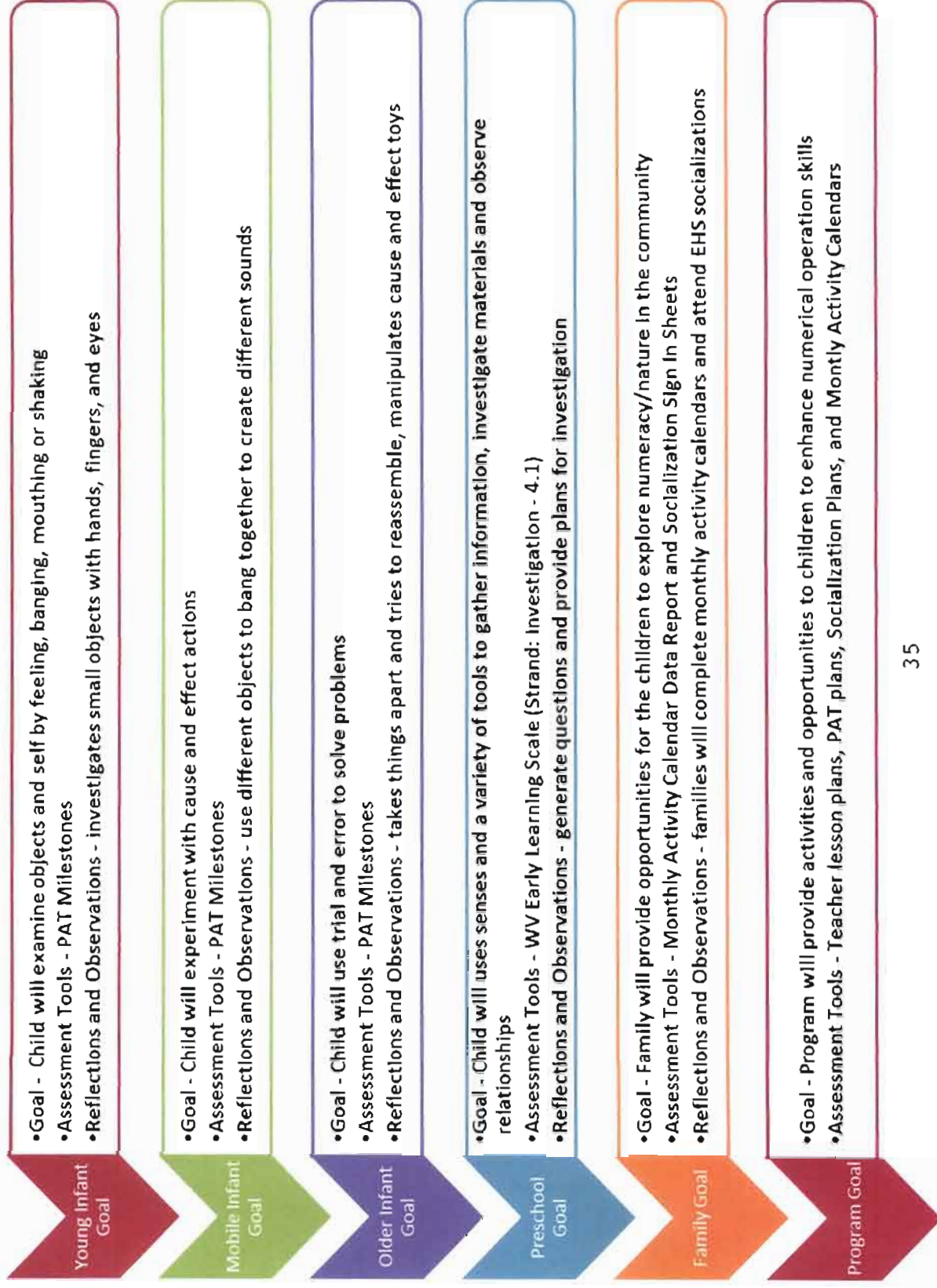
Domain: Approaches to Learning

Strand: Persistence/Engagement



Manongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Can't)

Domain: Cognitive Development **Strand: Numerical Operations**



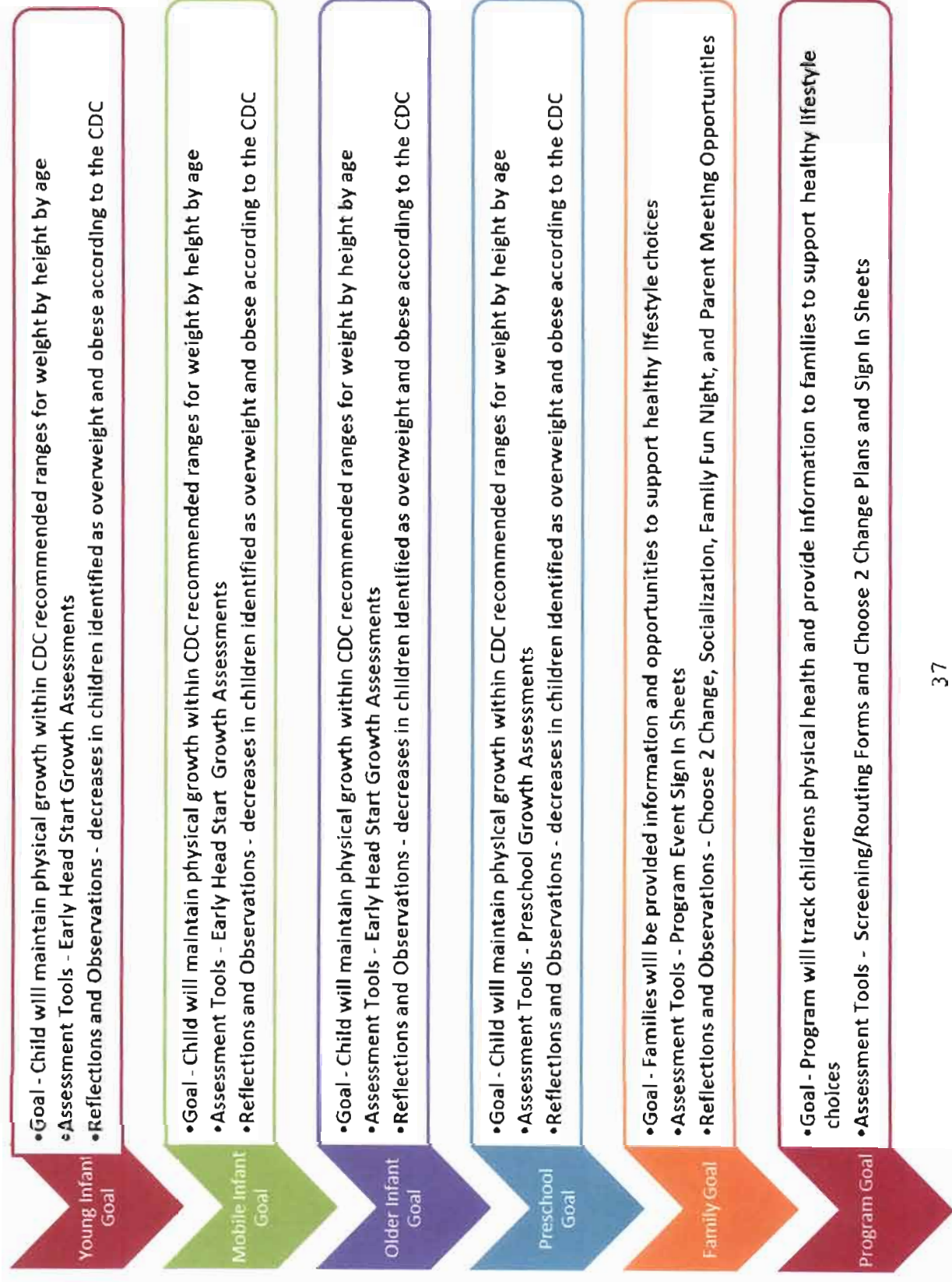
Monongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Con't)

Domain: Language and Literacy **Strand: Phonological Awareness**



Monongalia County Board of Education Delegate *Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Can't)*

Domain: Physical Development



Manongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Can't)

Domain: Social Emotional Development

Strand: Social Problem Solving



Monongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2012-2013 (Con't)

Information Submitted by: Brenda Yohu, Director of Early Childhood

Monongalia County Head Start chose to use the Creative Curriculum and its assessment system for the past several years in order to track child outcomes and program trends. The Creative Curriculum has 52 objectives, disseminated across multiple domains, including Social/Emotional, Physical, Language, Literacy, and Math Development. Teachers made observations during daily routines, direct teaching and child-initiated play that were the basis for leveling children three times a year on the 52 objectives. Observations were entered and tracked in the program's PSTEPS program. Data from these observations were used to level children's progress three times each year. The leveling data was entered into the WVDE WVEIS Child Assessment System. There, Teachers were able to review trends, track individual student progress, and produce individualized reports to share with parents during home visits and parent/teacher conferences. This information was also used by the School Readiness Data Team when analyzing data toward the progress of the above goals. The data was compiled after each reporting session and organized into charts and tables for review, analysis, and comparison. The data below is an end-of-year compilation for each School Readiness Goal.



