

North Central West Virginia Community Action Association

Celebrating 50 Years **Head Start/Early Head Start** **Annual Report** **2015-2016**



north central west virginia
community *action*



Head Start/Early Head Start Executive Summary

Information Submitted by:

Ruth Ann Ponzurick, Children Services Director

Please accept the PY50 Head Start/Early Head Start Annual Report for the period July 1, 2015-June 30, 2016 on behalf of the North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee and its Delegate, Monongalia County Board of Education.

PY50 found Head Start Programs nationwide celebrating 50 years of providing educational, nutritional, health, social, and other services to low-income children and families. Head Start was launched in 1965 as an eight week summer program serving approximately 530,000 children at a cost of \$112 million. Since its initiation, over 33 million children (birth to five) have received Head Start or Early Head Start services with Federal appropriations that now exceed \$8 billion.

Head Start's inception began 12:20 p.m. on May 18, 1965 in the Rose Garden at the White House during President Lyndon B. Johnson's announcement: "2,500 Head Start projects in 11,000 Child Development Centers will be operated as part of the War on Poverty in every state in the Union." This declaration included West Virginia being specifically mentioned, "Forty-nine percent of all applications (to provide Head Start) are from rural areas. In West Virginia every county will be represented in the program. Of the 300 counties in the Nation having the largest number of poor families, 261 will operate projects under the program."¹

To carry on this 50th year anniversary celebration, West Virginia then Governor Earl Ray Tomblin, signed a Proclamation "at the Capitol, City of Charleston, State of West Virginia, this the Fifth day of November, in the year of our Lord, Two Thousand Fourteen, and in the One Hundred Fifty-Second year of the State." A copy of this Proclamation can be seen on page 3 that officially kicked off this observance in WV: "Therefore, Be it Resolved that I, Earl Ray Tomblin, Governor of the great State of West Virginia, do hereby recognize the year 2015 as the: 50th Anniversary of the Head Start Program in the Mountain State and encourage all citizens to join me in this observance."

As part of this ongoing celebration, the NCWVCAA Head Start/Early Head Start Program started its 50 year celebration during the West Virginia Head Start Association meeting in November 2014 "showcasing" a Pres-

ton County resident, Wade Gibson, who was one of the very first children that participated in the initial Head Start Program in 1965 in Preston County. Mr. Gibson shared a copy of the Head Start Certificate that was signed by Sergeant Shriver and Lady Bird Johnson and a copy can be found on pages 4-5. The 2015-2016 Pre-Service in August 2015 also focused on the 50 Year Anniversary, again honoring Wade and his wife.

Many of the NCWVCAA Head Start Pre-K classrooms and its Early Head Start Program scheduled various community activities during October 2015 as part of "Head Start Awareness" illustrating how Head Start Works! These events also gave the children, volunteers, and staff another opportunity to celebrate "Head Start's 50 Years" of providing early childhood education and comprehensive services to low-income children and families across Wild and Wonderful West Virginia. Please see Head Start/Early Head Start Accomplishments on page 15 for those amazing and creative ideas that were planned in the communities of Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties.

The NCWVCAA Grantee and Delegate intend for this PY50 Annual Report to be informational and exhibit the efforts along with their collaborative Childcare and Board of Education partners in how the highest level of quality serves were delivered to our early childhood children and parents. Our children are and have made progress in all areas of development and learning when growth was compared from the beginning of the 2015 school year to the end of the 2016 school year as demonstrated in our Child Outcome Reports on pages 30-60.

Staff continued to provide parents information and engaging opportunities including fathers/male involvement activities that assisted in preparing their child and family for the next school setting as the Parent Engagement Reports indicate on pages 25-29.



Head Start/Early Head Start Executive Summary

We hope you enjoy reading our PY50 Annual Report as noted on the Table of Contents that includes topics around Head Start History and Facts, Letter from the Program Director, Grantee and Delegate's Accomplishments, Enrollment/Attendance Summaries, Financial Information, Federal Review Overview of Findings, etc. as well as Parent Success Stories and program pictures.

“Thank” to our parents, staff, volunteers, community stakeholders, Policy Council and Board of Directors for what you have done, do, and plan to do to make a difference in the lives of the children and families served by the NCWVCAA Grantee and Delegate. With your continued supports, encouragement, mentorship, leadership, and contributions...it was and is much appreciated in that you helped us make 2015-2016 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 Grantee Program and other programs/services offered by North Central West Virginia Community Action, please visit the agency website at www.ncwvcaa.org. The Delegate's website can be found at www.mcearlychildhood.org.

Happy 50th Anniversary and many more Head Start!

Respectfully Submitted,

Ruth Ann Ponzurick

Ruth Ann Ponzurick, MSW, LSW

Children Services Director for Head Start and Early Head Start

Source

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



Head Start/Early Head Start Table of Contents

	Page(s)
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• “Head Start/Early Head Start Accomplishments” that highlights achievements made by both the Grantee and Delegate to validate their efforts in delivering the highest quality and comprehensive services to eligible children and their families.	11-19
• “Early Head Start/Head Start Grantee and Delegate Enrollment/Attendance Information,” and “Number of Children and Families Served, Average Monthly Enrollment, Percentage of Eligible Children” that include a summary of these categories for both the Grantee and Delegate.	20-22
• “Financial Information” that identifies the sources and the NCWVCAA program recipients of these budgeted funds as well as the Head Start/Early Head Start budgets for PY50 and PY51.	23-24
• “Parent Engagement Activities” that describe how both the Grantee and Delegate included opportunities for community involvement that assisted the program to evaluate ways to continuously improve service delivery and parent engagement activities to provide input in their child’s education; “Grantee Policy Council Officers and PY50 Grantee and Delegate Program Options”.	25-29
• “Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016” that illustrates the amount of progress made from the time our children entered school in the fall 2015 to when school ended in 2016. 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.	30-60
• “2015-2016 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.	61
• “Comprehensive Services/School Readiness Review” was conducted on 3/14/2016 to 3/18/2016 with no area of non-compliance; “Results from CLASS Observations” was conducted from 4/18/2016 to 4/21/2016; “Environmental Health and Safety (EnvHS) was conducted 5/11/2016 to 5/13/2016 with no area of noncompliance; “Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) was conducted on 4/24/2017 to 4/25/2017 with no area of non-compliance.	62-82
• WV Department of Education Results of Management Evaluation of the Child and Adult Care Food Program.	83-84
• “Independent Auditors’ Report” that was completed by David L. Howell, CPA. 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.	85-88
• “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.	89-90

Head Start/Early Head Start Facts from the Program Director

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

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

1964

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

1965-1966

- During **Johnson's** presidency, an **eight-week Project Head Start** was **launched** in the **summers of '65 and '66** by the **Office of Economic Opportunity.**

1969

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

1977

- As part of **Carter's** administration, Head Start began **bilingual and bicultural programs** in about 21 States.

1984

- Head Start's grant **budget exceeded \$1 billion** during the **Reagan administration** in October.

1995 and 1998

- Under the **Clinton** era, the **first Early Head Start grants** were awarded in September '95 and Head Start was reauthorized to **expand to full-day and full-year services** in October '98.

2007

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

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.

2014-2015

- **Head Start celebrates 50th Year Anniversary**

2015-2016

- Head Start has served more than 33 million children, birth to five, and their families since 1965, growing from an eight-week demonstration project to include full day/full year services and many program options.
- Head Start/Early Head Start funded to serve nearly one million children and pregnant women and their families in 2015 in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities.

Head Start/Early Head Start Facts from the Program Director

Continued

Currently

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

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

	FY 2015 Appropriations	FY 2016 Appropriations
Local Head Start Projects		
States and Territories	\$7,233,541,000	\$7,927,153,582
American Indian/Alaska Native, and Migrant and Seasonal Programs	\$ 554,883,000	
Subtotal	\$7,782,420,000	\$7,927,153,582
Support Activities		
Funding to Increase Hours of Program Operation		\$294,000,000
Training and Technical Assistance	\$ 203,322,000	\$203,538,782
Research, Demonstration and Evaluation	\$ 20,000,000	\$19,960,476
Monitoring Support	\$ 42,000,000	\$41,950,790
Program Support	\$ 25,353,000	\$21,491,370
Transition Funding for Designation Renewal System (DRS) ²	\$ 25,000,000	\$25,000,000
Subtotal	\$ 315,675,000	
Early Head Start-Child Care Partnerships ³	\$ 500,000,000	\$635,000,000
TOTAL	\$88,598,095,000³	\$9,168,095,000

Sources:

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

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

³The FY2015 appropriation continued to include the \$500 million initially appropriated in FY 2014 to expand access to high-quality early learning and development opportunities for infants and toddlers through Early Head Start-Child Care Partnerships. Funds were to be obligated by March 31, 2016.

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

Proclamation

by Governor Earl Ray Tomblin

Whereas, the Head Start program was nationally launched in 1965 under the program title Project Head Start, to partner with economically disadvantaged children and families to connect them with comprehensive and essential services to promote health and success; the program helps provide children with developmentally appropriate education, health care and social services to prepare them to succeed in school and society; and

Whereas, at the time the Head Start Program launched, every county in West Virginia had residents seeking to better the lives of their children and family with the program's support; and

Whereas, Head Start offers comprehensive services to promote parent engagement, social and emotional growth, nutrition, and health and dental care, along with the academic learning of Head Start children and their families; and

Whereas, Head Start collaborates with early childhood education organizations and programs in the State of West Virginia to serve children from prenatal to age five and their families, and to provide critical services to 8,000 at-risk West Virginia children and families; and

Whereas, it is appropriate to recognize the efforts of the members of the West Virginia Head Start Association's thirty programs—twenty Head Start programs, one delegate Head Start program, and nine Early Head Start programs—and honor their commitment to improving the lives of our West Virginia's children and families; and

Whereas, in 2015 the Head Start program is celebrating 50 years of service to children and families, addressing individual family needs and providing opportunities for children to develop skills that will assist them in being successful in school and beyond, and engaging families to be part of their children's education.

Now, Therefore, Be it Resolved that I, Earl Ray Tomblin, Governor of the Great State of West Virginia, do hereby recognize the year **2015** as the:

50th Anniversary of the Head Start Program

in the Mountain State and encourage all citizens to join me in this observance.

In Witness Whereof, I have hereunto set my hand and caused the Great Seal of the State of West Virginia to be affixed.

Done at the Capitol, City of Charleston, State of West Virginia, this the Fifth day of November, in the year of our Lord, Two Thousand Fourteen, and in the One Hundred Fifty-Second year of the State.

Earl Ray Tomblin

Earl Ray Tomblin
Governor

By the Governor:

Natalie E. Tennant

Natalie E. Tennant
Secretary of State



NCWVCAA Head Start Program Shares “50 Years Ago” Memories From Preston County Head Start Participant

Back in the summer of 1965, Alfred “Wade” Gibson, son of Edward and Martha Gibson from the Hudson/Mt. Nebo area near Valley Point in Preston County, was one of the participants to complete the first project **HEAD START** child development course. Wade reports his parents probably put him in Head Start since they lived so far out on the farm thinking that it would get him around other children before he started school. He did not have anyone near them to play with and his siblings ranged from 9-17 years older than him. They did not offer Kindergarten back then so he went from Head Start to First Grade. He said it was a really good experience and is surprised that he remembers so much about it.

Wade shared the following memories of Head Start as reported to and by his wife, **Kim Gibson**, who works as a County Service Assistant for the North Central WV Community Action Association agency in Preston County. “It’s remarkable what you remember from 50 years ago” so Kim has listed what he shared with her as his Head Start story:

➤ Miss Temple was his teacher who lived in the Howesville area. Unfortunately, he saw in the paper where she passed away a few years ago.

➤ Barbara White, from Kingwood, used to come to the farm and pick him up in her station wagon (bus) along with other children on the same route and take them to the school in Albright. There were no child restraints back then and she would have several children in the vehicle. Barbara is still alive and in her upper 80’s. Wade still sees her now and then...she was in his building supply store just last week and he always gives her a hug and a smile. Little things really mean a lot to the elderly and my husband is a very thoughtful and kind person.

➤ He remembers on the last day of school that Barbara White gave all the kids she drove chocolate coins. He said they were as big as 50-cent pieces.

➤ The desks they used where not made for such small children so they improvised by putting a wooden board that was probably 2 -3 inches thick for them to step on to get in the chair and to rest their feet on.

➤ Remembers playing with Lincoln Logs because that was his favorite toy then. Ironically we live in a log house today that he built in 1982.

➤ Remembers the border above the chalk board had the alphabet showing printed and cursive letters.

➤ Mixing up the paint powder with water and having fun painting although he now leaves all the painting to me.

➤ Always started the day with the “Pledge of Allegiance” and to this day we always start our HOG (Harley Davidson) meetings the same way and are proud to do so.

➤ Started Head Start with a lot of the same friends that he graduated with and still sees them to this day.

Wade works at Eckert’s, a building supply store that is owned by his brother in Preston County. He started working there after school when he was 12 years old and started full time the day after he graduated. Still works there today...only job he has ever had.

I (Kim) hope his memories of Head Start can inspire teachers to continue the meaningful connection with their students. Sometimes it’s the really small day to day activities that make the biggest impact in a child’s life. I have heard my husband refer to attending Head Start for many years mainly because he still sees Barbara White. Incidentally, I (Kim) have met her and she is the sweetest older lady with a wonderfully kind smile.

Please see his Head Start certificate as a graduate on August 13, 1965 signed by **Lady Bird Jonson**, Honorary Chairman, Project Head Start and **Sargent Shriver**, Director, Office of Economic Opportunity. Also Wade is pictured at four years of age with his first fish catch, his first grade picture, and the other picture is Wade with his wife Kim.



HIS FOURTH... Alfred Wade Gibson, son of Mr. and Mrs. Edward R. Gibson of Albright, is celebrating his fourth birthday in August scene with his first fish, an 11-inch bass.



Story told by Kim Gibson, Wife of Wade Gibson.

Submitted by RA Ponzwick, NCWVCAA Children Services Director for Head Start/Early Head Start



© 1965 Walt Disney Productions

this is to certify that

Wynne Marie Graham

on this 13 day of August 1965

has completed the project **HEAD START**
child development course

Kathy Bice Johnson

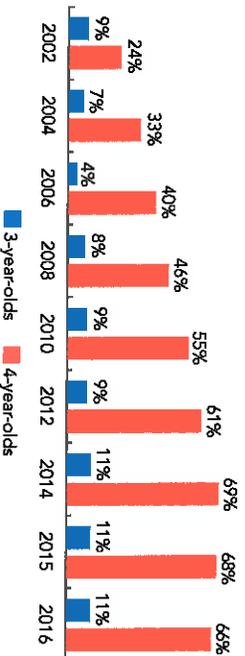
Honorary Chairman, Project Head Start

Vergant Oliveira

Director, Office of Economic Opportunity

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2016 DOLLARS)



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

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

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

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

ACCESS RANKINGS	
4-YEAR OLDS	3-YEAR OLDS
6	7

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	5

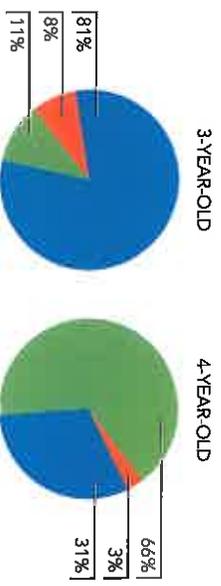
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

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

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



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

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

QUALITY STANDARDS CHECKLIST

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

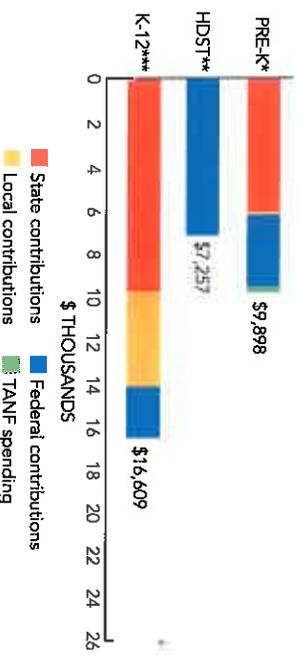
10

9

RESOURCES

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

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.



NATIONAL HEAD START ASSOCIATION

Head Start is a federally-funded, locally-run preschool program that provides comprehensive services for America's most vulnerable children and their families.

2016 West Virginia Head Start Profile

Access to Head Start in West Virginia

7,118

Funded Head Start (HS) Slots

1,020

Funded Early Head Start (EHS) Slots



56% of eligible children ages 3 - 5 had access to HS.



5% of eligible children under 3 had access to EHS.



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

NaTausha W., Parent
Bluefield, West Virginia

West Virginia's Head Start Workforce



2,337

HS and EHS jobs in West Virginia

The average Head Start teacher with a bachelor's degree in West Virginia makes **\$32,093** per year, compared to the **\$47,530** a kindergarten teacher makes annually.

West Virginia
by the Numbers

\$65,220,840

FY16 Estimated Funding for HS, EHS, and EHS-Child Care Partnerships in West Virginia

21 Head Start programs

12 Early Head Start programs

-- American Indian/ Alaska Native programs

-- Migrant/Seasonal programs

745 Classrooms operated

427 Head Start children were in foster care

113 Head Start children with veteran/active military parents

412 Head Start children experiencing homelessness

In West Virginia...



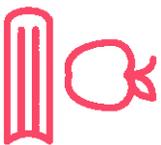
9,240
children had
continuously
accessible health
care



8,808
children had
continuous access
to dental care



1,699
children were
identified with
special needs



1,899
parents advanced
their education
level



350
families received
job training



152
pregnant women
were served by
Early Head Start

Head Start's Impact: the Head Start Advantage

Children who participate in Head Start programs receive innumerable benefits. These advantages appear immediately, last a lifetime, and even have an effect on other generations.

38%

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

31%

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

19%

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

13%

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

About NHSA

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

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



NATIONAL HEAD START ASSOCIATION

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

Head Start/Early Head Start Letter from the Program Director

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

The North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee and its Delegate, Monongalia County Board of Education is one of the larger Head Start Programs in the state of West Virginia. During PY50 or 2015-2016 school year, the Grantee's Head Start funded enrollment was a total of eight hundred and forty-four (844) to serve three and four year old eligible children and their families. Head Start children throughout the north central counties of Barbour, Marion, Monongalia (Delegate), Pocahontas, Preston, Randolph, Taylor, and Webster Counties received pre-school and comprehensive services in a center-based (classroom) program option.

The Head Start Grantee is also the only program in the state with a Delegate, the Monongalia County Board of Education. The Delegate's funded enrollment during PY50 served 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 received early childhood education services by the North Central Community Action Head Start Grantee in center-based options as part of Universal Pre-K collaborative classrooms with county Boards of Education in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties. NCWVCAA Head Start also served eligible children as part of a partnership with School Days Childcare in Pocahontas County.

The Early Head Start (EHS) Program was awarded to North Central WV Community Action in January 1999 to serve fifty-two (52) prenatal, infants, and toddlers, and their families. EHS is offered in five of the Grantee's service area including Marion, Preston, Randolph, Taylor, and Tucker Counties .

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

The NCWVCAA Head Start/Early Head Start Grantee and its Head Start Delegate Programs' grant award for PY50 or 2015-2016 school year was \$6,506,353 to serve a total of eight hundred and ninety-six (896) Head Start and Early Head Start enrollees and their families. All West Virginia Head Start/Early Head Start Programs' allocations and enrollment for 2015 compared to those for 2016 were as

follows:

	FY 2015 State Funding- HS	FY 2015 State Enrollment- HS	FY 2016 State Funding- HS	FY 2016 State Enrollment- HS
West Virginia	\$62,577,957	8,138	\$65,259,418	8078

Head Start/Early Head Start Programs are also required to contribute 20 percent of the total cost of their program from non-federal funds or also referred to as In-kind, unless a waiver is granted. Some programs meet this requirement by using State funds or other resources such as cash or space, transportation, staff personnel costs, and other donated items that are contributed by collaborative partnerships. The North Central Grantee and Delegate HS/EHS Program's Non-federal share for PY50 was \$1,626,588.



Head Start/Early Head Start Accomplishments

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ As per Head Start Act requirements, the Office of Head Start (OHS) moved from indefinite to definite project periods of five years (60 months) for all Head Start Grantees/Delegates as part of the Designation Renewal System (DRS). The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. The NCWVCAA Head Start Grantee and Delegate began its first year of a five year grant cycle during PY49 or 2014-2015 school year and transitioned into its second year during PY50 or 2015-2016. As part of this second year application, the Grantee/Delegate had to describe its status or updates of its program approach, anticipated outcomes, and measures of program progress identified in the first year application for the five year period.
- √ As required within specific timelines during the beginning of PY50, the Governance and Leadership Capacity Screening for each the Board of Directors and Policy Council (Policy Committee for Delegate) and a Health and Safety Environmental Screening for every site where HS/EHS children are served including a plan of action/correction for any concerns were completed by both the Grantee and Delegate. The NCWVCAA Board of Directors' signed a certification that each the Grantee and Delegate had completed both of these screenings within timeframes as well as developed a plan of action/correction for non-compliances found during the Health and Safety Environmental Screening. We are pleased to announce that both the Grantee and Delegate again, were 100% compliant with the Governance and Leadership Capacity Screening for the Boards and Policy Council and the Delegate's Policy Committee!
- √ Ongoing use of the Program Governance Survey created by the NCWVCAA HS/EHS Program for each Policy Council and Board of Directors members that is used to ensure understanding of their roles and responsibilities as program leaders as well as identifies training topics.
- √ Since 1966, NCWVCAA has completed its fiftieth (50th) year providing Head Start (HS) services in eight (8) counties now serving eight hundred and forty-four (844) participants. (Grantee-six hundred and sixty-three (663) and Delegate-one hundred and eighty-one (181).
- √ Due to changes in the frequency and types of monitoring events, now referred to as Aligned Monitoring System, the NCWVCAA Grantee/Delegate received the following monitoring events during FY2016 or PY50: (1) Comprehensive Services and School Readiness the week of March 14th; (2) CLASS during the week of April 18th; and (3) Environmental Health and Safety May 11-13th. There were not any deficiencies or non-compliances identified in any of the three monitorings. *Please see the results of each of these monitoring events found in this Annual Report.*
- √ Since January 1999, NCWVCAA completed its seventeenth (17th) year offering Early Head Start (EHS) to fifty-two (52) enrollees in five (5) counties.
- √ Both of the Grantee's EHS/HS Programs were fully enrolled and served 10% of children with disabilities during the 2015-2016 school year.
- √ The School Readiness Goals and a Plan of Action established goals for each Preschool (Head Start); Infant/toddlers (Early Head Start); Family Engagement; and the Program. School Readiness surveys for each EHS and HS were again conducted at the beginning of the 2015-2016 school year to obtain input from EHS and HS parents, Policy Council and NCWVCAA Board of Director members, and other interested early childhood community stakeholders. The EHS School Readiness Survey continued to use two separate surveys, one based upon developmental milestones for infants and the other based upon those for toddlers to provide more detailed examples for parents. *Please see the Child Outcomes Report as part of this Annual Report submitted by the Education Program Specialists for more details about the status of the Grantee's School Readiness Goals and results of the survey.*
- √ The NCWVCAA School Readiness Leadership Team met regularly throughout the 2015-2016 school year to review and analyze data and is comprised of NCWVCAA HS/EHS Administrative and Program Staff, an Early Childhood Educator from a local university/college, and Parents.
- √ A Family Needs/Interests Tracking Form was implemented and conducted three times per year to capture family outcome data and individual family progress towards achieving goals.

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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ The program adopted the Early Childhood Positive Behavior Implementation Support (ECPBIS) Model, in an effort to decrease challenging behaviors in the classroom and home. All Head Start teaching teams were trained in Models 1-3A of ECPBIS. Family and Community Partnership staff also received training on ECPBIS Family Modules in order to support the family and provide continuation of services between the classroom and home. Program Specialists, Children Services Supervisors, and the Administrative Advisory Team attended the ECPBIS Leadership Modules. The ECPBIS Leadership Team was formed and met three times during PY50.
- √ Family and Community Partnership (FCP) staff received training on the ECPBIS Family Modules in conjunction with program-wide ECPBIS adoption; In order to further engage parents into the program, FCP staff provided Family Module trainings to parents during Parent Meetings and Parent Cafes; and Additional Family Module resources were provided to families based upon the individual family's needs.
- √ 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.
- √ Took a proactive stance in revising policies and procedures to ensure the safety of our children at all times by creating a ZERO TOLERANCE culture of safety and to ensure that staff prioritize children's safety by providing continuous supervision in that "no child will be left alone or unsupervised while under their care." A **Universal Active Supervision Symbol** sign was created through our Education Advisory Team and adopted by the NCWVCAA HS/EHS Program after it was approved by Policy Council's Executive Committee. This sign is posted at every exit in the classroom, playground, and on the buses at each HS/EHS operated site to remind the staff, parents, and volunteers the importance in keeping our children safe and supervised at all times. The actual sign is comprised of a red Stop sign and a green #1. The colors on the sign represent that the staff STOP first, LOOK, LISTEN, and COUNT the children that are present. The #1 represents that it is ok to go to the next transition, because the CHILDREN were counted FIRST.



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

The colors on the sign represent that the staff:

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

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

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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ Practice-based Coaching– Head Start Teaching staff was introduced to the Practice-based Coaching Model as a professional development opportunity at Fall County Staff Meetings. Practice-based Coaching is a process for supporting teacher's use of effective teaching practices that lead to positive outcomes for children. Practice-based Coaching was piloted based upon teachers' interest in engaging in the Model.
- √ Family Satisfaction Surveys that were solicited at the end of the 2015-2016 school year indicated that 96.48% of HS families and 100% of EHS families were satisfied that the program met their overall expectations. A separate Mental Health Survey was conducted for those families that received services from the Mental Health Program Specialist including classroom observations and strategies and home visits and parenting support. With 6 families responding to the survey, 100% were satisfied with the mental health services that their child/family received.
- √ All of the Grantee/Delegate's counties that are served by the NCWVCAA HS Program including Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster have been designated as receiving Universal Pre-K status. This validates that each have meet all requirements set forth by WV Policy 2525 including that the county has demonstrated that every four year old and three year olds with an Individualized Education Plan (IEP) have access to preschool.
- √ Memorandums of Understanding (MOUs) were re-established as part of collaborative partnerships with Boards of Education (BOE) from Barbour, Marion, Monongalia, Pocahontas, Preston, Randolph, Taylor, and Webster Counties. These agreements delineate financial and resource sharing obligations that are negotiated on an annual basis between the BOE and NCWVCAA HS.
- √ Ongoing partnership with School Days Childcare in Pocahontas to provide HS center-based services.
- √ Universal Pre-K Program Review Audit was conducted in Taylor and Tucker Counties during the 2015-2016 program year.
- √ The Marion County Board of Education as part of its MOU continued to provide monetary funding for serving Pre-K four year old children and three year old children with Individualized Education Plans (IEPs) in Head Start operated Pre-K Centers.
- √ Ongoing agreement with Marion County Board of Education to provide training to HS Bus Drivers and all mechanical repairs to HS Program owned buses.
- √ Ongoing space/land agreements with: M.W.P.H. Grand Lodge of West Virginia (Carolina HS Center); Fairmont Housing Authority (West Fairmont HS Center); Marion County Board of Education (Fairmont HS Center, East Fairmont EHS Center, and North Marion EHS Center); Town of Rivesville (Rivesville HS Center); Preston County Board of Education (Land Lease for Valley I HS Center); Randolph County Board of Education (Land Lease for Midland Family and Community Partnership Office and EHS Socialization site); and Webster County Board of Education (Land Lease for Cowen HS Center).
- √ On-going Interagency Agreements for Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties that promoted cooperation in the development of a coordinated, interagency system of services for all children birth through five and their families that receive services and support from early childhood participating parties. Participating organizations could include: NCWVCAA HS/EHS, county Board of Education, Department of Health and Human Resources, Family Resource Network, Starting Points, Parents as Teachers, WV Birth to Three, etc.
- √ Continued an independent contract with a Licensed Psychologist to provide training and Mental Health consulting services to the HS/EHS Program.



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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ Ongoing Agreement with Birth to Three RAU 1 (Marion County) and RAU 5/6 (5 covers Barbour, Preston, Randolph, Taylor and Tucker Counties and 6 covers Pocahontas and Webster Counties) that established procedures to support collaboration between WV Birth to Three and NCWVCAA HS/EHS in the provision of services to assure that children and families experience a smooth transition from Part C to HS/EHS services under Part C of the Individuals with Disabilities Education Act (IDEA).
- √ Re-established Meal Contracts with Boards of Education in Barbour, Marion, Preston, Randolph, Taylor, and Webster Counties that outline the responsibilities for each the Board and NCWVCAA HS for meal preparation, meal claiming, and invoicing.
- √ Re-established the CACFP (Child and Adult Care Food Program) Meal Contract with the State (WV) Office of Child Nutrition.
- √ Continued an independent contract with a Registered and Licensed Dietician to provide nutritional consultation and establish all menus as well as menus and accommodations for special dietary needs for the HS/EHS Grantee.
- √ Ongoing Collaborative Child Welfare Partnerships on a three (3) year basis with each county's Department of Health and Human Resources served by NCWVCAA. These written agreements identify the roles and responsibilities of each party as they relate to the EHS/HS Program's commitment to serve abused and neglected children and their families by using promising practices in recruiting and serving families involved in the public child welfare system.
- √ On-going partnership with MVA (Monongahela Valley Association of Health Centers) to provide health appraisals for staff during the HS/EHS Annual Pre-service.
- √ Ongoing Public Library Partnerships on a three (3) year basis within each county served by the NCWVCAA HS/EHS Program to collaboratively offer community resources to meet the educational needs of young children and their families by reinforcing the use of public libraries by the program and its enrolled children and families.
- √ Agency continued its independent contract with Kingery and Company to conduct the Community Assessment and updates for all of the North Central WV Community Action service areas.
- √ On-going partnership with the Taylor County Health Department that uses the program's Lead Care II Blood Lead Screening Machine for finger stick blood lead screening to all NCWVCAA HS/EHS enrollees free of charge regardless of the enrollee's home county.
- √ Randolph County HS continued to work in partnership with the WVU School of Dentistry Oral Health Study for Pregnant and Postpartum Women by providing space at the EHS space on a monthly basis.
- √ Monthly automated newsletters created by each the Health, Nutrition/Safety and Mental Health Program Specialists were distributed to staff and HS/EHS participants for informative health, nutrition/safety including transportation safety, and mental health related topics.
- √ 8th Annual Bus Road-e-o was held in June 2016 in conjunction with Bus Drivers' annual training.
- √ Transportation Waiver was approved through September 30, 2016 by the Region III Head Start Office for the Child Restraints Systems and Bus Aides for those children that ride Board of Education buses.
- √ 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.



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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ Received two (2) new 35 passenger school buses as well as office/classroom enhancements and several maintenance projects that included improvements to facilities and/or playgrounds were completed by the NCWVCAA Maintenance Coordinator and Sub General Maintenance Helpers; Maintenance Department moved its equipment, materials, tools, and supplies to the Webster Center property in Taylor County.
- √ 50th Year HS Celebrations that occurred throughout our counties included:
 - Barbour County-Head Start children made flags with their handprints in red, white, and blue and then decorated them on a poster announcing 50 years of Head Start that was displayed in establishments in Belington and Philippi.
 - Marion County-The Fire Department visited both of the Carolina Center classrooms and the Mayor read to the children; Edgemont I had a Marion County Commissioner who was a past Head Start grandparent to read to their classroom; Edgemont also hung children's artwork in Fairmont businesses. Wendy Wells, Mentor Teacher, submitted an article on the history of Head Start that was published in the Marion County Historical Society Newsletter; Fairmont classrooms also displayed a variety of the children's artwork in Wendy's and McDonald's Restaurants and created a large poster, "Celebrating 50 Years" with our site name and phone number; Fairmont Center had a Head Start bus in the Veterans Day parade that gave the program an opportunity to pass out recruitment flyers and info on HS/EHS classrooms; Mannington had a RED, WHITE AND BLUE Week the last week in October 2015 not only for the Head Start classrooms but for all grades in the Mannington Middle School; Each day of the week, students wore one of the colors while staff wore Head Start shirts in recognition of Head Start Awareness; Also, the Principal played a couple of songs with his mandolin for the Head Start children and staff; Rivesville I and II had a local community leader read a story to the children as well as the Rivesville City Hall and Post Office displayed the children's artwork; and West Fairmont displayed the children's artwork in the Police Department and also had two city councilmen read to the children as well as the Chief of Police sent officers to have lunch with the children.
 - Pocahontas County-School Days Childcare Pre-K celebrated Fifty Years of Head Start by learning about the number 50 during the month; Parents were invited for a Fall Fest that included art and music activities.
- Preston County-The annual "Future Knight" Art Show was held at the NCWVCAA Valley I Pre-K classroom in Masontown; All parents and community stakeholders were formally invited to view artwork submitted
- Randolph-Homestead Pre-K held a Fall Fest with parents invited to the classroom to assist children in an art activity; Children created a leaf to add to the classroom tree and also decorated a leaf for the WVHSA Fall Conference exhibit; Fifty years of Head Start was discussed and parents recalled how their older children had participated in HS; Students received a surprise visit from the Dailey Volunteer Fire Department to discuss fire safety in the home and Trick or Treat safety; Students received fireman hats and toured the fire engine. Midland I Pre-K also held a Fall Fest with parents invited to the classroom to assist students in a science and art activity; Students explored pumpkins, discussing shape, color, and exploring the inside of the pumpkins; Fifty years of HS was discussed as several families had previously participated in the program; and then the students created life-size "Head Start" blocks.
- Taylor-Webster and Flemington sites had the Fire Department visit the centers; Lucretia AM and PM had the Park Ranger and Police Department visit with the children; the children's art work and Happy Birthday banners were displayed in various businesses on Main Street in Grafton; and WBOY Channel 12 from Clarksburg shared their "Happy Birthday" celebration on the public news.
- Tucker County-EHS decorated the classroom and businesses in Parsons with posters about Head Start's 50 years and invited local officials to visit the center during its parent's socialization event.
- Webster County-Local officials were invited to the Cowen Head Start Pre-K Center to see the fall theme that exhibited hay bales and picture/posters made by the children capturing some of their interest and things they make or do; The focus was "Head Start works" and "Celebrating 50 Years;" and artwork completed by the children was also posted around town of Cowen.