Goal 1: Approaches to Learning

Persistence/Engagement

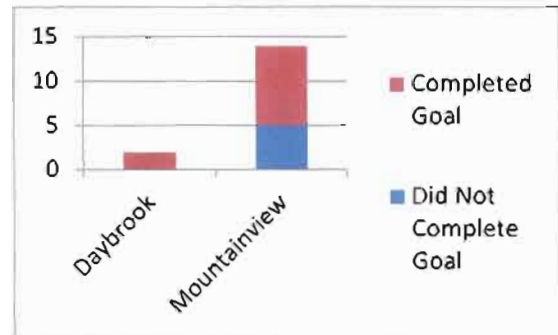
T3 – March 1, 2013 – June 30, 2013

EHS

Young Infants:



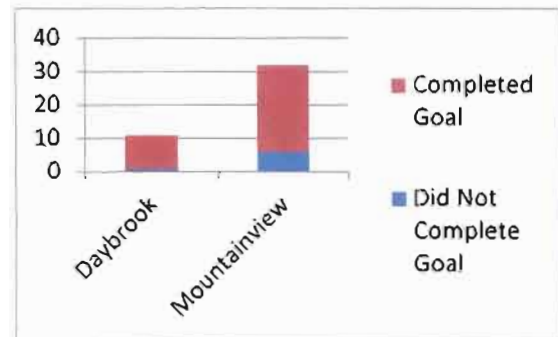
Data Source: PAT Milestone-Bats at overhead Objects



Mobile Infants:



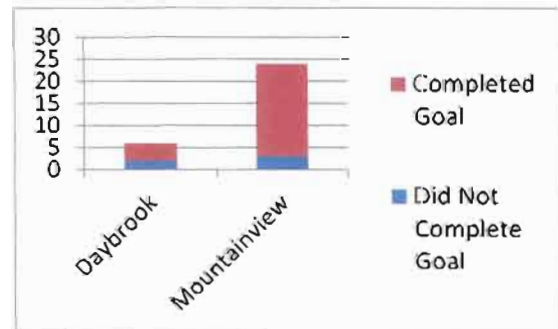
Data Source: PAT Milestone-Overcomes Simple Obstacles



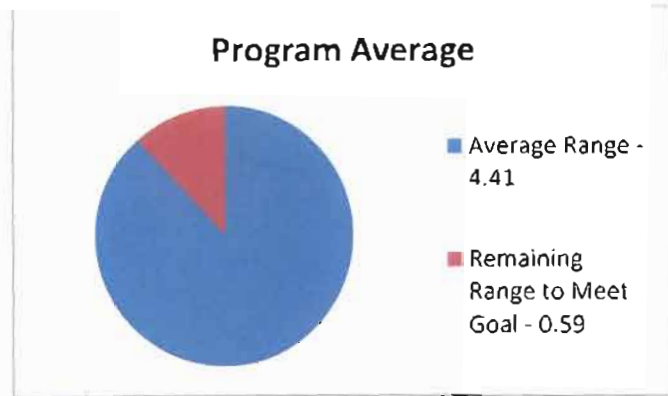
Older Infants:



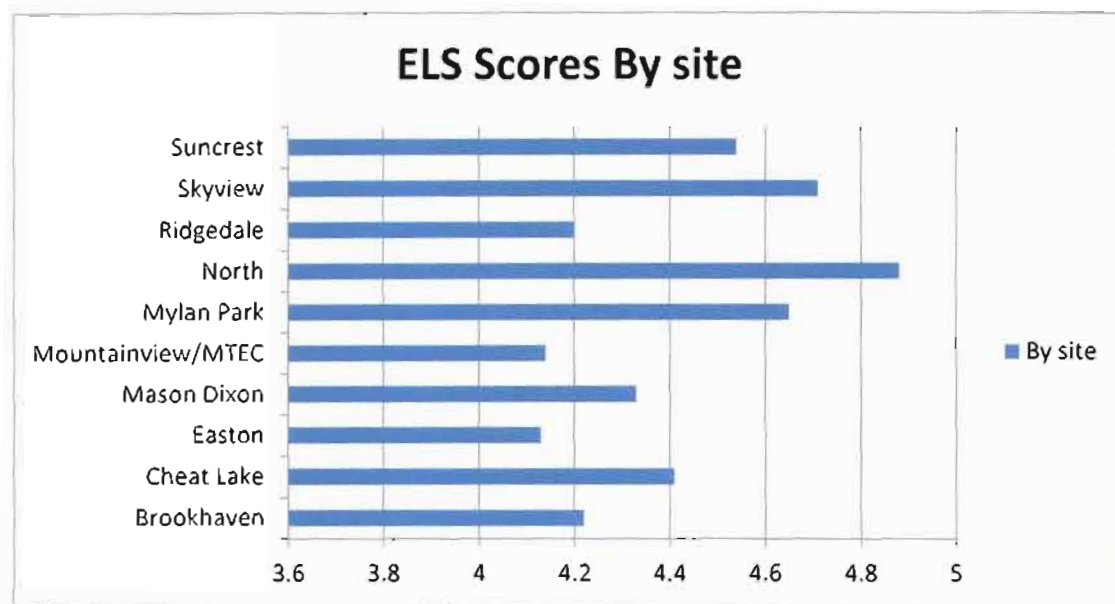
Data Source: PAT Milestone-Completes Simple Puzzles



Head Start:

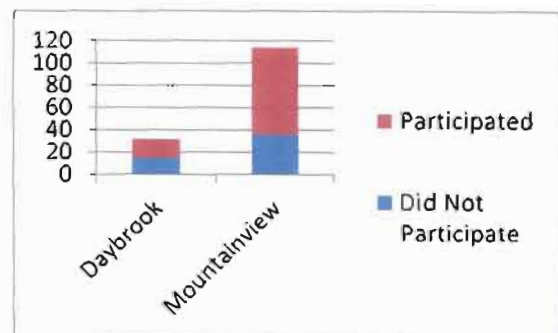
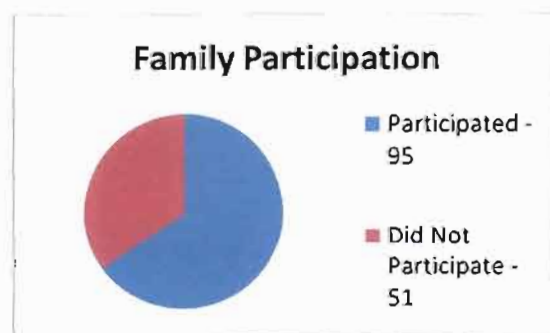