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

Information Submitted by:

Ruth Ann Ponzurich, Children Services Director

- √ All Maintenance staff received the annual OSHA training (Four Hazards with OSHA, Hand and Power Tools, PPE, Fire Prevention and Stairway and Ladder Safety) in October 2015 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).
- √ Employed four (4) certified First Aide/CPR Instructors.
- √ Employed a Maintenance Coordinator who possesses a plumber's license and is a Certified Playground Safety Inspector through the National Playground Safety Institute.
- √ All four (4) Education Specialist were: (1) CPI (Non Violent Crisis Intervention) Instructors; (2) Early Childhood Environmental Rating Scale-Revised (ECERS-R) reliable; (3) Pre-K Certified Classroom Assessment Scoring System (CLASS) Observers; (4) WV STARS and WV Early Learning Scale Trainers; (5) Early Childhood Positive Behavior Implementation Support (ECPBIS) Trainers; and (6) received training in Practice-Based Coaching.
- √ In meeting the Teaching staff credentials as required by the Head Start Act, Teaching staff employed by the NCWVCAA Head Start Program for PY50 possessed the following:
 - Out of the Twenty-six (26) Teachers with Early Childhood; two (2) had Masters; Twenty-two (22) have Bachelor's Degrees, and two (2) have an Associate's degree
 - In addition to these degrees, seven (7) Teachers had a Temporary Authorization as a part of the WV Department of Education Community Program; thirteen (13) had a Permanent Authorization also a part of the WV Department of Education Community Program; and five (5) were Pre-K Certified through the WV State Board of Education. The Teacher for the classroom that primarily served three (3) year children in Taylor County was not required to have the authorization through the WV Board of Education.
 - No waivers were applicable at this time.
- √ In meeting the Associate/Assistant Teacher credentials as required by the Head Start Act, Assistant Teachers employed by the NCWVCAA Head Start Program for PY 50 possessed the following:
 - Out of the Twenty-six (26) Assistant Teachers with Degrees in Early Childhood; (5) had an Associate's Degree, 15 (15) had the Apprenticeship for Child Development Specialist (ACDS); six (6) were enrolled in the WV Department of Education E-Learning for Educators.
 - In addition to these degrees, ten (10) Assistant Teachers had a Temporary Authorization as a part of the WV Department of Education Early Childhood Assistant Teacher and sixteen (16) Assistant Teachers had a Permanent Authorization for Early Childhood Classroom Assistant Teacher.
 - Out of the ten (10) Associate/Assistant Teachers that worked along with the Board of Education Teachers in the Board of Education collaborative classrooms; one (1) had a Bachelor's Degree, two (2) had an Associate's Degree, five (5) had an Apprenticeship for Child Development Specialist (ACDS), one (1) enrolled in ACDS, and one (1) enrolled in the WV Department of Education E-Learning for Educators.
 - In addition to these degrees, two (2) Associate/Assistant Teachers had a Temporary Authorization as a part of the WV Department of Education Early Childhood Assistant Teacher and eight (8) Associate/Assistant Teachers had a Permanent Authorization for Early Childhood Classroom Assistant Teacher.
 - No staff teaching apprenticeship classes at this time.



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

Information Submitted by:

Ruth Ann Ponzwick, Children Services Director

- √ The NCWVCAA Early Head Start Program employed four (4) Teaching staff in the two classrooms in Marion County. Each of the two (2) Lead Teachers and the two (2) Teachers held a Bachelor's degree in Family and Consumer Science or Family Studies, Child Development.
- √ An Education Program Specialist is a member of the WV Early Intervention Interagency Coordinating Council and WV Universal Pre-K Checklist Committee.
- √ The NCWVCAA Head Start/Early Head Start Director served as the Vice-President on the West Virginia Head Start Association (WVHSA) Board of Directors.
- √ The Innovators Group comprised of the Children Services Assistant Director, Program Manager, Program Specialist Supervisor/Family Community Partnership Program Specialist, Nutrition/Safety Program Specialist, Systems Information Coordinator, and agency's IT Coordinator has moved the program into a more electronic focused arena. Over the past year, several tasks have been completed that has aided staff in doing their job more efficiently. A forum has been developed among team members to share the on-going tasks, timelines, responsible party, and minutes from meetings. The following automated projects have been completed to include:
 - The agency changed internet applications/providers which increased the functionality by providing more services to the staff.
 - The Professional Development Plan was revised to track hours for each training completed.
- √ The Program Specialists team have been trained on how to manipulate documents on screen while providing a cloud-based training.



Monongalia County Head Start Accomplishments 2015-2016

Information Submitted by:

Debra Jones, Director of Early Childhood

- Began its 50th year as a delegate agency with North Central West Virginia Community Action Association Inc.
- The Program offered Head Start services to a total of 193 children throughout the school year. Services were provided in full-day, center-based programs that met four days a week. Monongalia County met both monthly enrollment criteria of 181 students, and met or exceeded the percentage of students with disabilities each month.
- Monongalia County offers 31 Head Start/Pre-K classrooms throughout the county to eligible children.
- All Teachers are certified by the state of West Virginia to teach in a pre-school classroom.
- All classroom assistant teachers are currently credentialed according to Head Start requirements; of the thirty (32) assistant teachers employed, 20 have completed all certification classes and 10 are currently enrolled in certification classes.
- Pre-K Academic coaches continued classroom staff training in The Responsive Classroom. Teachers and aides were given group and individualized training on the implementation of Play Plans, which enhance literacy and language skills. All classrooms have implemented the initiative with fidelity and are monitoring child progress in the areas of language/literacy, social skills and approaches to learning.
- Community Partnerships continued to maintain strong relationships during 2015-2016. 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.
- The Program continues to improve in the area of School Readiness. Program staff continued to participate as part of the School Readiness Team, which also included parents. This team revised School Readiness Goals, created data collection systems, collected and analyzed data, and reported goal outcomes. The 2015-2016 School Readiness Goals and Outcome Data can be found on the program website at www.mcsearlychildhood.org.
- Monongalia County Head Start completed year two of a five year grant with West Virginia University. This grant, entitled Choose 2 Change, addressed childhood obesity prevention and provided families, children, and staff resources, training, and planned activities to help address this issue within the home, school, and community. During the school year, this grant continued to provide Choosy training to teachers, assistant teachers, and other program staff. Additionally, grant staff conducted Family Fun Events, parent nutrition trainings, and community exercise events that were very well attended by Head Start families. At these events, families were offered a healthy meal, health and nutrition information, and a fun activity that encouraged movement and family time.
- The Head Start program strived to serve children at greatest risk. This year, the program served **nine** foster children, **eleven** homeless children, **twenty-six** English as a Second Language (ESL) children, and **forty-two** children with disabilities. Inclusive classroom settings with dual certified teachers (preschool and preschool special needs), ESL teachers at each school, and a homeless liaison on staff with Monongalia County Schools ensures that the program meets the individual needs of all children enrolled.
- The program provided individualized professional development by having each staff member identify personal professional development goals. T&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 and Health and Safety Screeners are completed at least annually as required by classroom staff to ensure that all materials and equipment are safe and available.
- The Program, 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.

Monongalia County Head Start Accomplishments 2015-2016 (Continued)

Information Submitted by:

Debra Jones, Director of Early Childhood

- The Program has a partnership with West Virginia University; this institution of higher learning provided resources that include Masters' of Social Work and Bachelors' of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to teachers and assistant teachers from Curriculum and Instruction, Family Studies, and Human Resources and Education departments, and psychology students who provided family classroom assistance through the mentorship of our Mental Health Specialist.
- Partnerships with Monongalia County Board of Education provided additional support in the areas of transportation, classroom staffing, administration, nutrition services, health services, and special education services.
- Monongalia County Schools and Starting Points collaborated to support transition by providing a summer program for children entering Head Start. This three-week session was staffed by certified early childhood teachers and assistant teachers. During this time, staff focused on following a schedule, transitioning, cooperation, self-help skills, and cognitive development.
- Screenings were conducted on all children within 45 days of enrollment as required by Head Start Performance Standards. These screenings included hearing, speech and language, blood pressure, immunization check, and vision.
- The Program continued its efforts for the second year, with our Health Coalition Committee. This year the committee focused on collaboration with all the pediatric providers in Monongalia County. A small core group of staff representing both Early Head Start and Head Start successfully completed actions to obtain their first goal. These actions included face to face meetings to educate and train all providers about the EHS/HS programs, health performance standards, recruitment, and the need to open communication between the programs to enhance the health and well-being of our children and families. Through this effort, the program now has a direct contact person at each providers' site that will serve as liaison to all EHS/HS staff. Through the efforts of the Health Coalition, West Virginia University School of Medicine is initiating collaboration procedures with the Monongalia County BOE to allow Pediatric Residents to utilize the EHS/HS program as part of their fourth year residency community rota-

tion. Additionally, Cardinal Pediatrics began planning collaborating with EHS/HS to provide yearly community functions that will open up awareness and recruitment for not only EHS/HS but for all other community programs that are part of the Family Resource Network that serve the program families.

- The program has partnered with Monongalia County Schools Special Education Department to provide training and support to teachers and assistant teachers in the area of Preschool Autism. Program staff continue to consult with The Watson Institute and has secured ongoing funding to provide continued group and individualized support and training for staff throughout the 2015-2016 year.



Head Start Grantee and Delegate Enrollment/Attendance Information

Information Submitted by: Jaime Parkhill, Systems Information Coordinator and Debra Jones, Director of Early Childhood

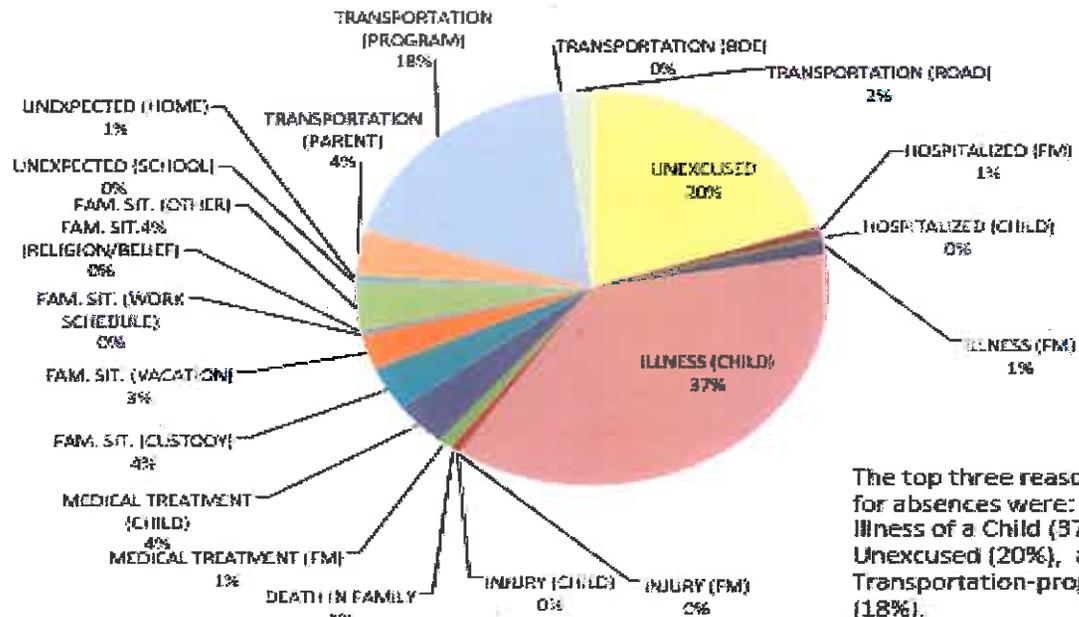
HEAD START GRANTEE AND DELEGATE ENROLLMENT/ATTENDANCE INFORMATION FOR PY50

MONTH	ATTENDANCE AVERAGE	ENROLLMENT PERCENTAGE
AUGUST	94.21%	101.86%
SEPTEMBER	88.74%	102.56%
OCTOBER	87.24%	102.65%
NOVEMBER	86.70%	102.54%
DECEMBER	85.61%	103.06%
JANUARY	80.87%	103.00%
FEBRUARY	83.58%	102.98%
MARCH	83.61%	103.24%
APRIL	87.98%	101.93%
MAY	87.92%	96.92%
JUNE	87.00%	
ATTENDANCE AND ENROLLMENT TOTALS	86.67%	102.11%

COUNTY	ENROLLMENT
Barbour	58
Marion	230
Monongalia	181
Pocahontas	20
Preston	112
Randolph	100
Taylor	87
Webster	56
TOTAL	844

The Head Start program remained 100% enrolled throughout the program year. During May, there were 6 vacancies which were not replaced because they occurred within the last 60 days of the site closing. In June, 55 out of 89 classrooms had already closed. Therefore, June 2016 was not included in the enrollment percentages.

REASONS FOR ABSENCES AT THOSE SITES (WITH AVERAGE ATTENDANCE ~85%):	
UNEXCUSED	1677
HOSPITALIZED (FM)	61
HOSPITALIZED (CHILD)	21
ILLNESS (FM)	106
ILLNESS (CHILD)	3082
INJURY (FM)	4
INJURY (CHILD)	1
DEATH IN FAMILY	53
MEDICAL TREATMENT (FM)	79
MEDICAL TREATMENT (CHILD)	308
FAM. SIT. (CUSTODY)	302
FAM. SIT. (VACATION)	233
FAM. SIT. (WORK SCHEDULE)	33
FAM. SIT. (RELIGION/BELIEF)	4
FAM. SIT. (OTHER)	323
UNEXPECTED (SCHOOL)	10
UNEXPECTED (HOME)	44
TRANSPORTATION (PARENT)	301
TRANSPORTATION (PROGRAM)	1622
TRANSPORTATION (BOE)	6
TRANSPORTATION (ROAD)	170



The top three reasons for absences were: Illness of a Child (37%), Unexcused (20%), and Transportation-program (18%).

Early Head Start Enrollment/Attendance Information

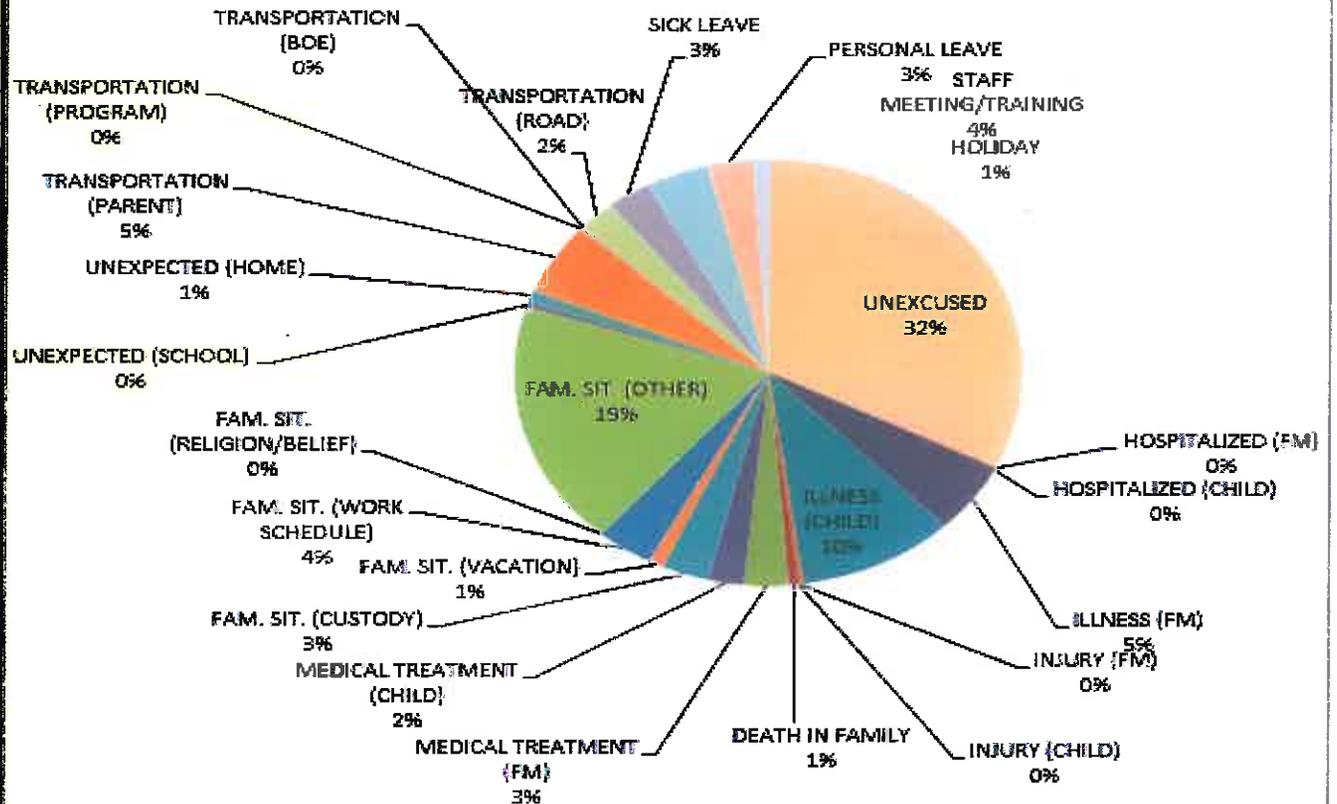
Information Submitted by: Jaime Parkhill, Systems Information Coordinator

NCWCAA EARLY HEAD START ENROLLMENT/ATTENDANCE TOTALS FOR PY50

CENTER	ENROLLMENT PERCENT AGE	ATTENDANCE PERCENT AGE	TOTAL NUMBER ENROLLED
EAST FAIRMONT EHS	98.95%	62.27%	8
NORTH MARION EHS	100.00%	53.51%	8
PRESTON EHS	90.97%	x	12
RANDOLPH EHS	100.00%	x	12
TAYLOR EHS	111.11%	x	9
TUCKER EHS	133.33%	x	3
PROGRAM	105.73%	57.89%	52

The EHS Program remained 100% enrolled throughout PY50. The top three reasons for absences were: Unexcused (32%), Family Situation-other (19%) and Illness of a Child (10%).