Data Source: ELS Strand 5.1

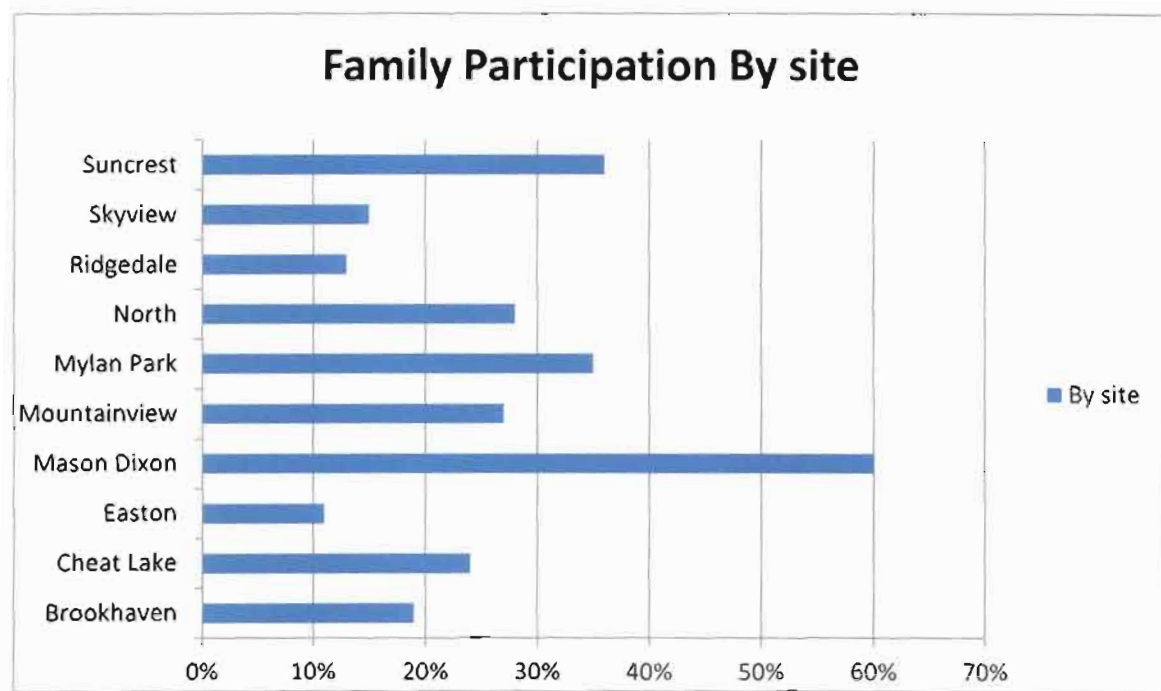
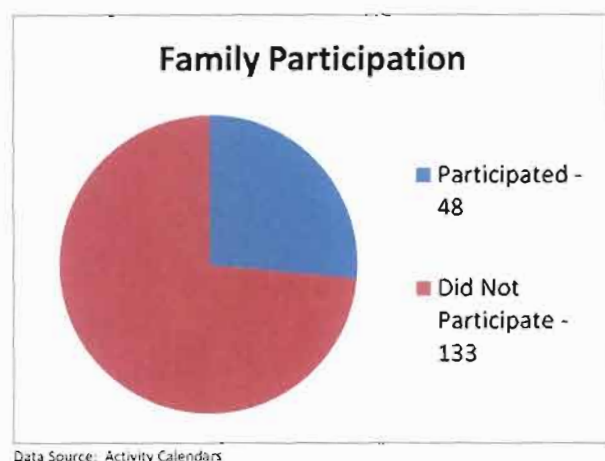


Family:

EHS



Head Start



Goal 2: Cognitive Development – Numerical Operations

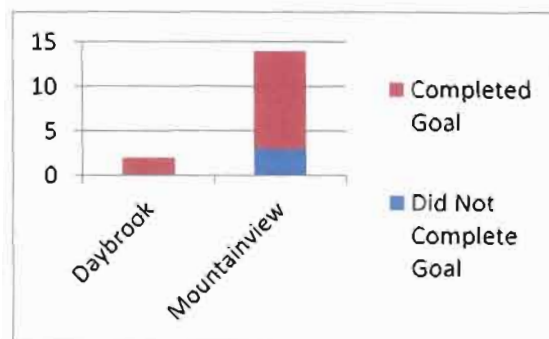
T3 – March 1, 2013 – June 30, 2013

EHS

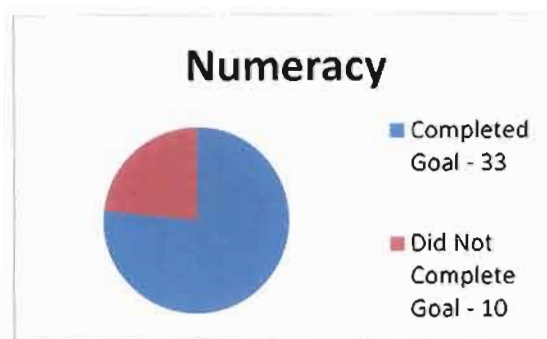
Young Infants:



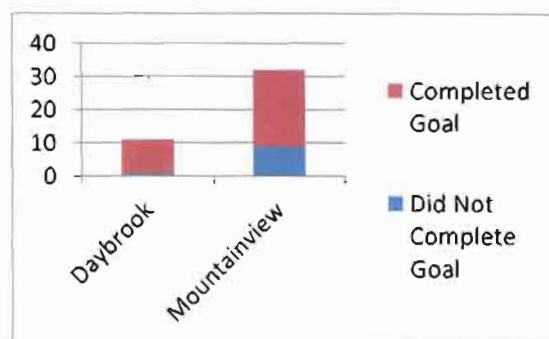
Data Source: PAT Milestones – Looks at own hands



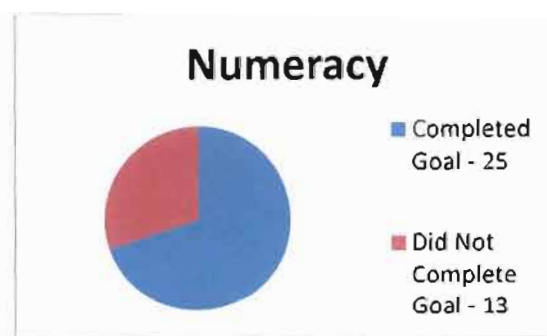
Mobile Infants:



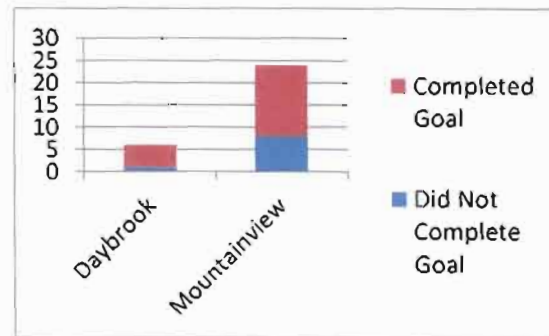
Data Source: PAT Milestones – Takes things apart and tries to put them together again



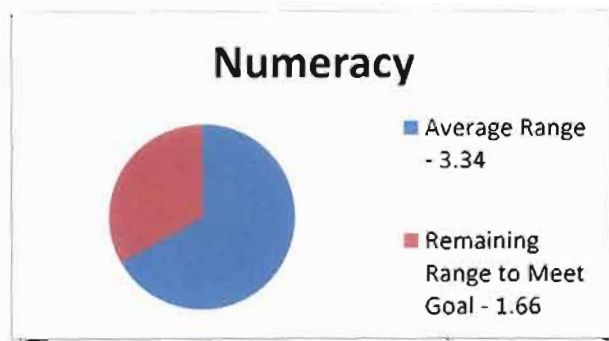
Older Infants:



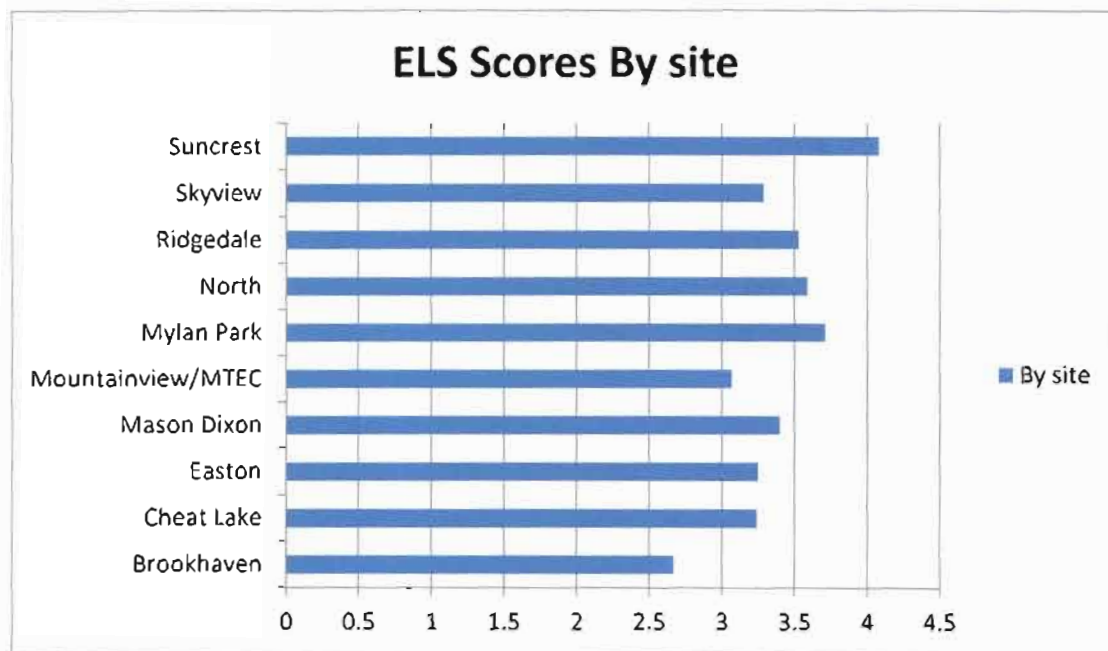
Data Source: PAT Milestones – Nests or stacks toys or objects of graduated sizes



Head Start:

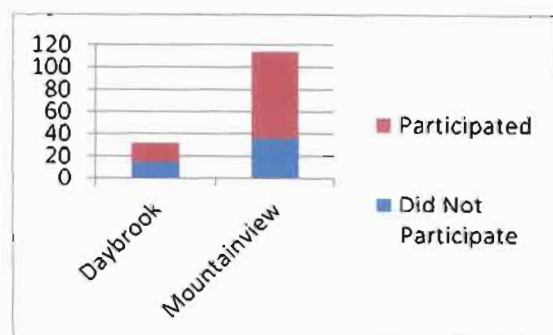
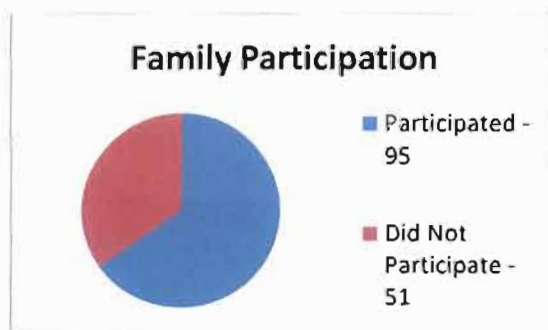


Data Source: ELS Strand 4.1

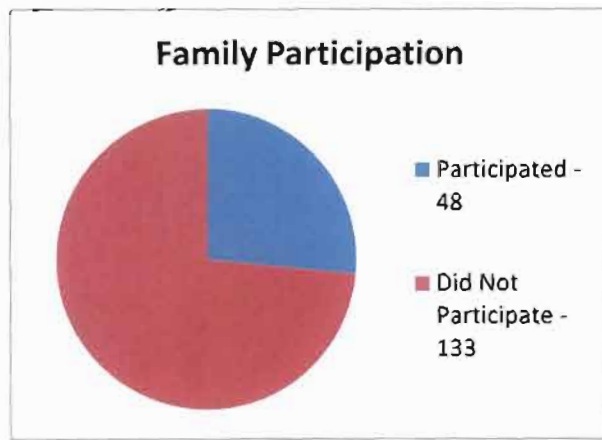


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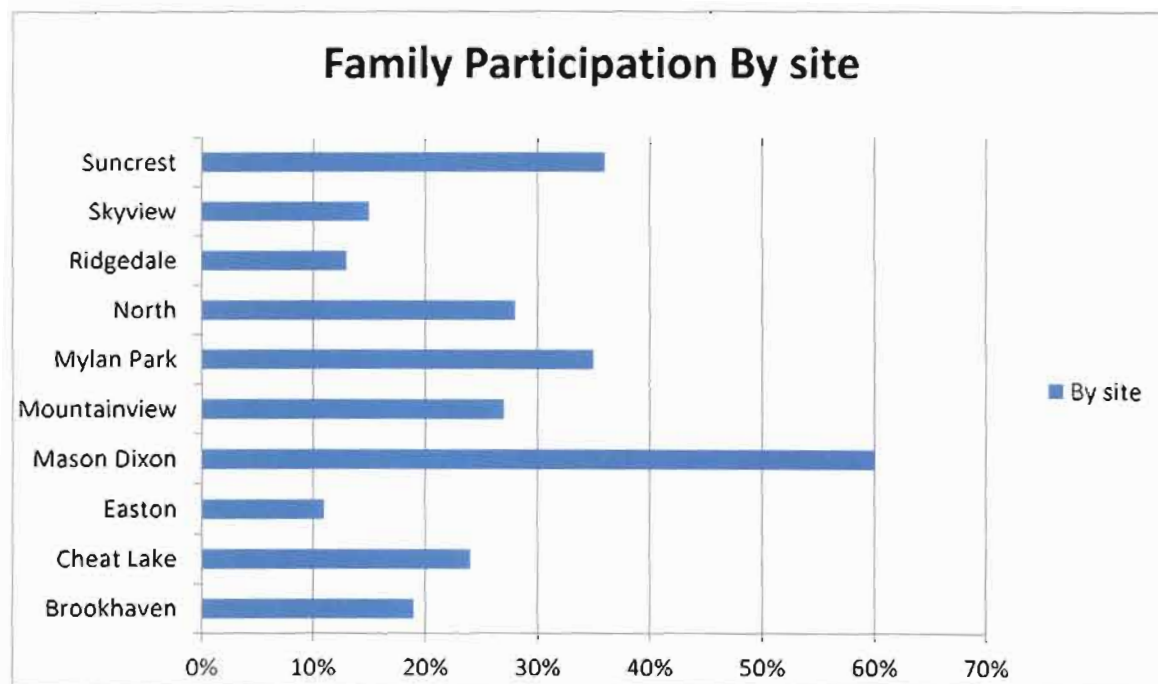
EHS



Data Source: Attendance Records



Data Source: Activity Calendars



Goal 3: Language and Literacy - Phonological Awareness

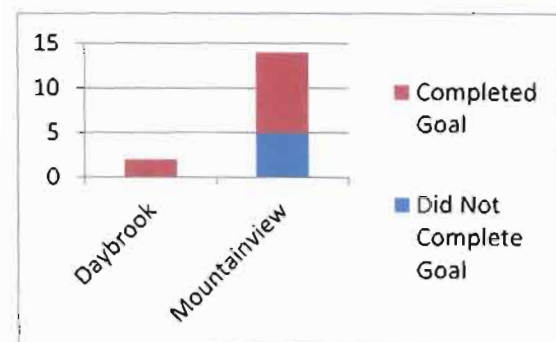
T3 – March 1, 2013 – June 30, 2013

EHS

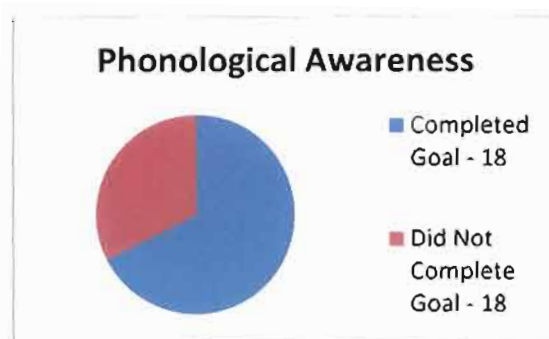
Young Infants:



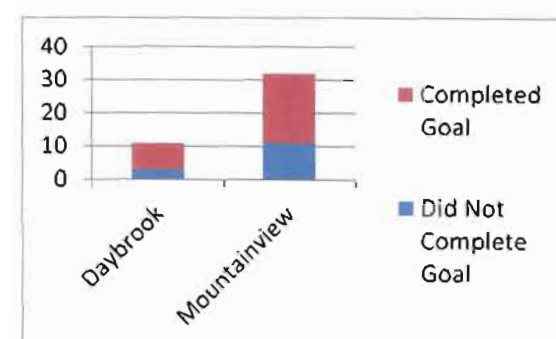
Data Source: PAT Milestones – Begins cooing, using vowel sounds



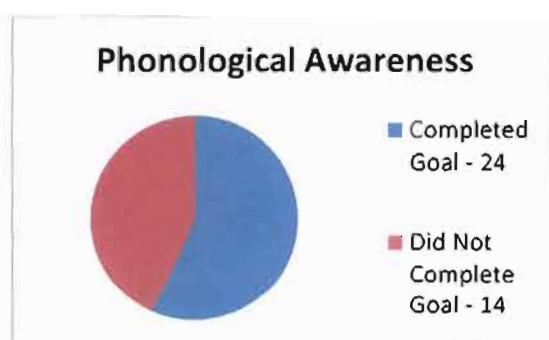
Mobile Infants:



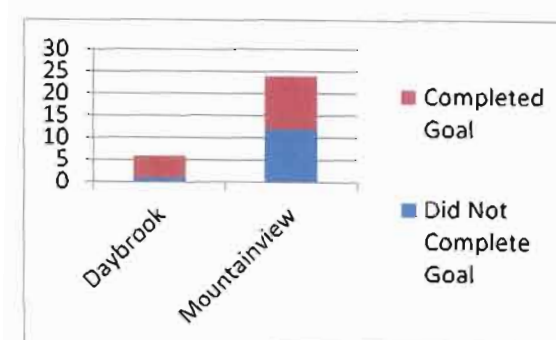
Data Source: PAT Milestones – Uses jargon – phrases or sentences with few words