YEAR TO DATE CENTER-BASED, HV, & SOCIALIZATION ABSENCE REASONS	
UNEXCUSED	765
HOSPITALIZED (FM)	4
HOSPITALIZED (CHILD)	0
ILLNESS (FM)	125
ILLNESS (CHILD)	235
INJURY (FM)	7
INJURY (CHILD)	0
DEATH IN FAMILY	15
MEDICAL TREATMENT (FM)	88
MEDICAL TREATMENT (CHILD)	54
FAM. SIT. (CUSTODY)	70
FAM. SIT. (VACATION)	23
FAM. SIT. (WORK SCHEDULE)	85
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	441
UNEXPECTED (SCHOOL)	10
UNEXPECTED (HOME)	21
TRANSPORTATION (PARENT)	129
TRANSPORTATION (PROGRAM)	3
TRANSPORTATION (BOE)	3
TRANSPORTATION (ROAD)	55
SICK LEAVE	64
STAFF MEETING/TRAINING	95
PERSONAL LEAVE	68
HOLIDAY	24



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

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

HEAD START				
COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY ENROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
BARBOUR	79	76*	120.30%	98.75%
MARION	250	242*	95.98%	87.60%
MONONGALIA (Delegate)	193	184*	100.00%	96.89%
POCAHONTAS	23	22*	111.11%	100.00%
PRESTON	122	121*	96.03%	93.44%
RANDOLPH	113	112*	100.66%	92.03%
TAYLOR	108	104*	109.45%	91.66%
WEBSTER	51	48*	87.69%	96.07%
TOTAL	939	909*	102.65%	94.55%



Number of children and families served taken from the PY50 HS PIR July 1, 2015 to June 30, 2016. Percentage of eligible children served is based on information obtained from the PIR, Head Start Wait Lists, Demographic Assessments and BOE free/reduced lunch preschool participants.

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

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

EARLY HEAD START				
COUNTY	NUMBER OF CHILDREN SERVED	NUMBER OF FAMILIES SERVED	AVERAGE MONTHLY ENROLLMENT	PERCENTAGE OF ELIGIBLE CHILDREN SERVED
MARION	33	33	99.47%	84.84%
PRESTON	16	11*	90.97%	75.00%
RANDOLPH	22	15*	100.00%	90.90%
TAYLOR	18	14*	111.11%	88.88%
TUCKER	6	3*	133.33%	100.00%
GRANTEE TOTALS	95	76	106.97%	87.92%

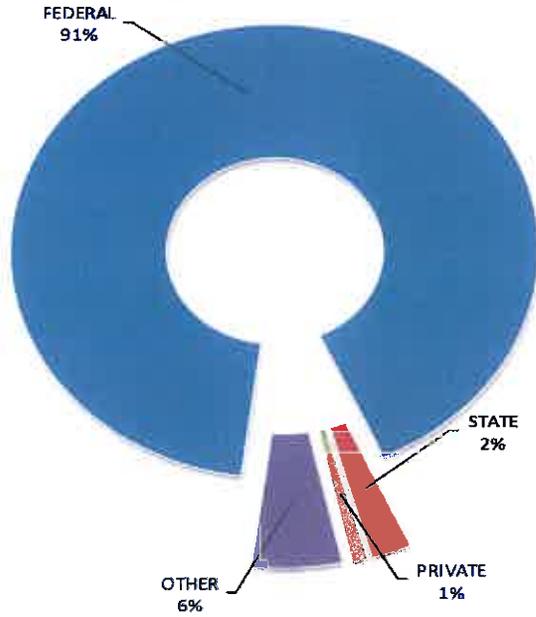


Number of children and families served taken from the PY50 EHS PIR July 1, 2015 to June 30, 2016. Percentage of eligible children served is based on information obtained from NCWVCAA Enrollment.

Financial Information

Financial Information Submitted by: Patricia McFarland, Finance Director

North Central WV Community Action Agency, Inc. Budgeted Funds for 2016



The total expected federal funds are approximately \$9.5 million from the Department of Health & Human Services, Federal Emergency Management Agency, Housing & Urban Development, Department of Veterans Affairs, and as a pass through the WV Governor’s Office of Economic Opportunity and the WV Housing Development Fund.

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

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

Direct Federally Funded Programs

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

State or Federal Flow Through Funded Programs

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

Private & Other Programs

- Group Work Camp
- United Way
- Donations
- Low Income Housing Rental Income

Financial Information (Con't)

Financial Information Submitted by: Patricia McFarland, Finance Director

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

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

PY 50 BUDGET FOR HEAD START

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

PY 50 BUDGET FOR EARLY HEAD START

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

PY 50 BUDGET FOR DELEGATE

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

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

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

PY 51 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,123,628.00		\$ 3,123,628.00
FRINGE BENEFITS	\$ 718,435.00		\$ 718,435.00
TRAVEL	\$ 1,050.00	\$ 24,848.00	\$ 25,898.00
EQUIPMENT	\$ -		\$ -
SUPPLIES	\$ 142,949.00	\$ 1,500.00	\$ 144,449.00
CONTRACTUAL	\$ 71,220.00	\$ 7,000.00	\$ 78,220.00
OTHER	\$ 557,009.00	\$ 23,500.00	\$ 580,509.00
INDIRECT COSTS	\$ 436,138.00		\$ 436,138.00
TOTALS	\$ 5,050,429.00	\$ 56,849.00	\$ 5,107,278.00

PY 51 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 313,496.00		\$ 313,496.00
FRINGE BENEFITS	\$ 71,903.00		\$ 71,903.00
TRAVEL	\$ 125.00	\$ 6,079.00	\$ 6,204.00
EQUIPMENT			\$ -
SUPPLIES	\$ 15,381.00	\$ 100.00	\$ 15,481.00
CONTRACTUAL	\$ 4,860.00	\$ 500.00	\$ 5,360.00
OTHER	\$ 30,767.00	\$ 4,950.00	\$ 35,717.00
INDIRECT COSTS	\$ 43,646.00		\$ 43,646.00
TOTALS	\$ 479,678.00	\$ 11,629.00	\$ 491,307.00

PY 51 BUDGET FOR DELEGATE

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

NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

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



The NCWVCAA Head Start/Early Head Start (HS/EHS) Program engaged families, community members, and community stakeholders through a variety of means during PY50 or the 2015-2016 school year. Volunteers were invited to assist in the classroom, participate in leadership opportunities including Parent Committee Meetings, Advisory Committees, and Leadership Teams, and assist with other program activities such as the Self-Assessment process and Community Needs Assessment.

Families, community members, and community stakeholders were also encouraged to complete School Readiness Surveys.

As in years past, Parent Committee Meetings were held in the early Fall by classroom, site, or county providing parents with the opportunity to participate in leadership roles and assist with program policy development. During Parent Committee Meetings, parents were elected to leadership roles including Center Committees, Policy Council, and Health, Partnership, and Education Advisory. Parents were also given the option to participate on School Readiness and Early Childhood Positive Behavior Implementation Support Leadership Teams. Parent Committee members assisted staff with planning Parent Participation Events, making classroom decisions, program development, and spending Parent Monies. Center Committees voted to spend Parent Monies in a variety of ways to encourage parent/child interactions such as creating garden stones, family pictures, t-shirt tie-dying, and transition bags.

PY50 Policy Council attendance remained steady with membership composed of at least 51% of parents of enrolled Head Start/Early Head Start children. As per Policy Council By-Laws, Policy Council membership was also made up of Non-ACF enrolled families who were part of the NCWVCAA HS/Board of Education Collaborative Partnerships as well as community members. Two Policy Council members elected as the WV Head Start Association Representatives attended the WV HS Association Conference during the 2015-2016 school year. Policy Council members also participated on Self-Assessment teams, NCWVCAA Board of Directors meetings, the Community Needs Assessment, and the budgetary process.

During the 2015-2016 school year, Early Head Start families were invited to

participate in at least four Parent Participation Events while Head Start families were invited to participate in at least three events. Parent Participation Events provided families with the opportunity to obtain training information and resources on topics including child development, budgeting and financial literacy, positive parenting skills, developmentally appropriate activities for children, dental care, nutrition and healthy eating, and mental health topics such as stress reduction. The program partnered with a variety of agencies to provide trainings to parents including WVU Extension Agents, local banks and financial institutions, and the Family Resource Network, as well as providing in-house trainings. Parent Participation events also included a family activity that encouraged strong family attachments such as family game nights, arts and crafts activities, family pictures, children's art galleries, bowling, roller skating, family dinners, and other hands on activities for parents to engage in with their child.

Fatherhood/Male Involvement activities were also offered in each county, often as part of a Parent Participation Event. Fatherhood/Male Involvement activities included literacy events, bowling, roller skating, craft activities, and family fun nights with fathers/father figures planning and volunteering at the event.

Health, Partnership, and Education Advisories each held a minimum of two meetings during the program year that were attended by staff, parents, and community members. Advisory team members assisted Program Specialists with policy and procedure recommendations and multiple form revisions. The School Readiness Leadership Team (SRLT) and Early Childhood Positive Behavior Implementation Support (ECPBIS) Leadership Team also met during the school year. During SRLT Meetings, data was presented from all service areas to ensure that NCWVCAA HS/EHS School Readiness Goals continued to meet the needs of the WV Early Learning Standards Framework, Head Start regulations, and the interests of parents. The ECPBIS Leadership Team worked to fully implement the ECBPIS model with fidelity in Head Start classrooms in conjunction with providing resources for families to use in the home.



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

The HS/EHS Program recognized special volunteers for their commitment to the program through the Volunteer Incentive Program (VIP). Individuals who had accumulated the most volunteer hours in the classroom or Home-based setting in their county throughout the program year were invited along with their immediate families to attend the end of the year Policy Council event held at Valley Worlds of Fun. During the meeting, VIP winners were recognized for their dedication and volunteer service. As part of the Volunteer Incentive Program, the Program Option Volunteer Recognition monies were awarded twice during the 2015-2016 school year to those classrooms per county and home-based sites who had accumulated the most volunteer hours within a given timeframe. The Parent Committees from the winning sites voted to spend the monies towards allowable activities or items such as classroom supplies, field trips, or parent/child activities that were an extension of the curriculum.

PY50 Family and Community Partnership (FCP) service area data including the WV Outcomes Matrix, Training and Technical Assistance reports, Family Satisfaction Surveys, In-Kind Risk Management Reports and Family Needs/Interest Tracking form was aggregated and compared to data for PY47, 48, and 49. The aggregated data was used to update the NCWVCAA HS/EHS Parent, Family, and Community Engagement Framework Action Plan. Data indicates that the program continues to meet the needs of families and prepare children and families for the next educational setting.

Family Satisfaction Survey Results

In order to ensure that the program is meeting the needs and interests of families and preparing families for the next education setting, the PY50 Family Satisfaction Survey incorporated both the NCWVCAA Parent, Family, and Community Engagement (PFCE) Framework goals as well as the Head Start/Early Head Start School Readiness Goals. Separate surveys were provided to Head Start and Early Head Start families based upon the child's enrollment. An additional survey was provided to families that received Mental Health services from the NCWVCAA Mental Health Specialist to determine their level of satisfaction with services received.

Head Start (HS) and Early Head Start (EHS) families completed the applicable survey based upon their experiences with the program during the 2015-2016 school year. The program was funded to serve six hundred and sixty three (663) Head Start enrollees and fifty two (52) Early Head Start enrollees. Of these enrollees, three hundred and seventy five (375) Head Start Families or 57% returned surveys and thirty (30) Early Head Start Families or 58% returned surveys. Family Satisfaction Survey results were provided to

NCWVCAA HS/EHS staff and Children Services Supervisors, as well as Policy Council and Board of Directors members in order to acknowledge areas of family satisfaction and address areas needing improvement. Administrative staff and Program Specialists used the aggregated data to re-evaluate School Readiness Goals and the PFCE Framework Action Plan Goals, as well as to plan staff trainings. Highlighted results of the survey indicated:

Head Start:

- 97.54% of families were satisfied that staff assisted the family in setting and achieving goals.
- 93.66% of families were satisfied that staff assisted their family with accessing needed services such as health services or community resources.
- 94.12% of families were satisfied that staff made their family aware of family social events and trainings.
- 97.06% of families were satisfied that staff provided ideas on how to better communicate with their child and include reading skills in their family's daily routine.
- 95.93% of families were satisfied that staff promoted good attendance at the center and at parent events.
- 97.55% of families were satisfied with their child's growth in creativity and playing with other children.
- 96.48% of families were satisfied that the program met their overall expectations.

Early Head Start

- 100% of families were satisfied that staff assisted the family in setting and achieving goals.
- 100% of families were satisfied that staff assisted their family with accessing needed services such as health services or community resources.
- 96.55% of families were satisfied that staff made their family aware of family social events and trainings.
- 100% of families were satisfied that staff provided families with information on positive parent-child relationships and healthy attachments.
- 100% of families were satisfied that staff provided ideas on how to better communicate with their child and include reading skills in their family's daily routine.
- 96.55% of families were satisfied with the assistance/information staff provide on finances, employment, and/or continuing education.
- 100% of families were satisfied that the program met their overall expectations.

Information Submitted by: Ruth Ann Ponzwick, Children Services Director

PY50 NCWVCAA Board of Directors

Michael Brantmayer, President
Barbara Pavel-Alvarez, Vice-President
Joyce Floyd, Secretary
Stacey Layne, Treasurer
Linda Sanders, Member-at-Large



Pictured (Left front): Stacey Layne, Joyce Floyd, Michael Brantmayer, and Barbara Pavel-Alvarez * Not pictured—Linda Sanders

PY50 NCWVCAA Policy Council Officers:

Anna Edmunds, Chairperson
Tiffany Armstrong, Vice-Chairperson
Jackie Mahaney, Secretary
James Danesh, Parliamentarian



Pictured left to right: Anna Edmunds, Tiffany Armstrong, Jackie Mahaney, and James Danesh

NCWVCAA Head Start/Early Head Start Grantee and Monongalia County Board of Education Delegate PY50 Program Options

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

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

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

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

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

- Thirty-one (31) Center-based options across the county.
Of the thirty,
 - All operated full-day over 6 hours per day/4 days per week as collaborative classrooms with the Board of Education

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

Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by:

Debra Jones, Director of Early Childhood

Monongalia County Schools is a Head Start Delegate of North Central West Virginia Community Action Association Inc. Our program takes pride in our efforts to provide our families with opportunities to be active in Head Start. We firmly believe that parents are their child's first teacher and we believe that engaged parents make a positive impact on their child's learning experiences. We strive to engage parents and foster an environment of support and appropriate learning expectations. We strongly encourage our parents and families to participate in their child's classroom, as well as, parent trainings, meetings, and activities that will help them learn more about the program. We also encourage and support them to further develop their skills and thus support their child throughout their educational experience. We also recognize the importance of a father figure in our children's lives and encourage families to participate in program initiatives such as fatherhood events, and other Fatherhood events, evening events such as Family Fun Night, and share a special meal during our Thanksgiving Feast, etc.

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

Monthly, our families receive flyers, reminder notes, phone calls, and when available emails with information on upcoming meetings, school events, program events, and parent trainings. Our FSS and school staff strive to build a relationship of trust, support, and understanding. Our FSS are required to schedule at least four Parent Committee meetings at their assigned schools throughout the

year. At these meetings, parents are encouraged to discuss the program, school events, address questions, concerns, and receive training. Trainings can range in topics from behavior management to accessing community resources, to transitioning to kindergarten, etc. It is important for parents, teachers, and school administrators to meet and work towards building a strong relationship for the child's educational experience.

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



Monongalia County Board of Education Delegate Family Engagement Activities

Information submitted by:

Debra Jones, Director of Early Childhood

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

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

The central vein of importance in our Head Start Program is the family, family input, and parental feedback. Annually, our Head Start families are asked to complete a Parent Interest survey and Program Satisfaction survey. Based upon parent input, Teacher and Head Start Staff input, our annual Family Activity Calendar was created. This calendar outlines a variety of activities and we aim to encourage family participation in the home, the school, and the community. We also use monthly activity calendars to provide families with activities that outline simple, no-cost, activities parents could complete with their children. The activities focus on our School Readiness Goals for Cognitive Development, Approaches to Learning, and Language and Literacy. Parent input is vital

to our program. Parent input is useful and necessary to help program staff plan trainings, family events, and school offerings.

Monongalia County Head Start Program and staff continue to strive for collaborations fostered between the community, schools, parents, children, and families. Our partnerships have benefited and supported our children, families, and community agencies in our area. Fostering parent engagement and building upon family needs and interest, are the key to program planning. We are proud of our collaborative efforts, and the success of our program and families.



Information Submitted by: Education Program Specialists

The School Readiness Leadership Team consisted of a variety of positions to provide diversity of expertise by invitation. That team includes; Head Start Program Specialists from all services areas, 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, and Local Community College Administrator. The team met three times during the year following each checkpoint to analyze data for the WV Early Learning Reporting System (ELRS) for Head Start and COR Advantage for Early Head Start. This data was completed for fall, winter, and spring checkpoints.

The team analyzed data to look for trends to define the next steps necessary for staff's professional development. The program also uses this data to help children and families prepare for the next educational setting. The Leadership Team decided that no changes would be made to the current School Readiness Goals for PY50. The decision was determined based upon feedback from the School Readiness Surveys and child/family outcome data from all service areas during the 2015-2016 school year.

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

1. Analyzing available data and compare it with the program's School Readiness Goals;
 - **Status:** The program continues to conduct School Readiness Leadership Meetings to review and analyze data collected.
2. Compiling other service areas for data that include: health, mental health, enrollment/attendance, nutrition, etc. and determine how it impacts infants/toddlers, and child and family outcomes;
 - **Status:** Aggregated data will continue to be presented during School Readiness Leadership Team Meetings and analyzed to ensure School Readiness Goals were met.
3. Providing input to the State Board of Education regarding revisions to the WV Early Learning Standards Framework (ELSF) by corresponding with the Department of Education, Office of Early Learning Committee;
 - **Status:** Continue participating in the WV Universal Pre-K Health and Safety Checklist Committee which ensures the promotion of safe environments that endorses school readiness and on the WV Early Intervention Interagency Coordinating Council to remain informed on intervention procedures that promote school readiness for infants and

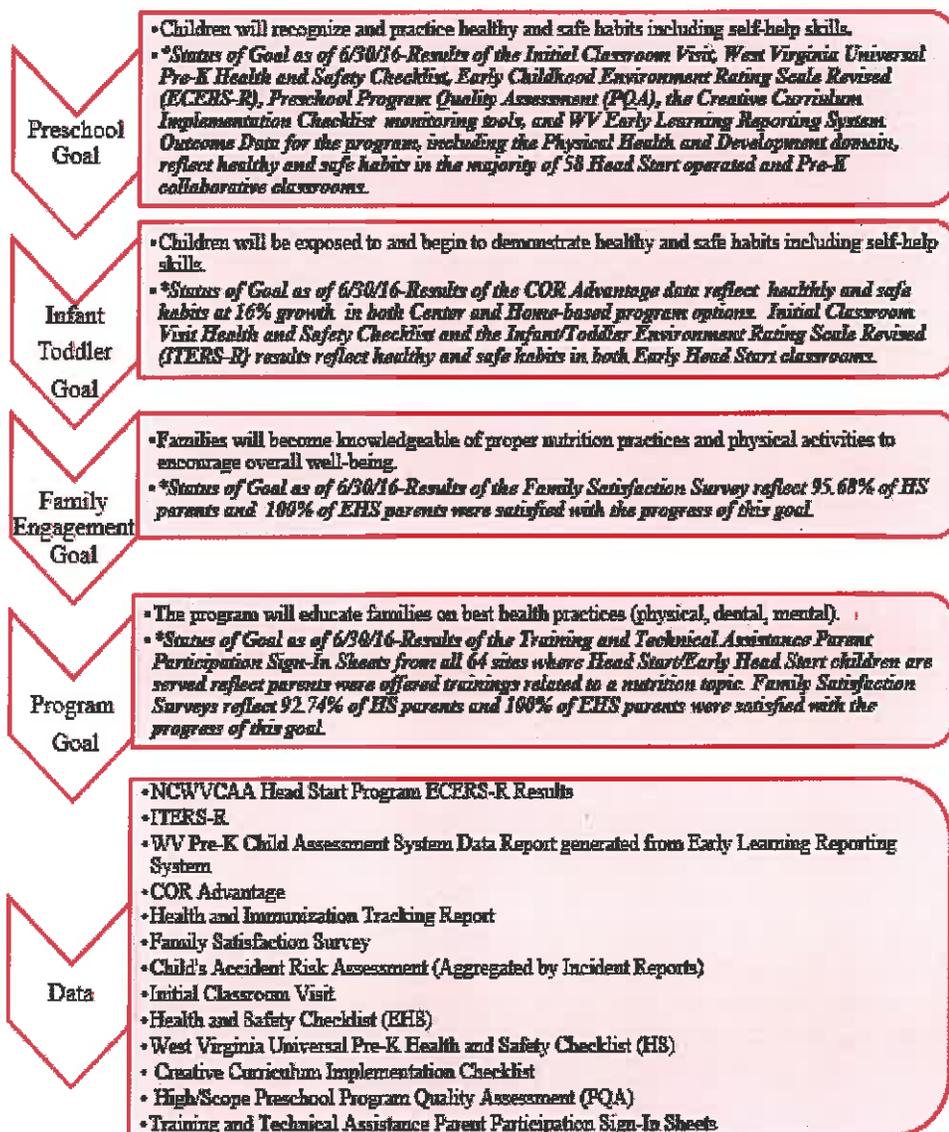
toddlers based on individual circumstances.

4. Determining a percentage of growth from baseline to end checkpoint to be considered an area of strength;
 - **Status:** The program has adopted the West Virginia Department of Education Office of Early Learning strategy to analyze the ELRS data. The standards utilized by the state is a score of three to be considered "at standard" and a score of four or five to be "above standard."
5. Collecting Early Head Start data at four checkpoints to analyze trends and progressions of an entire program year.
 - **Status:** Leadership Team will reevaluate the frequency and duration of each checkpoint throughout the program year.

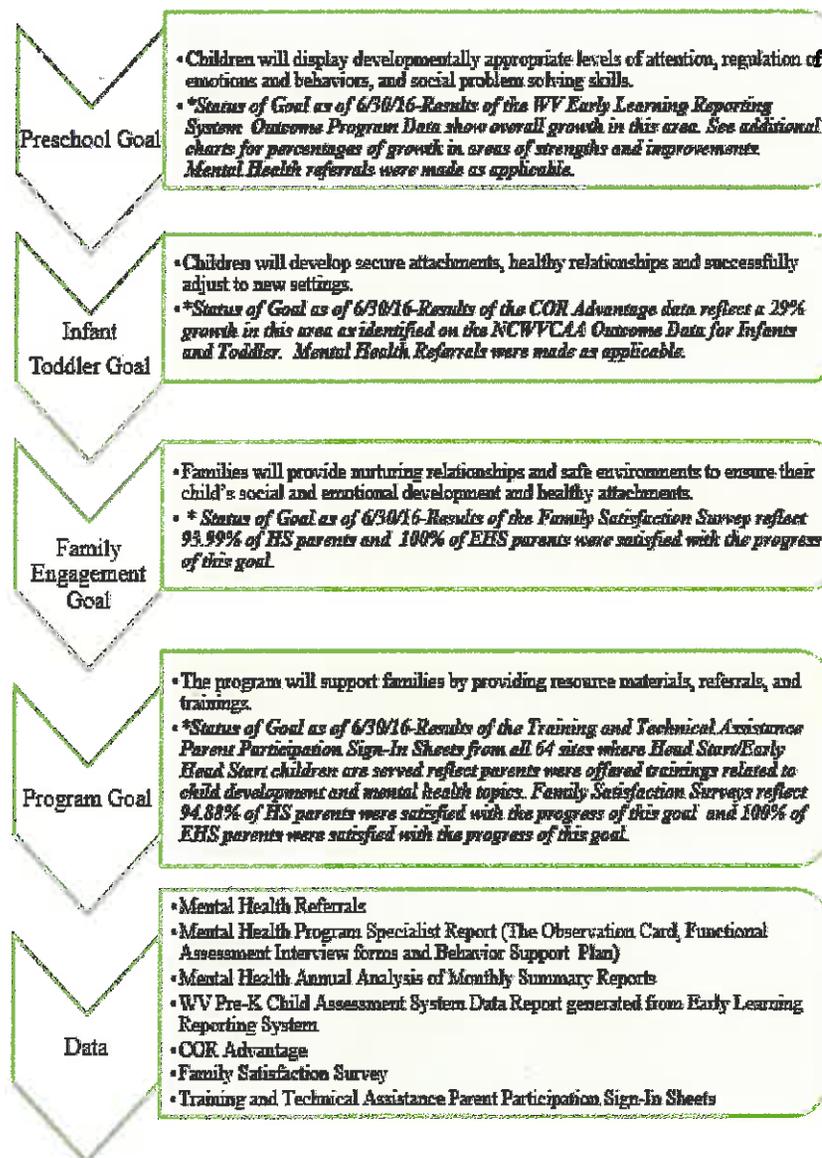
The status of the progress made towards the School Readiness Goals for Pre-school, Infant/Toddler, Family Engagement, and Program for each of the five (5) domains: 1. Physical Development and Health; 2. Social and Emotional Development; 3. Cognition and General Knowledge; 4. Language and Literacy, and 5. Approaches to Learning are based upon available data as of June 30, 2016 can be found on the following pages:



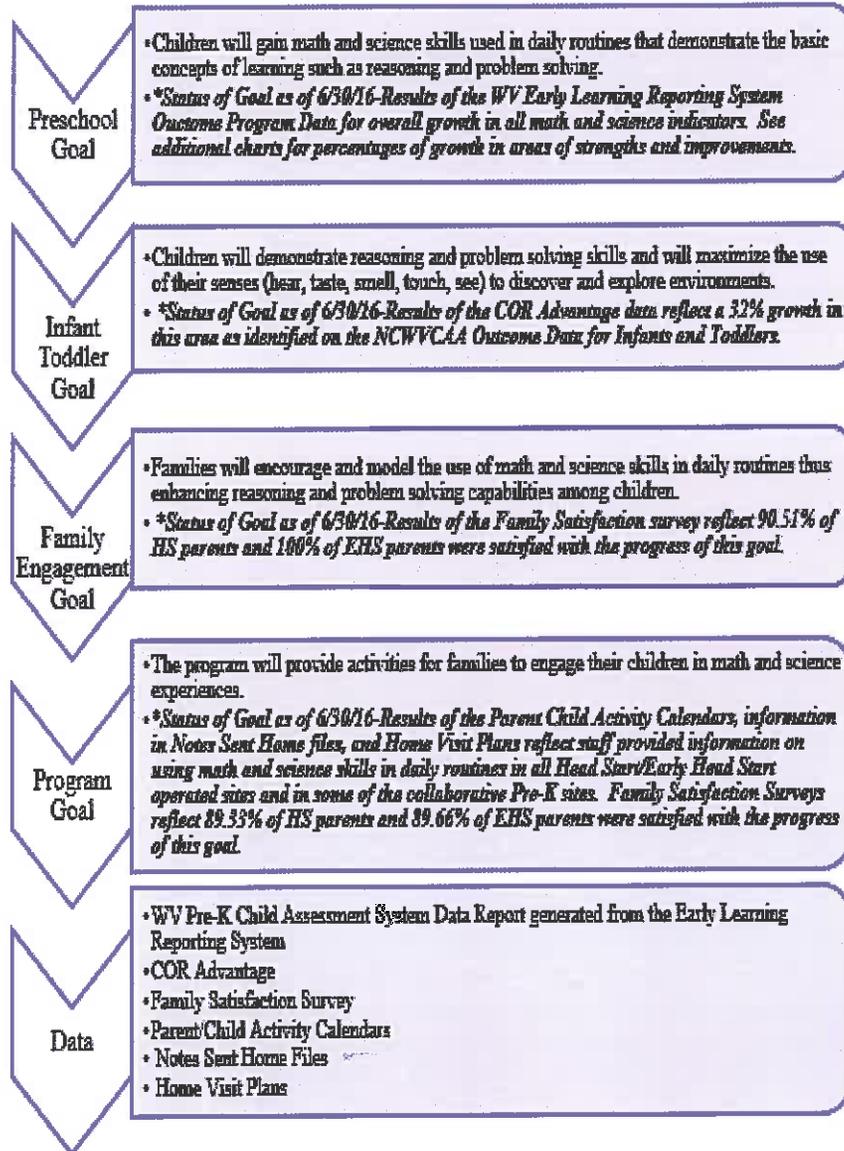
GOAL: PHYSICAL DEVELOPMENT AND HEALTH



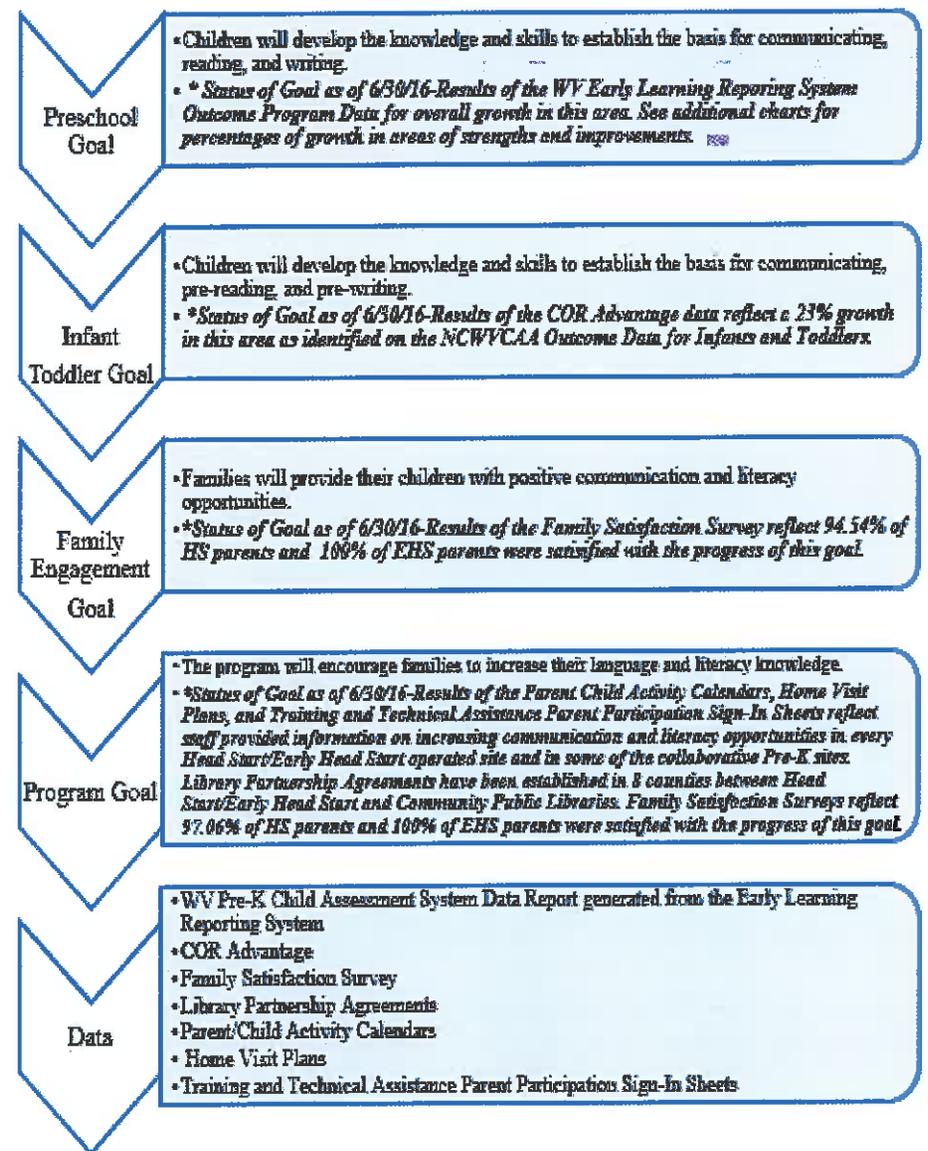
GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT