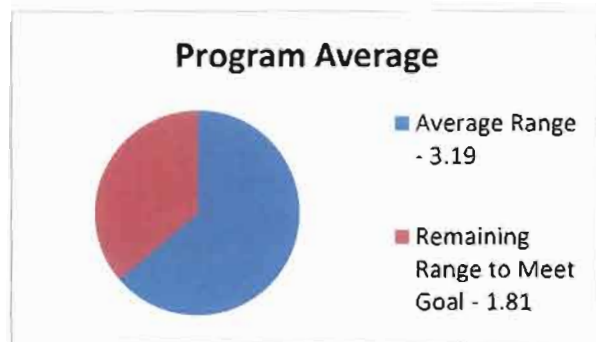
Older Infants:



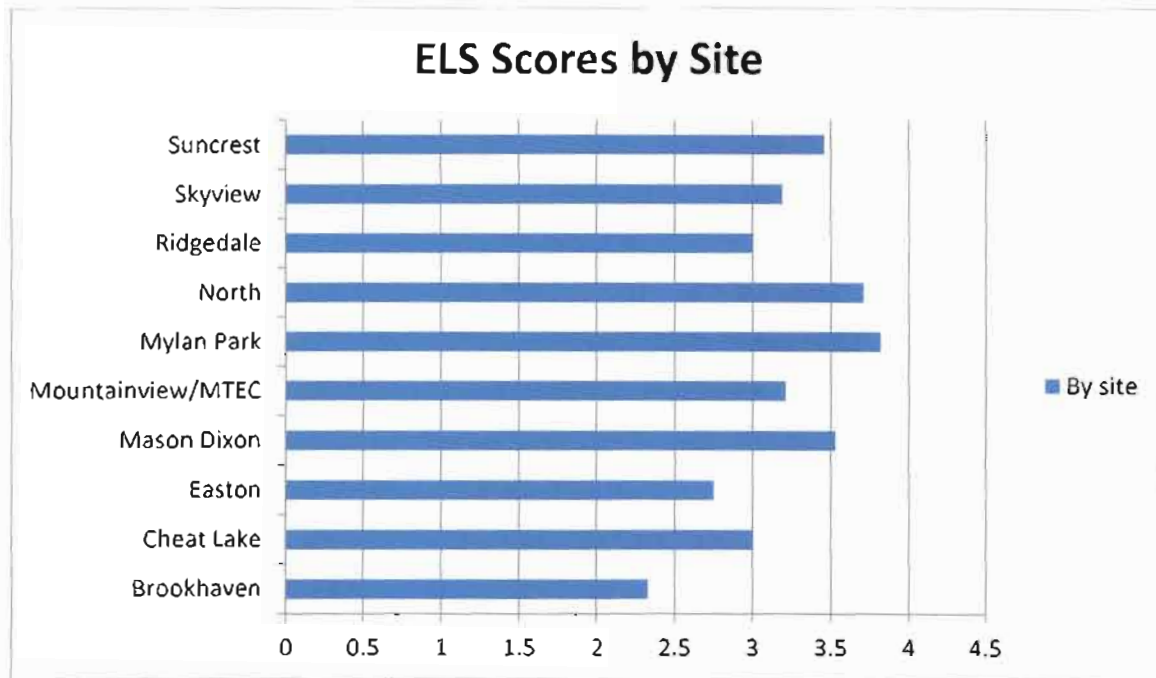
Data Source: PAT Milestones – Uses four word sentences



Head Start:

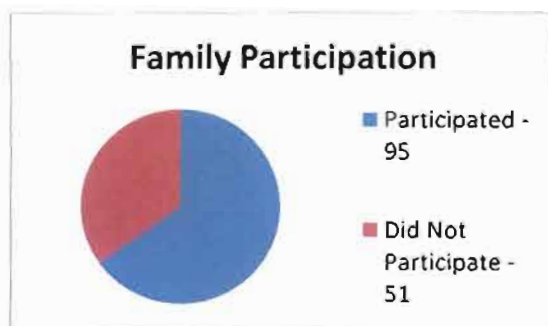


Data Source: ELS Strand 8.1

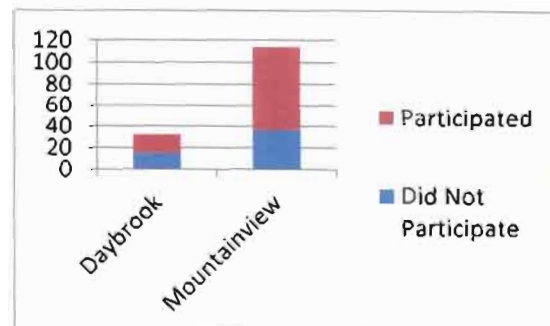


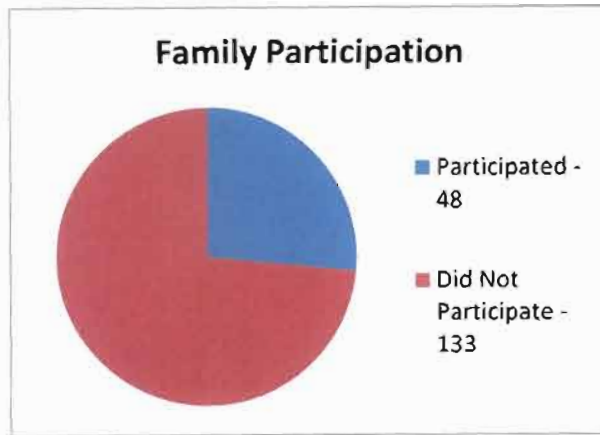
Family:

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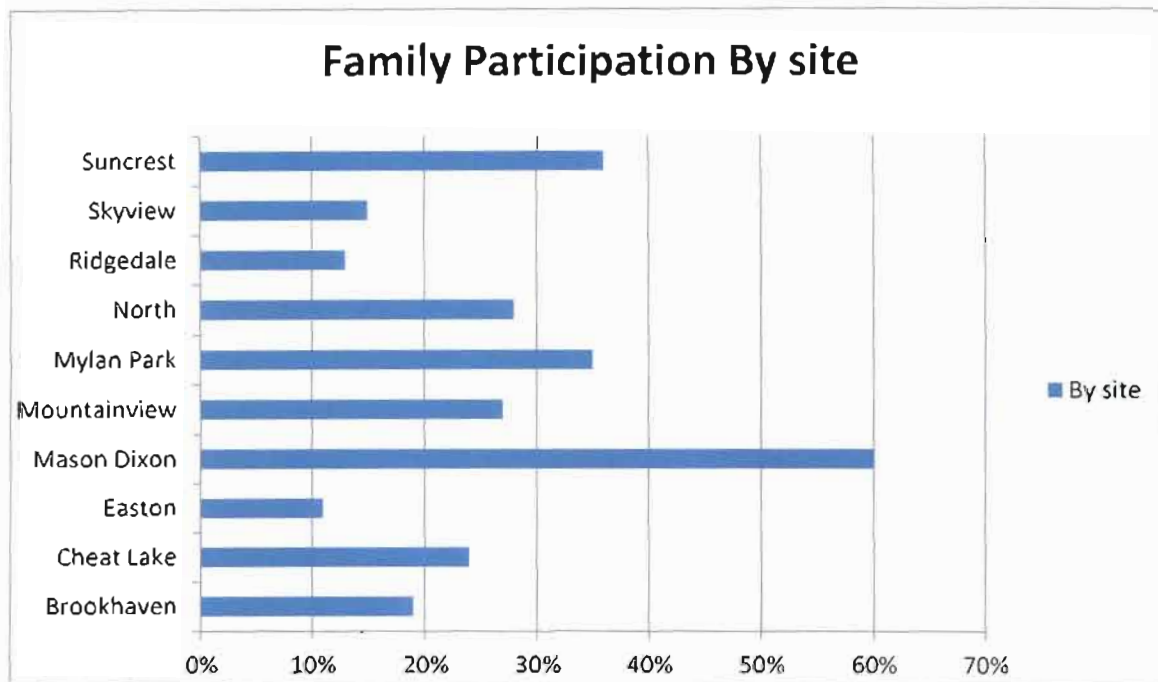


Data Source: Attendance Records





Data Source: Activity Calendars



Goal 4: Physical Development- Physical Health

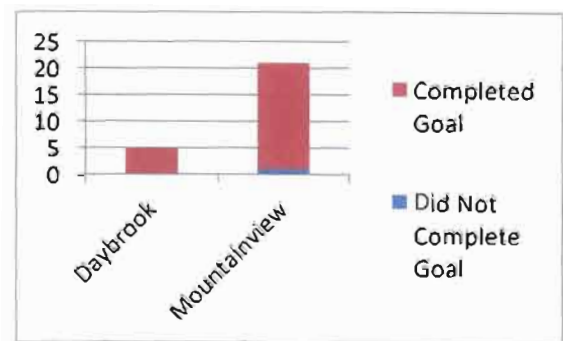
T3 – March 1, 2013 – June 30, 2013

EHS

Young Infants:



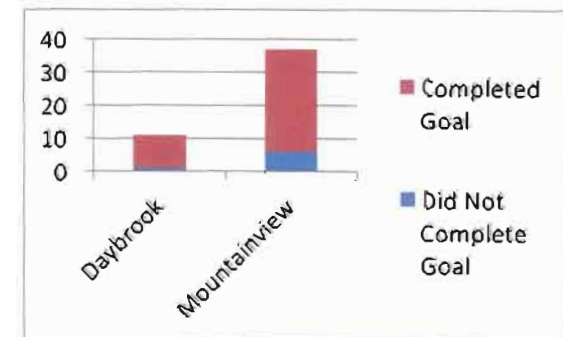
Data Source: BMI Results on Child Plus



Mobile Infants:



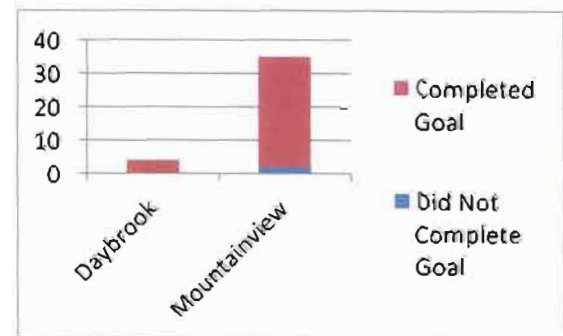
Data Source: BMI Results on Child Plus



Older Infants:



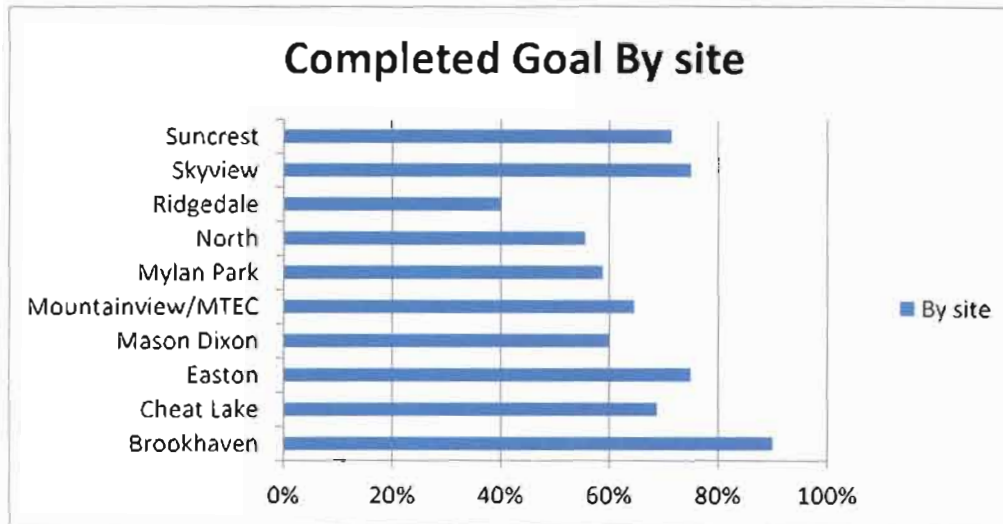
Data Source: BMI Results on Child Plus



Head Start:

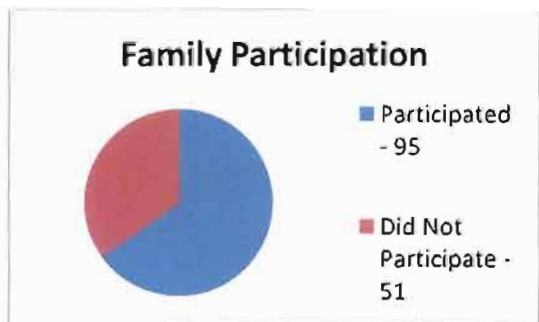


Data Source: BMI Results on PSTEPS

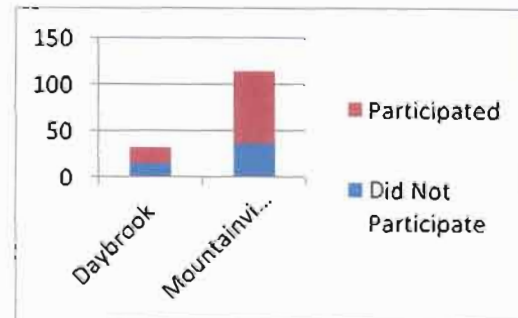


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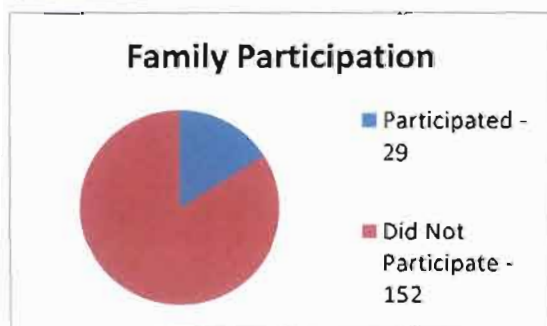
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Data Source: Attendance Records



Head Start



Data Source: Enrollment in Choose 2 Change

Goal 5: Social Emotional Development- Social Problem Solving

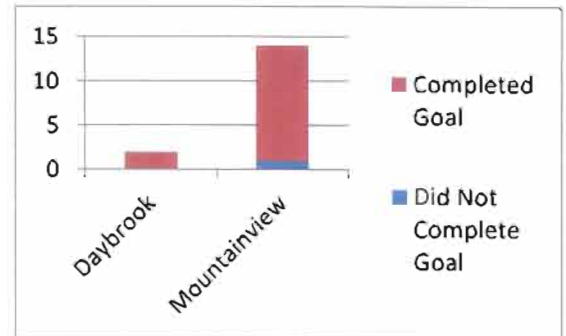
T3 – March 1, 2013 – June 30, 2013

EHS

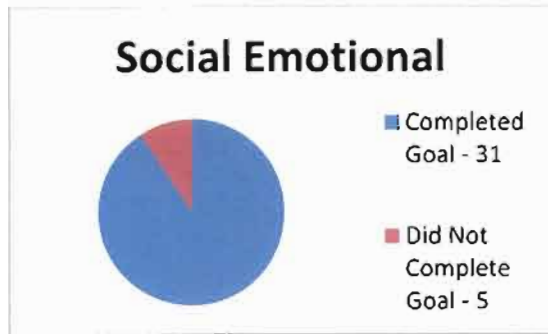
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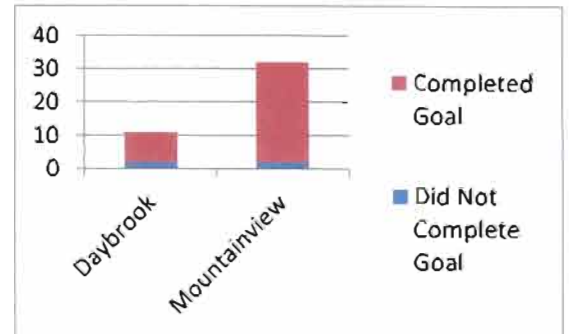
Data Source: PAT Milestones – Shows excitement when seeing or hearing caregiver



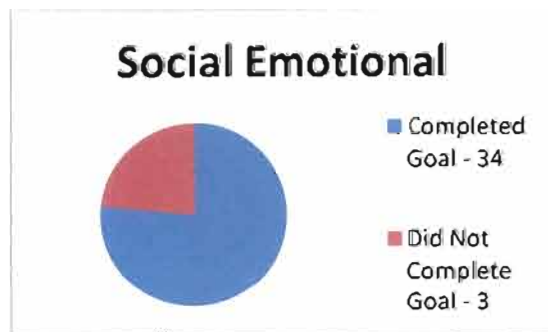
Mobile Infants:



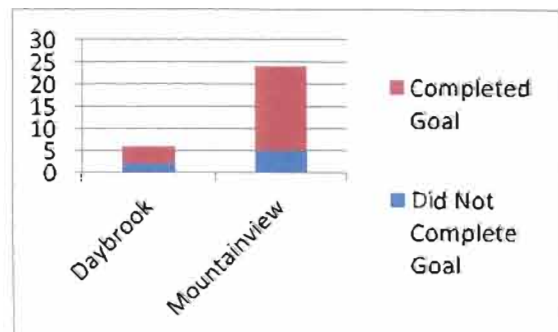
Data Source: PAT Milestones – Shares spontaneously with familiar adults



Older Infants:



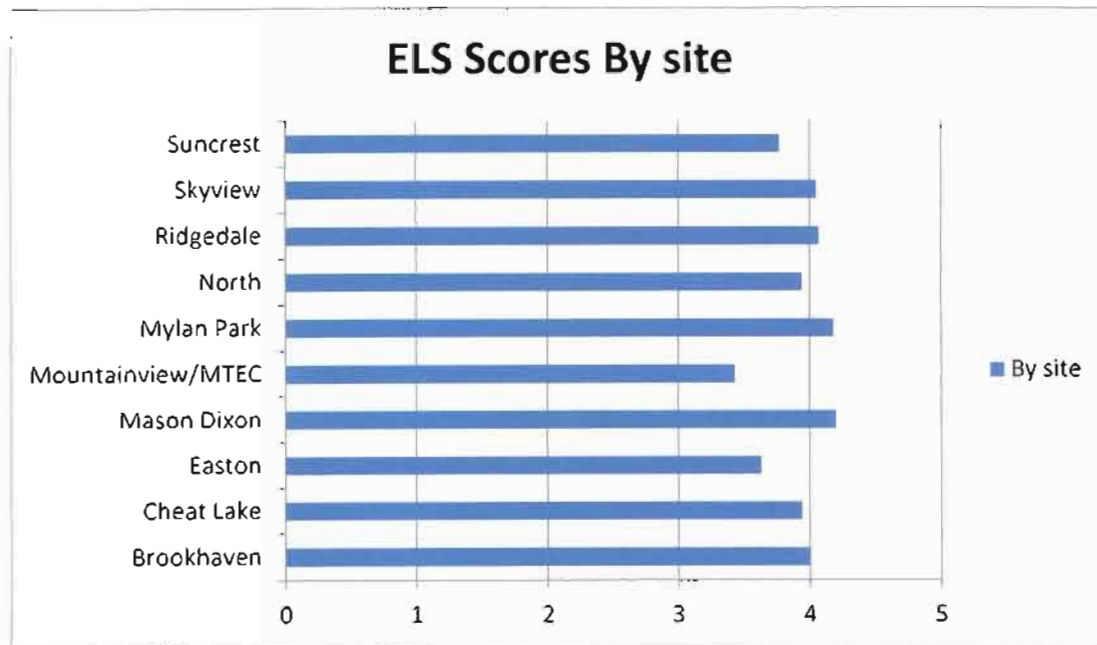
Data Source: PAT Milestones – Takes turns in activities with guidance



Head Start:

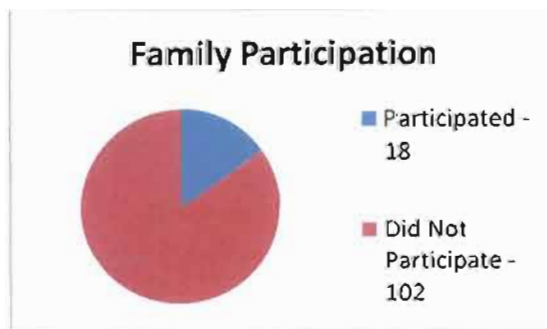


Data Source: ELS Strand 5.4

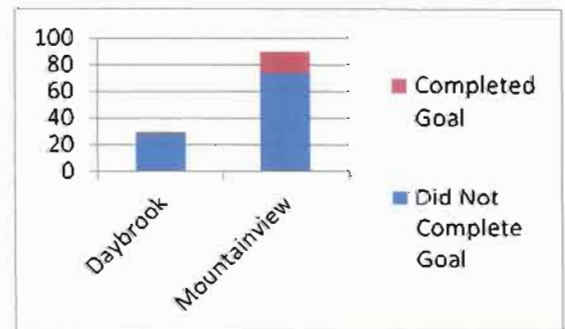


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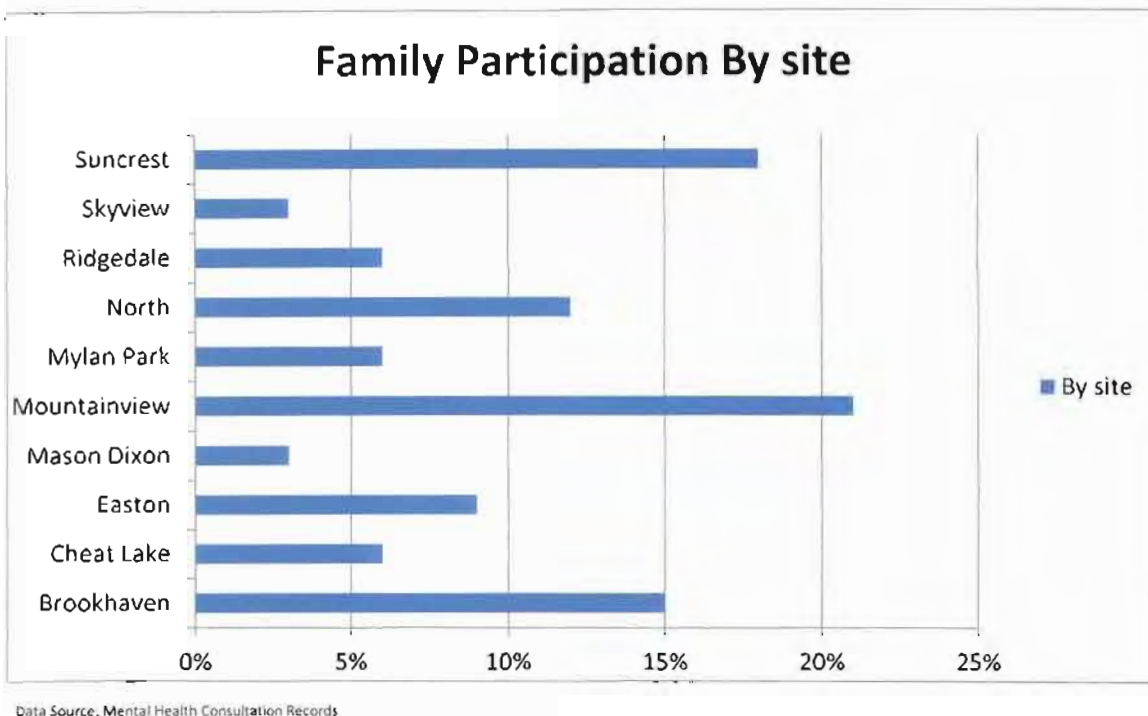
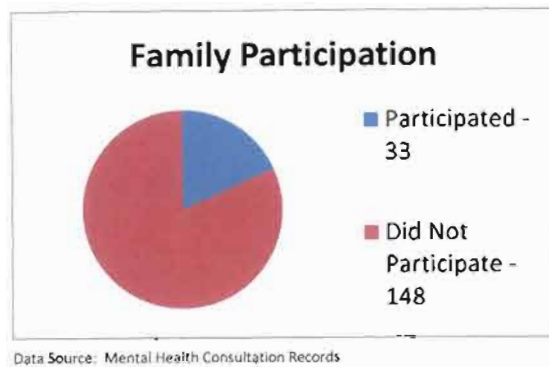
EHS



Data Source: Mental Health Consultation Records



Head Start



SUMMARY

Monongalia County Board of Education Head Start Delegate Program is proud of the growth that has been shown in our children's scores in many areas across the developmental continuum. It is our goal to continue to collect, aggregate, and analyze data. This data provides the information needed to create goals and provide experiences to increase scores in areas of weakness. Our Teachers, Coaches, and Administrators continue to use the data from the assessment system to individualize for child and programmatic changes and needs. During this school year, program staff provided individualized staff development for teachers to assure developmentally appropriate content to be included in lesson plans and classroom experiences. It is our hope that progress is made across all curricular domains so that our children receive the best early childhood education possible.

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

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ADMINISTRATION FOR
CHILDREN & FAMILIES

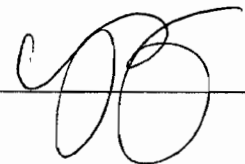
Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson

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

From: Responsible HHS Official

*Ms. Yvette Sanchez Fuentes
Director, Office of Head Start*

 4/23/13
Date

Overview of Findings

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

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

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

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

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

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

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

Distribution of the Head Start Review Report

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

Ms. Linda Savage, Regional Program Manager

Mr. Joe Mauller, Policy Council Chairperson

Ms. Vicki Geary, CEO/Executive Director

Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

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

Area of Strength

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

New Area of Noncompliance Determinations

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

Management Systems

| Applicable Standards | Program Type | Status | Finding Type |
|----------------------|--------------|---------------|-----------------|
| 1304.52(k)(1) | HS and EHS | Noncompliance | Human Resources |

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

1304.52 Human Resources Management.

(k) Staff and volunteer health.