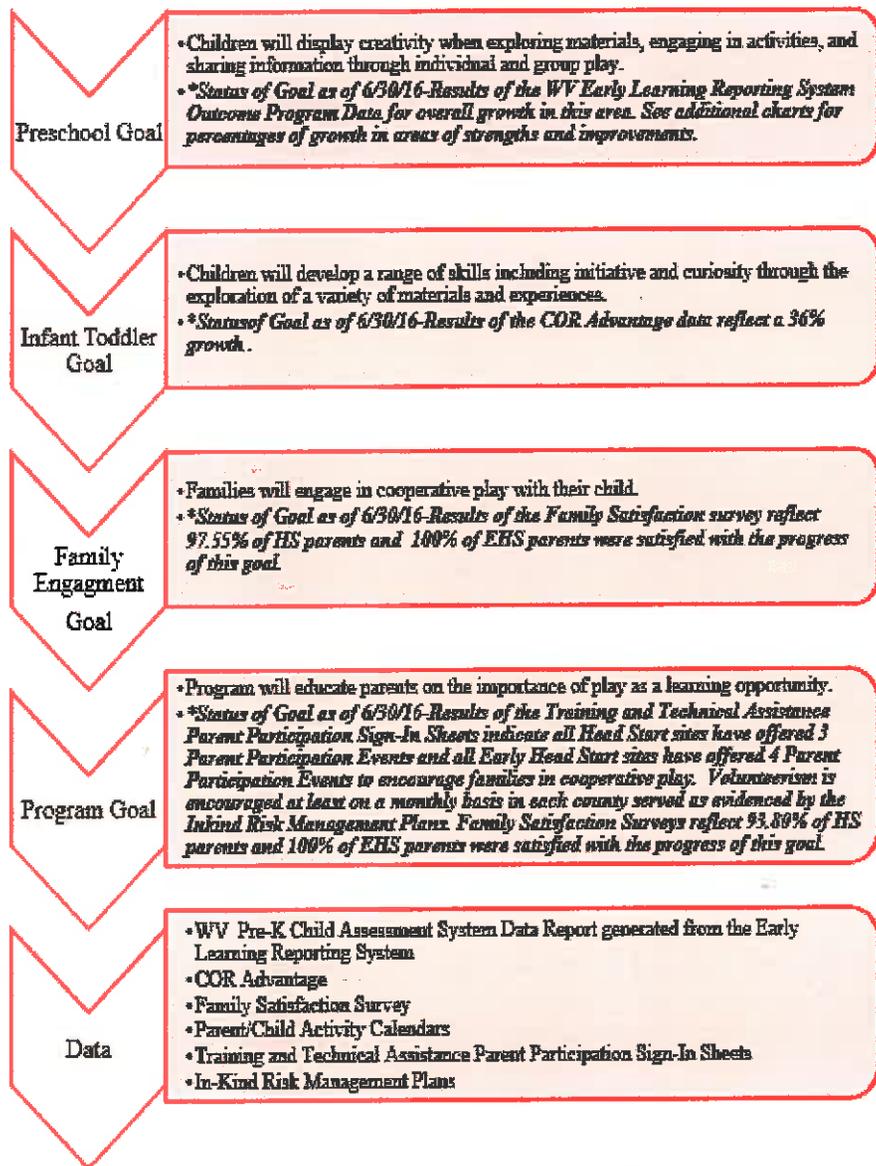
GOAL: COGNITION AND GENERAL KNOWLEDGE



GOAL: LANGUAGE AND LITERACY



GOAL: APPROACHES TO LEARNING



NCWVCAA Grantee School Readiness Goals and Results of Survey

In order to obtain parental input on an individual and programmatic level, Teaching and Family Community Partnership Staff assisted families with the completion of School Readiness Goal Surveys beginning at the initial home visit and throughout the school year for new enrollees. This survey also assisted the Teaching Staff to individualize the needs of each child. The School Readiness Leadership Team then analyzed the school readiness surveys for all Early Head Start and Head Start families and community members for those completed during the 2015-2016 school year.

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 needed in preparation for Pre-School. Early Head Start School Readiness surveys were modified to two separate surveys, one for infant's ages 0-12 months and one for toddler's ages 12-36 months. The survey questions did not change, however examples of developmental milestones were added to each indicator to better assist parents and stakeholders in completing the surveys. Head Start survey questions asked parents of children three to four years of age to identify their top three priorities, per domain, regarding their child's preparation for Kindergarten.

Community Members were from the counties served by NCWVCAA and functioned as a former Community Assessment participant or an interested early childhood partner. The following completed the surveys: Family Resource Network Staff, West Virginia State Leader, Board of Education staff (including Pre-K Liaisons and Principals), Board of Education Parents, College Professor, Mountain Heart Representative, DHHR Representative, and Child Care Director. These surveys asked community members to also identify their top three priorities per domain for children birth to three years of age using the Early Head Start Survey and for children age three to four using the Head Start Survey. Community members completed the survey online thru Google Drive.

Responses from the surveys were entered into the Google Drive internet site where results were tabulated based on each domain per family from Early Head Start, Head Start, and the Community Members. There were six hundred and seventy two (672) completed surveys which included six hundred and nine (609) from Head Start families, forty-nine (49) Early Head Start families, and (14) Community Representatives.

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

**North Central West Virginia Community Action Head Start/Early Head Start
School Readiness Survey Results
2015-2016 School Year**

Early Head Start Results

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

*North Central WV Community Action Association, Inc. Head Start Program Grant
School Readiness Survey Results 2015-2016 (continued)*

**North Central West Virginia Community Action Head Start/Early Head Start
School Readiness Survey Results
2015-2016 School Year**

Early Head Start Results (continued)

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

*North Central WV Community Action Association, Inc. Head Start Program Grantee
School Readiness Survey Results 2015-2016 (continued)*

**North Central West Virginia Community Action Head Start/Early Head Start
School Readiness Survey Results
2015-2016 School Year**

Head Start Results

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

**North Central West Virginia Community Action Head Start/Early Head Start
School Readiness Survey Results
2015-2016 School Year**

Head Start Results

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

CHILD OUTCOME DATA

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

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

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

Based on the guidelines above, teachers collected children's work samples and classroom anecdotes three times per year to generate data by using the Early Learning Reporting System (ELRS) created by the National Institute for Early Education Research specifically for the state of West Virginia (WV). This data was used to measure progress and growth for the whole child in the following domains: Math/Science, Social Emotional/Social Studies, Language Arts Literacy, and Physical Health and Development. The data analyzed in this report reflects the analysis used by the WVDE Office of Early Learning. This includes the overall child outcome for PY50 or 2015-2016 school year. The WVDE Office of Early Learning has defined a score of three reflects "at standard" while a score four or five is considered "above standard."

Previously, the WV ELRS (formally called Early Learning Scale) provided aggregated data based upon the child's age into groupings of 3 and 4 year olds. The revised WV ELRS no longer has the capability to segregate three and four year old data. Therefore, the NCWVCAA Head Start Program has chosen to adopt the WVDE Office of Early Learning "at standard" and "above standard" thresholds to define progress and growth for each of the Early Learning Scale Indicators.

The following chart represents data of the 2015-2016 school year from the first checkpoint in the Fall 2015 to the end of the school year checkpoint in the Spring 2016 for the overall program. Data includes children with Individualized Education Plans (IEPs).



*North Central WV Community Action Association, Inc. Head Start Program Grantee
Outcomes for 2015-2016*

NCWVCAA Head Start Overall Outcomes for 2015-2016

WV Early Learning Revised Scale Indicators	Fall 2015-2016 (PY50)	Winter 2015-2016 (PY50)	Spring 2015-2016 (PY50)	Percentage of Growth 2015-2016 (PY50)
Functional Counting	2.25	3.08	3.62	61.38%
Numerical Operations	1.83	2.80	3.45	88.35%
Written Numbers	2.00	2.92	3.60	80.08%
Classification	2.28	3.29	3.87	69.98%
Algebraic Thinking	1.80	2.83	3.52	95.40%
Identifying and using shapes	2.11	2.90	3.52	66.47%
Measurement	1.75	2.92	3.59	105.33%
Observation and Reporting	1.73	2.70	3.42	97.24%
Prediction	2.00	2.83	3.48	73.86%
Investigation	1.50	2.36	2.96	96.89%
Independent Behavior	3.27	4.12	4.50	37.49%
Regulation of Emotions and Behavior	3.23	3.81	4.27	32.12%
Prosocial Behavior	3.28	3.90	4.35	32.42%
Social Problem Solving	2.79	3.44	3.89	39.40%
Quality and Attributes of Engagement and Exploration	3.45	4.13	4.56	32.02%
Quality and Attributes of Cooperative Play	3.19	3.91	4.39	37.45%
Quality and Attributes of Sociodramatic Play	3.09	3.91	4.41	42.88%
Speaking	2.93	3.63	4.05	38.11%
Story Retelling	2.14	3.24	3.93	83.58%
Language Manipulation	1.92	3.00	3.59	86.82%
Alphabetic Awareness	2.00	2.89	3.45	72.65%
Print Knowledge	2.19	3.19	3.91	78.17%
Composing	2.14	2.98	3.48	62.98%
Production	1.96	2.85	3.33	69.89%
Small Muscle Coordination	2.76	3.67	4.24	53.74%
Large Muscle Coordination	3.09	3.88	4.46	44.26%
Health Development	3.28	3.96	4.52	38.06%
Safety Practices	3.23	3.91	4.47	38.67%

The program determined a score of four or higher (highlighted in yellow above) would be considered an area of strength for PY 50 or the 2015-2016 school year. Areas of strength are as follows:

 Area of Strength

 Area in Need of Improvement

Formerly, the program determined the child outcome score standard to be based upon the child's age. A score of three or higher was considered a strength while a score of less than three was an area of need of improvement for three year olds. A score of four or higher was considered a strength and a score of less than four was an area of need of improvement for four year olds.

In order to align with the state's analysis of the ELRS data, the program has now determined a score of four or five (highlighted in yellow above) to be considered "above standard" and 3 to be considered "at standard" (highlighted in blue). Therefore, the program has determined these developmental indicators as above standard, at standard, or area of improvement for PY50 or the 2015-2016 school year:

Above Standard:

- Independent Behavior
- Regulation of Emotions and Behavior
- Prosocial Behavior
- Quality and Attributes of Engagement and Exploration
- Quality and Attributes of Cooperative Play
- Quality and Attributes of Sociodramatic Play
- Speaking
- Small Muscle Coordination
- Large Muscle Coordination
- Health Development
- Safety Practices

At Standard:

- Functional Counting
- Numerical Operations
- Written Numbers
- Classification
- Algebraic Thinking
- Identifying and Using Shapes
- Measurements
- Observation and Reporting
- Prediction
- Social Problem Solving
- Print Knowledge
- Composing
- Production

- Story Retelling
- Language Manipulation
- Alphabetic Awareness

Area of Improvement will be addressed through ongoing monitoring and professional development:

- Investigation

Early Head Start

The following chart represents data from the COR Advantage assessment system for the PY50 program year. COR Advantage is aligned with the HighScope curriculum which is utilized by Early Head Start Home-based and Center-based program. The program currently collects data for three checkpoints due to the two separate Early Head Start Program options. The Home-based option has the Family Educator entering child data year round. Center-based Teachers collect data for the fall through spring checkpoints with the Family and Children Services Coordinator providing support to families during summer months. The School Readiness Leadership team will meet during PY51 to determine ways to incorporate the fourth checkpoint in the COR Advantage Assessment System.



2015-2016 NCWVCAA Outcome Data for Infants and Toddlers

COR Advantage Content Areas	Fall 2015-2016 (PY50)	Winter 2015-2016 (PY50)	Spring 2015-2016 (PY50)	Average Growth 2015-2016 (PY50)
Language and Literacy	1.10	1.40	1.36	23%
Cognition and General Knowledge	1.05	1.28	1.39	32%
Approaches to Learning	1.17	1.54	1.60	36%
Physical Well-Being and Motor Development	1.50	1.68	1.74	16%
Social and Emotional Development	1.19	1.50	1.53	29%

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

- The highest percentage of growth was in Approaches to Learning at 36%.
- The lowest percentage of growth was in Physical Well-being and Motor Development at 16%.



Conclusion:

There was evidence of children's' growth in all areas of development and learning for both Head Start and Early Head Start. Through the collected data from the formative assessments, professional development opportunities and/or activities were created for Head Start/Early Head Start Staff. The outcome data is valuable in achieving success in the School Readiness Goals as a program.

The program will continue to analyze collected data to ensure high quality comprehensive school readiness services. This approach encompasses a holistic method to address the child and family needs. Our program has adopted Early Childhood Positive Behavior Implementation Support (ECPBIS) along with Practice-Based Coaching (PBC) to provide high quality teaching and learning strategies. Through this approach, the program has provided various trainings to promote social and emotional development for children as well as other developmental domains. Family Community Partnership Staff were trained in the ECPBIS Family Modules to better support families.

Through ongoing monitoring and professional development, the program supports teaching practices to achieve School Readiness Goals. A variety of monitorings are conducted by the program to ensure best early childhood practices. Examples of the monitorings completed include but not limited to are as follows; CLASS, ITERS-R, ECERS-R, Creative Curriculum Implementation Checklist, Preschool Program Quality Assessment, WV Universal Health and Safety Checklist, Office of Head Start Health and Safety Screener, etc. These monitorings are conducted to ensure classrooms are meeting applicable curriculum fidelity, safe environments through Active Supervision Plans, and effective Teacher-Child interactions that in return will impact positive child outcome.

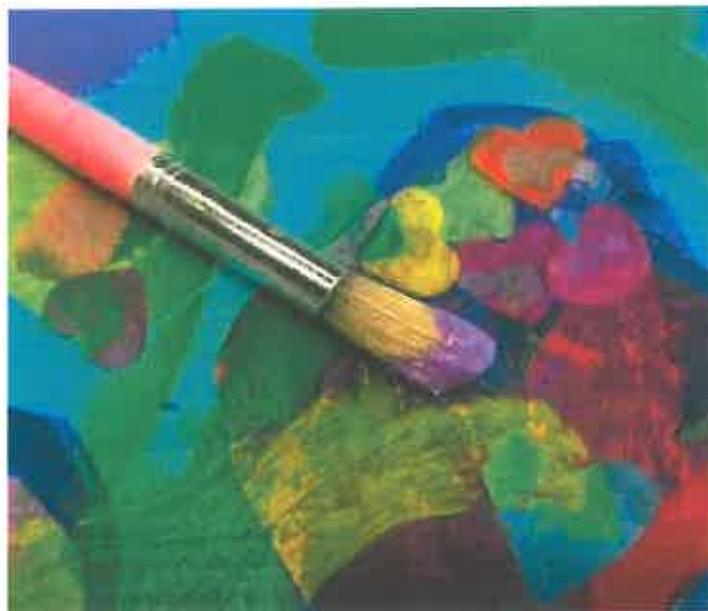
Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016

Information Submitted by: Debra Jones, Director of Early Childhood

Preparing young children for future educational success is the heart of The Office of Head Start and Monongalia County Head Start Staff. A key component to this success is School Readiness. School readiness is key to program planning, data collection and analysis, and identifying professional development needs to support children through their developmental years from ages birth through five.

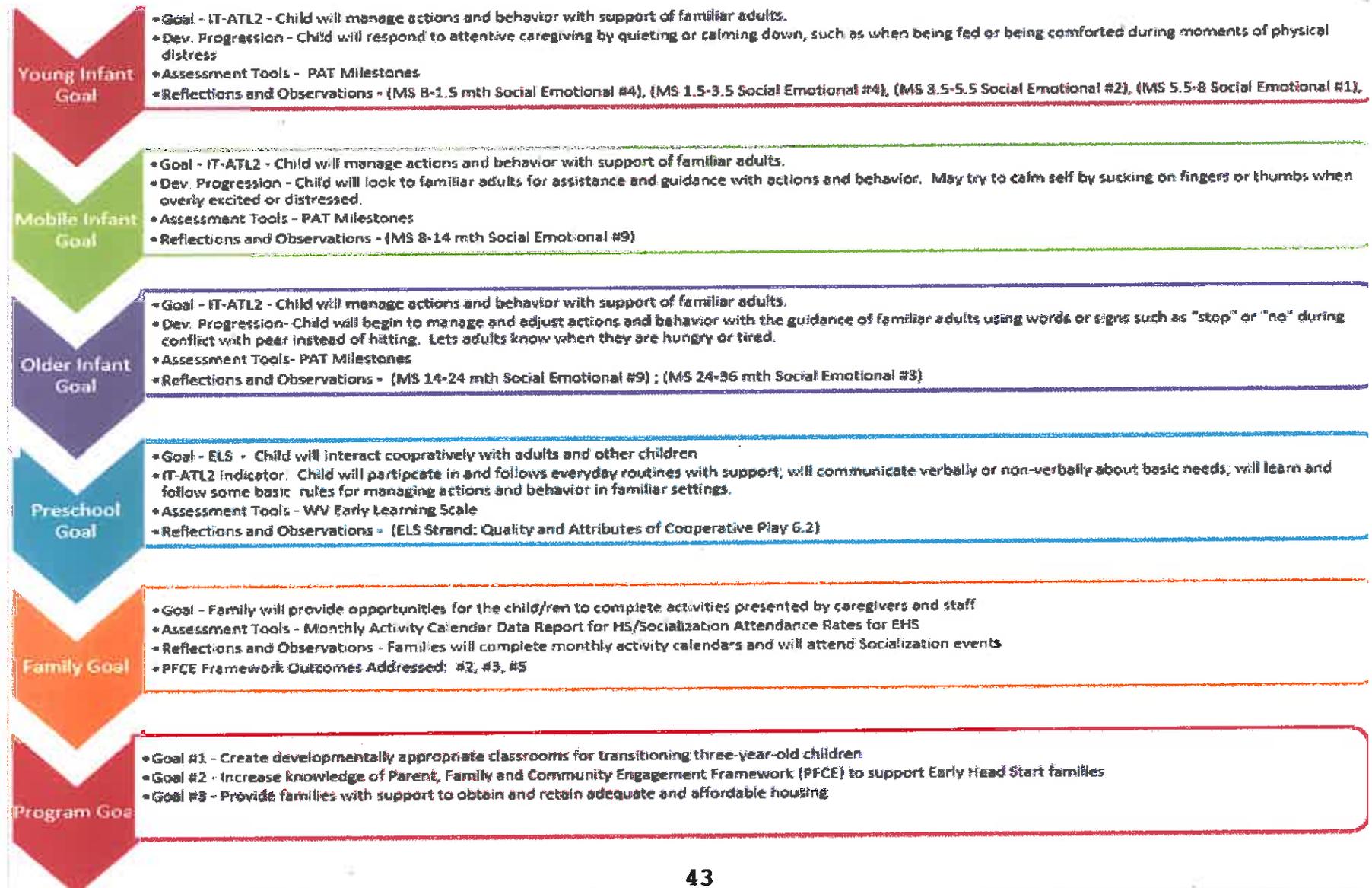
Our School Readiness Team meets several times throughout the program year to identify our programs strengths and weaknesses, analyzing data, updating our goals, revising procedures and making recommendations to better support our children, families, and staff. In analyzing data, it is important to look at our results across the scope of the program, but also to look closely at the results of the individual child to meet their unique needs. Our over-riding goal is to provide activities and programs that will strengthen and support each child. Teachers, based on this data, are able to provide individualized educational experiences to meet each child's unique needs. All experiences focus around the Head Start Framework, supporting children's growth in the areas of language and literacy, cognitive development, social/emotional development, approaches to learning, and physical/motor skills. School readiness goals specifically target the five essential domain subtopics that include quality of engagement, numerical operations, phonological awareness, physical health, and social problem solving. These goals may be reviewed in more detail below.



Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)

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



Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)

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

Young Infant Goal

- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression - Child will use the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-15 mth Intellectual #1), (MS 1.5-3.5 Intellectual #4), (MS 3.5-5.5 Intellectual #1), (MS 5.5-8 Intellectual #5).

Mobile Infant Goal

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

Older Infant Goal

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

Preschool Goal

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

Family Goal

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

Program Goal

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

Monongalia County Board of Education Delegate

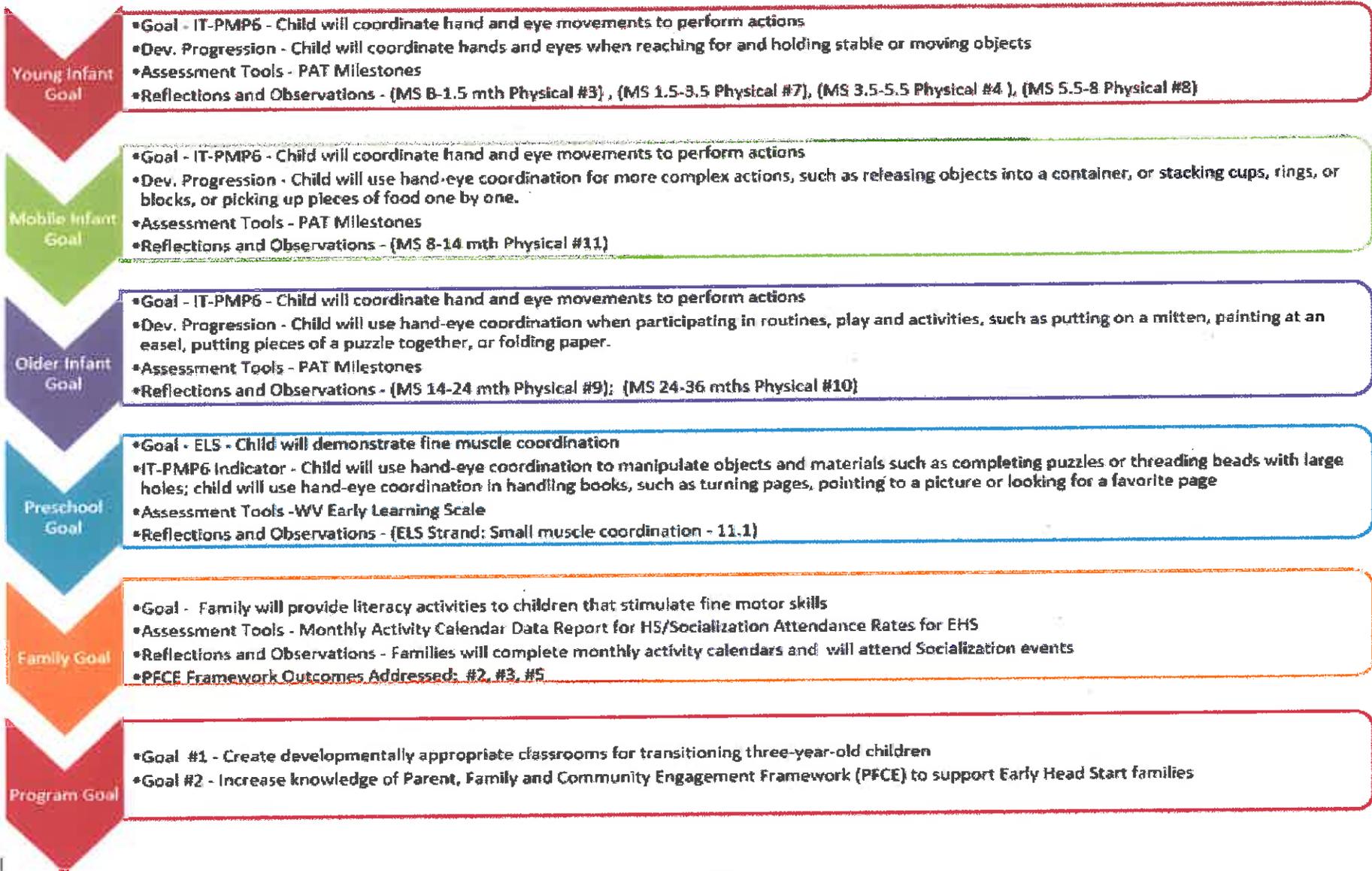
Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)

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



Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)

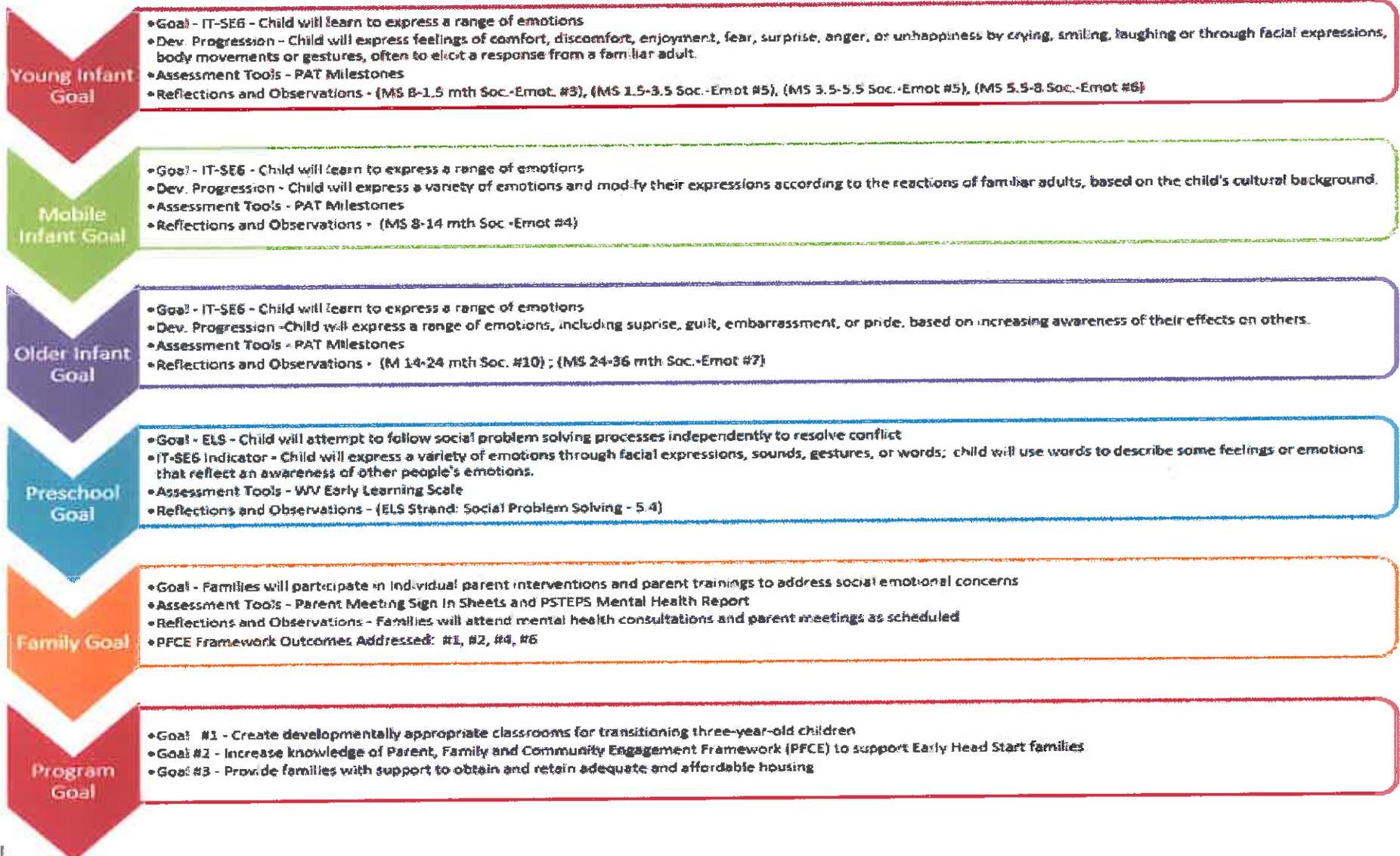
Domain: Perceptual, Motor, and Physical Development
EHS Sub Domain: Fine Motor
HS Sub Doman: Physical Health



Monongalia County Board of Education Delegate

Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)

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



*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)*

Information Submitted by: Debra Jones, Director of Early Childhood

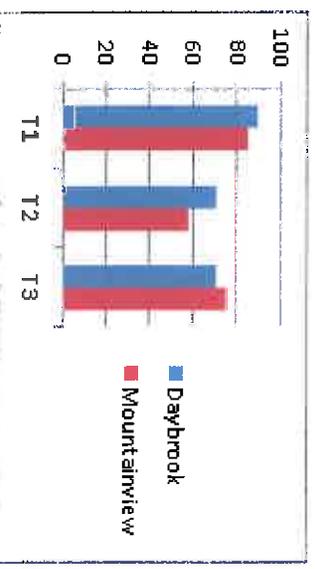
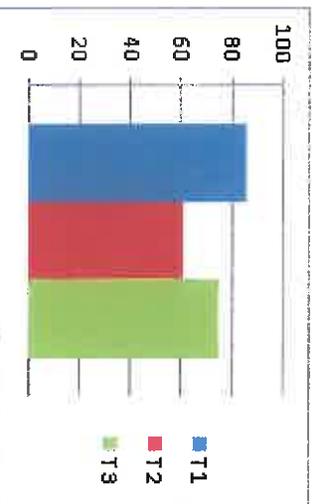
The Monongalia County Delegate Head Start Program is keenly aware of the importance of School Readiness skills and the window of opportunity for learning with its students. Therefore, School Readiness is an area of strong focus for our Head Start Program, Early Head Start Program, and WV Pre-K. Monongalia County Head Start/Pre-K teachers use the Creative Curriculum and its assessment system to track child outcome and program trends. Creative Curriculum has 52 objectives that address multiple domains which include: social/emotional learning, physical, language/literacy, and math development. Teachers make observations during daily routines, direct teaching and child-initiated play that result in the leveling of children's progress three times per year. Observations are collected in a variety of ways and are organized to develop an accurate description of the child's present levels of performance in each objective area. Data is recorded three times per year during the months of October, February, and May; and is entered into the WVDE WVEIS Early Learning Reporting System. Using this web based application, teachers are able to review trends, track individual student progress, and produce student specific reports to share with parents during home visits, teacher/parent conferences, etc.

The School Readiness Team also uses this data to analyze our School Readiness goals, review trends, and identify areas in which support or professional development is needed. The data is compiled and analyzed after each reporting session and again for our annual outcomes report at the end of the school year. The data has been organized into charts and tables for review, analysis, and comparison. The data below is an end-of-year compilation for each School Readiness Goal for the 2015-2016 school year. Additional School Readiness data can be found at www.mcsearlychildhood.org/sr/index.cfm.