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

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

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

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

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

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

Child Health & Safety

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

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

1304.40 Family Partnerships.

(i) Parent Involvement in Home Visits

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

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

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

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

Child Development and Education

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

Head Start Act

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

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

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

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

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

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

Timeframe for Corrective Action

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

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

— END OF REPORT —



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

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

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

 9/16/13
Date

Overview of Findings

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

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

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

Distribution of the Head Start Review Report

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

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

Overview Information

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

Funded Enrollment EHS: 43

Status of Previously Identified Areas of Noncompliance

Management Systems

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

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

1304.52 Human Resources Management.

(k) Staff and volunteer health.

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

Triennial (3/3/2013)

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

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

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

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

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

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

Desk Review - Withdrawn

This finding was withdrawn per the Office of Head Start.

Child Health & Safety

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

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

1304.40 Family Partnerships.

(i) Parent Involvement in Home Visits

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

Triennial (3/3/2013)

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

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

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

Desk Review - Corrected

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

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

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

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

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

Child Development and Education

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

Head Start Act

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

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

Triennial (3/3/2013)

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

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

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

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

Desk Review - Corrected

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

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

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

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

— END OF REPORT —



To: Board Chairperson

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

From: Responsible HHS Official

*Ms. Yvette Sanchez Fuentes
Director, Office of Head Start*

Results from CLASS™ Observations

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

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

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

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

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

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

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

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

About CLASS™

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

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

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

Low range score

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

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

Middle range score

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

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

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

High range score

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

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

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

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

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

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

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

A National Overview of Grantee CLASS™ Scores in 2013

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

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

National Statistics by Dimension

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

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

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

National Statistics by Domain

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

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

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

Distribution by Domain

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

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

Teed & Associates, PLLC

Certified Public Accountants

Established 1992

Member, American Institute of Certified Public Accountants
Member, West Virginia Society of Certified Public Accountants
Member, Tennessee Society of Certified Public Accountants
Member, Chartered Global Management Accountant

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

To The Board of Directors
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., (a nonprofit organization), which comprise the statement of financial position as of June 30, 2013, 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 February 15, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered North Central West Virginia Community Action Association, Inc.'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 North Central West Virginia Community Action Association, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization'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*

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

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 North Central West Virginia Community Action Association, Inc.'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 entity'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 North Central West Virginia Community Action Association, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Lee & Associates, PLLC

Charleston, West Virginia
February 15, 2014

Teed & Associates, PLLC

Certified Public Accountants

Established 1992

Member, American Institute of Certified Public Accountants

Member, West Virginia Society of Certified Public Accountants

Member, Tennessee Society of Certified Public Accountants

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

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

Report on Compliance for Each Major Federal Program

We have audited the compliance of the North Central West Virginia Community Action Association, Inc., West Virginia, with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of North Central West Virginia Community Action Association, Inc.'s major federal programs for the year ended June 30, 2013. The North Central West Virginia Community Action Association Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the North Central West Virginia Community Action Association Inc.'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

To The Board of Directors
North Central West Virginia
Community Action Association, Inc.
Fairmont, West Virginia
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Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the North Central West Virginia Community Action Association Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the North Central West Virginia Community Action Association, Inc.'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, 2013.

Other Matters

The results of our auditing procedures disclosed no instances of noncompliance, which are required to be reported in accordance with OMB Circular A-133.

Report on Internal Control over Compliance

Management of North Central West Virginia Community Action Association, Inc. 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 North Central West Virginia Community Action Association, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the North Central West Virginia Community Action Association, Inc.'s internal control over compliance.

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

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

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

Red & Associates, PLLC

Charleston, West Virginia
February 15, 2014

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

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2013

Section I – Summary of Auditors' Results

Financial Statements

Type of auditors' report issued. Unqualified

Internal control over financial reporting

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

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

Federal Awards

Internal control over major programs

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

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

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

Identification of major programs

Name of Federal Program or Cluster

CFDA Number(s)

Head Start and Early Start

93.600

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

\$ 300,000

Auditee qualified as a low-risk auditee?

☒ Yes ☐ No

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

Schedule of Findings and Questioned Costs (Continued)

For the Year Ended June 30, 2013

Section II – Financial Statement Findings

There are no findings reported.

Section III – Federal Award Findings and Questioned Costs

There are no findings or questioned costs reported.

Section IV – Corrective Action Plan

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

Section V – Summary Schedule of Prior Audit Findings

There were no findings or questioned costs reported.

Head Start/Early Head Start Success Stories

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

One of our families was having a lot of difficulty in their home because of other family members. Due to safety issues, they had to leave their home with very few of their possessions. I assisted them in finding another home to rent. Local churches and thrift shops as well as some friends helped them pay the deposit and first month's rent, and donated household items and food.

I assisted them in picking up household items and food. They are now settled into their new home and safe.

One father is working on his GED. He has taken the test and so far has passed all components. He is still waiting to hear the results of the final part. I referred both parents in this family to GED services.

The mother will start working on hers very soon.

*Story Submitted by: Mike Taylor
Family Resource Coordinator, Marion County*

Hello, my name is Crystal Holmes.....I was a stay at home mom and single parent. I was encouraged the moment I started volunteering at Edgemont Head Start to think about a career and future for my kids.

I sat down with the Family Resource Coordinator (FRC), Mike Taylor (Mr. Mike) and set goals each year and he helped me with those goals.

I have continuous support from all the teachers and personnel in the center. I am currently attending Fairmont State University with one year of being on the PHI THETA KAPPA Honor Society and a GPA 3.85.

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

*Story Submitted by: Cynthia Steenstra
Children Services Supervisor, Taylor County*

Five years ago, a young mother of three small children enrolled her first born child at the Lucretia Center. As of this past fall, all three of her children have attended preschool at Lucretia Head Start Center in the three year old class and/or in the four-year old class.

She enjoyed volunteering in the classroom and for a time she served as chairperson for the Committee of Taylor county Preschool Parents.

During the first years of volunteering in the preschool classroom, she discovered a talent for working with young children. We spoke of the opportunities a teaching degree provides and she began considering preschool education as a career possibility.

To gain experience in this occupation, she completed a job application, was interviewed and hired as a substitute assistant teacher along with other substitute positions. In the fall of 2012, she entered Fairmont State University and is on schedule to graduate with an associate degree in Child Development in May 2014.

Recently when we have spoken, she believes a four-year degree is in her future. She continues to gain teaching experience by substituting in the preschool classrooms on days she is not attending college.

We have helped cultivate a preschool teacher for the future.



Head Start/Early Head Start Success Stories

Story Submitted by:

Sherrie Hamrick, Program Aide, Webster County

Shandele and Billie Hamrick always read to their children. As parents, they understood the importance of good literacy skills. When their two children, Jessica and Joshua, became pre-school age, it was an easy decision to enroll them in the one program available in the Diana area: Home Based Head Start.

Jessica Hamrick participated in the Diana Home Based Program for two years before entering kindergarten. She recalls "playing dress up and drawing hearts and shapes in an art center." She also remembers "washing my hands a lot!" Jessica also stated "The program influenced my interest in learning. It gave me a head start in alphabet and number recognition."

During Jessica's academic career, she participated in Student Body, was a member of the National Honor Society, and participated in HSTA (Health, Science, and Technology Academy). She excelled in college level English, and was awarded a \$500 scholarship for an essay pertaining to her experiences in HSTA. Jessica graduated 11th in her class at Webster County High School, and earned a nursing degree at Alderson and Broaddus and New River Community and Technical Colleges.

Jessica Hamrick is currently employed as a sales associate at United Bank in Webster Springs. She has a beautiful seven month old daughter, Aaliyah Grace.

Joshua Hamrick also participated in the Diana Home Based Program for two years prior to attending kindergarten. He recalls his experience as "fun" and stated, "Mom would tell me the night before that we had a home visit the next day. I was always excited, and I don't remember feeling bored or not stimulated." Josh recalls doing "a really cool green house project. It was my first experience growing things and being exposed to plants. It may have lead to my interest in ecology." Josh further stated "Head Start gave me the tools and resources to keep me focused on academics and exposed me to a

classroom setting."

Josh's academic career includes 2006 State Geography Bee winner, Golden Horseshoe winner, Freshman Class President, and Senior Year President of Student Body and National Honor Society. He recently graduated from Marshall University with a Bachelor in Science Ecology & Evolutionary Biology, with a minor in Chemistry. He obtained this degree in three years while working at Starbuck's.

Joshua Hamrick is taking a short hiatus from studies, and then plans to attend graduate school in the ecological field.





Mission Statement

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

Vision Statement

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



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Layout and Design: Linda Bissett, Children Services Executive Assistant