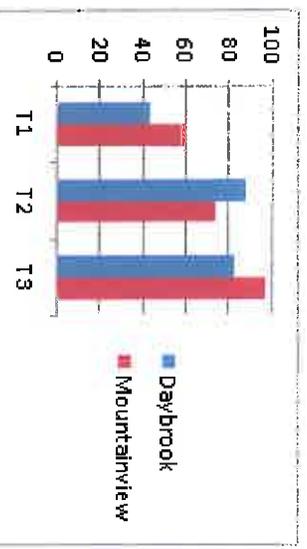
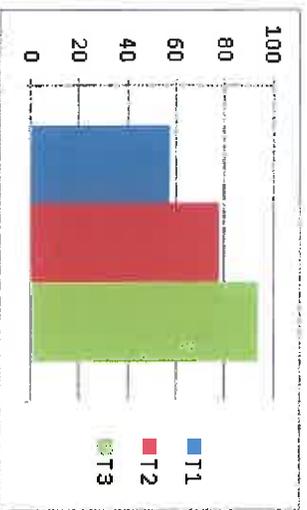
Goal 1: Approaches to Learning - Cooperation Early Head Start Annual Comparison Data- July 1, 2015 -- June 30, 2016

Young Infants: COOPERATION



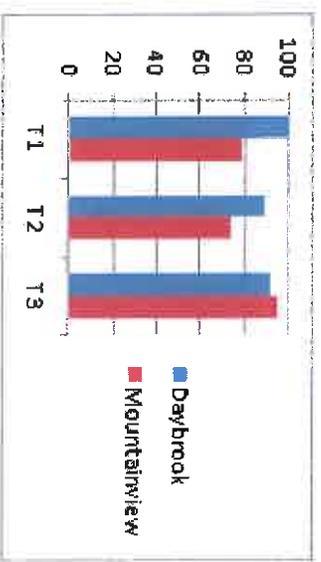
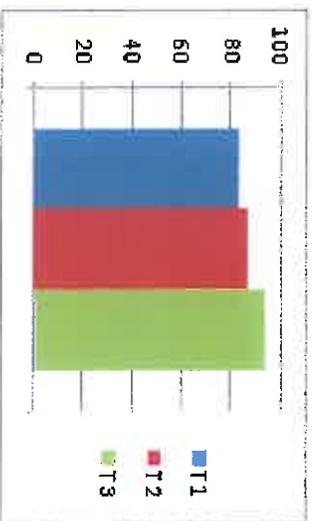
Data Source: PA 1 Monitor- (MCS-1.3 with Social Interaction) (MCS-1.3.3 Social Interaction)

Mobile Infants:



Older Infants:

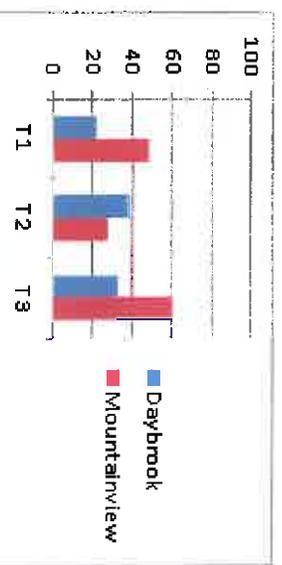
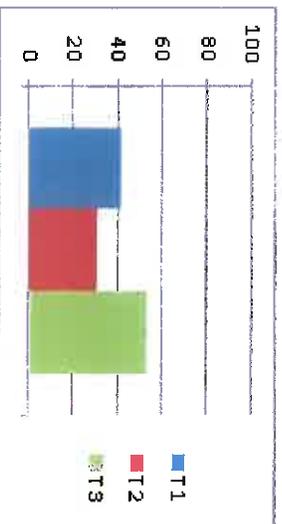
COOPERATION



Data Source: PA 1 Monitor- (MCS-1.3 with Social Interaction) (MCS-1.3.3 Social Interaction) (MCS-1.3.3 Social Interaction) (MCS-1.3.3 Social Interaction) (MCS-1.3.3 Social Interaction)

Family Participation:

EHS:

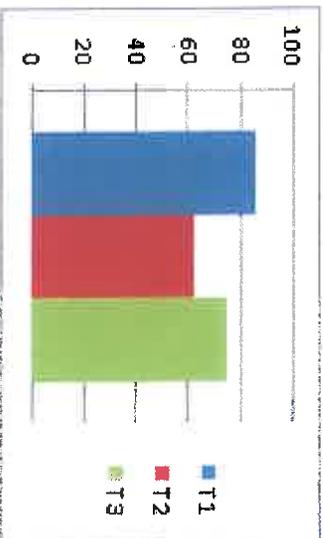


Data Source: Attendance Reports

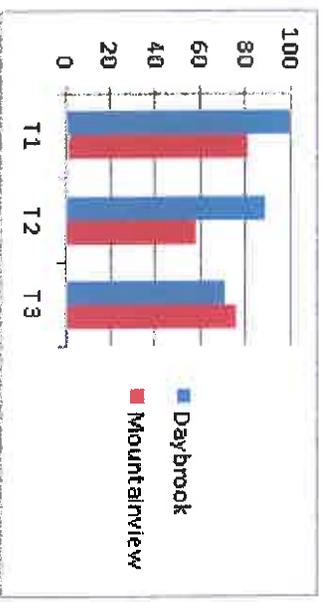
Goal 2: Cognitive Development - Scientific Inquiry Early Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016

Young Infants:

COGNITION

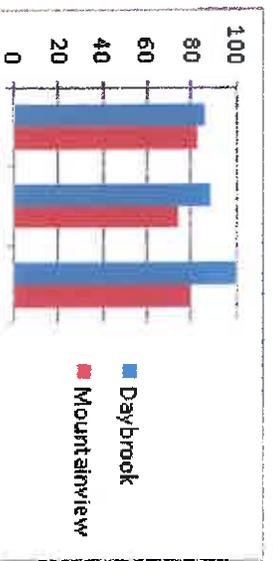
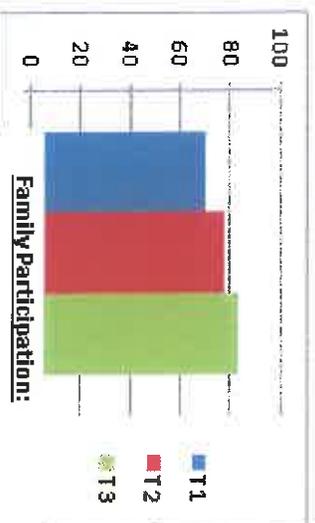


Data Source: PA1 Monitoring of MS P-1.3 with Instructional A1, (MS 1.5-3.5 Instructional A1, (MS 3.5-5.5 Instructional A1, (MS 5.5-8 Instructional A1, (MS 8-14 with Instructional A2)



Mobile Infants:

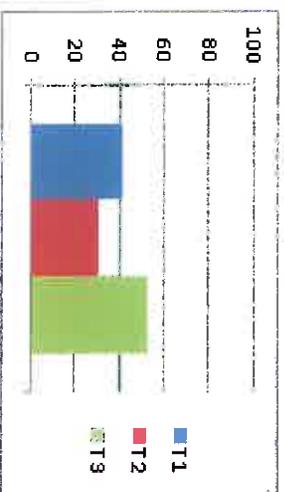
COGNITION



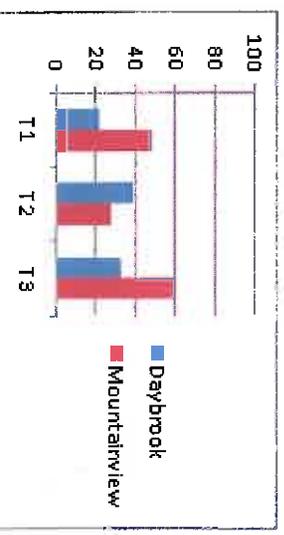
Family Participation:

Data Source: PA1

EHS:



Data Source: Attendance Reports

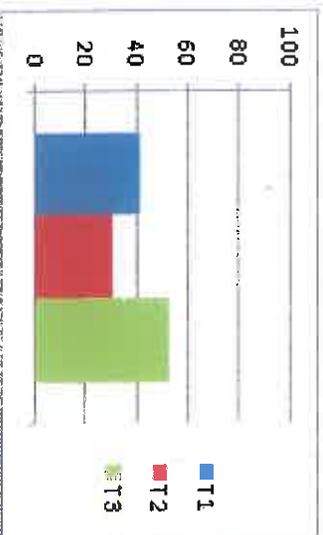


Data Source: PA1 Monitoring of MS P-1.3 with Instructional A1, (MS 1.5-3.5 Instructional A1, (MS 3.5-5.5 Instructional A1, (MS 5.5-8 Instructional A1, (MS 8-14 with Instructional A2)

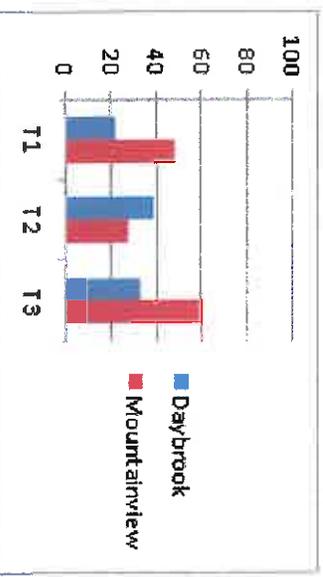
Family Participation:

EHS:

COGNITION

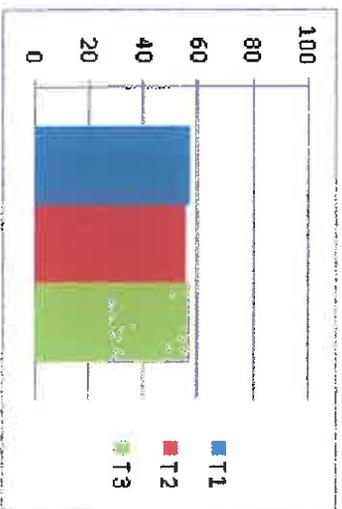


Data Source: Attendance Reports

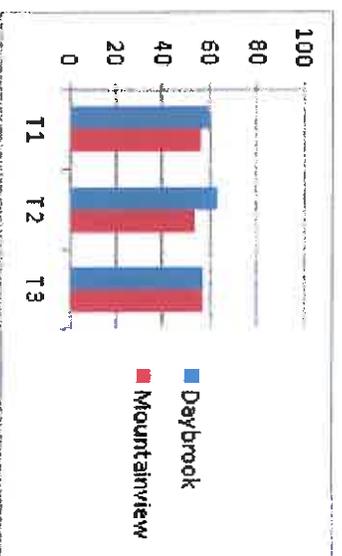


Goal 3: Language and Literacy - Phonological Awareness
Early Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016

Young Infants: LANGUAGE AND LITERACY

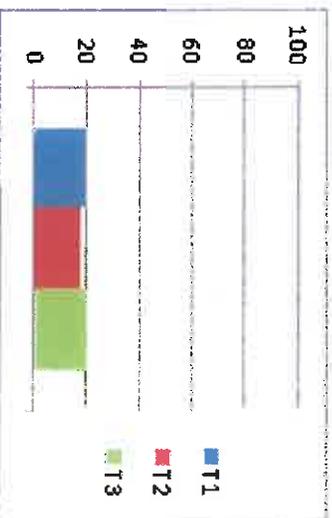


Data Source: PAT Milestones - (MS 8-13 **000** language %), (MS 1-25.3 **language %**), (MS 3-25.3 **language %**), (MS 3-28 **language %**) (MS 3-34 **000** language %)

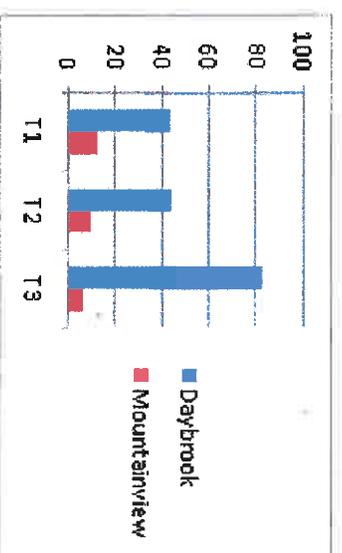


Mobile Infants:

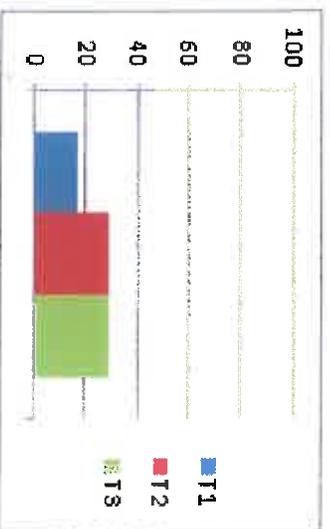
LANGUAGE AND LITERACY



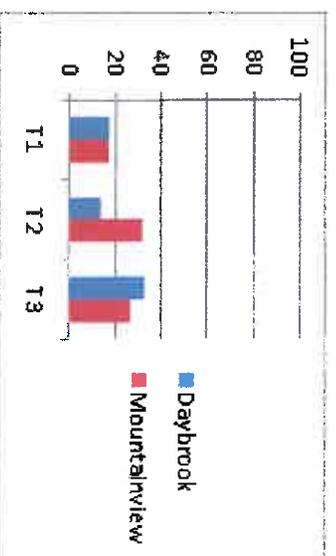
Data Source: PAT Milestones - (MS 14-24 **000**, language %)



Older Infants: LANGUAGE AND LITERACY

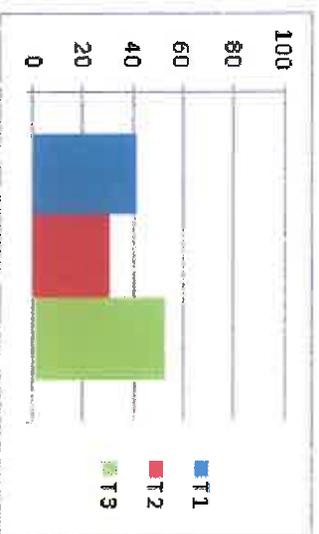


Data Source: PAT Milestones - (MS 24-36 **000**, language %)

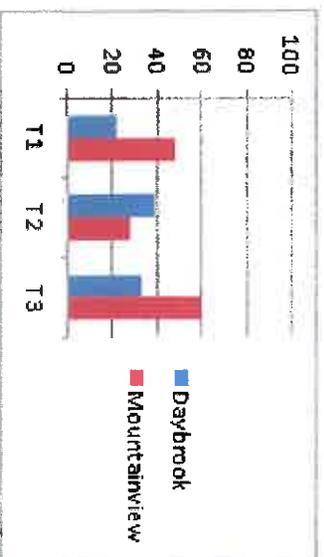


Family Participation:

EHS: LANGUAGE AND LITERACY



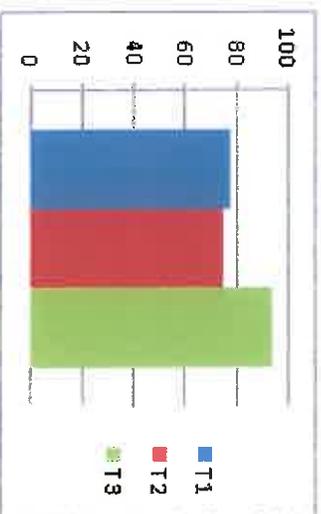
Data Source: Attendance Reports



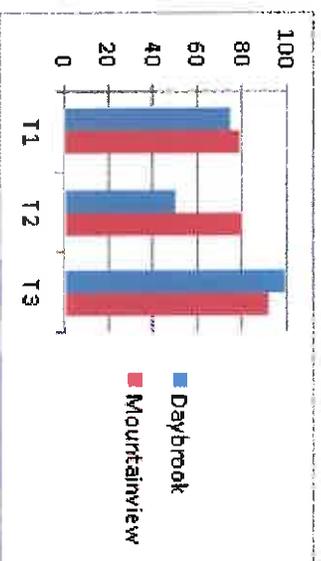
Goal 4: Physical Development - Physical Health
Early Head Start Annual Comparison Data - July 1, 2015 – June 30, 2016

Young Infants:

PHYSICAL HEALTH

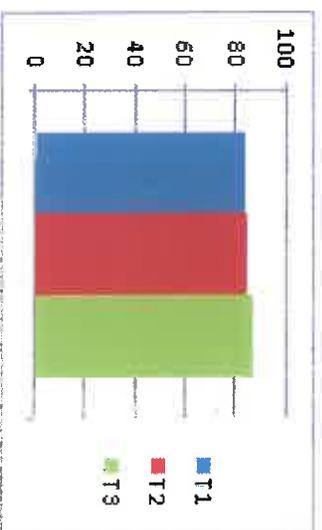


Data Source: Health Compliance Reports on Baby STER

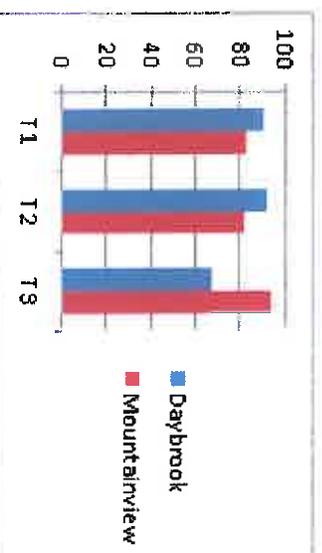


Mobile Infants:

PHYSICAL HEALTH

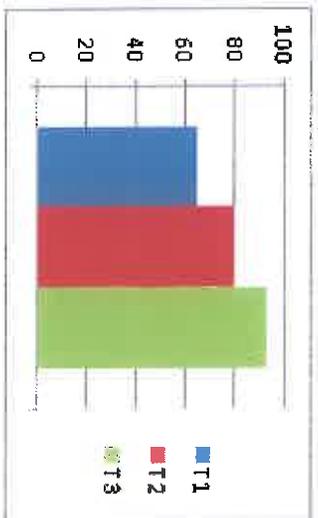


Data Source: Health Compliance Reports on Baby STER

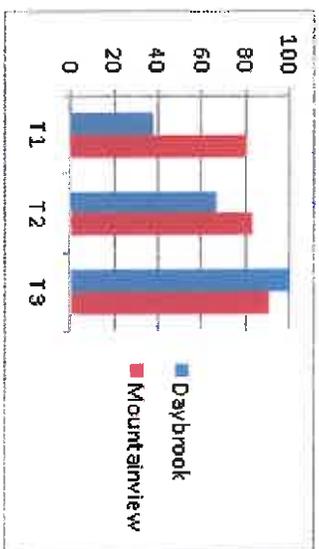


Older Infants:

PHYSICAL HEALTH

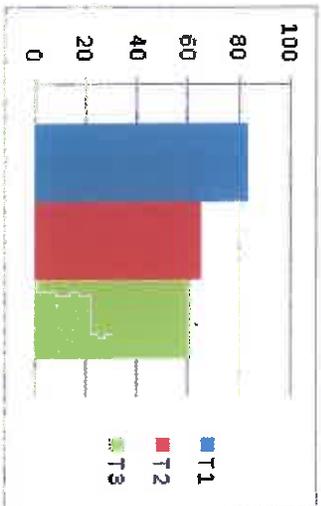


Data Source: Health Compliance Reports on Early STKs

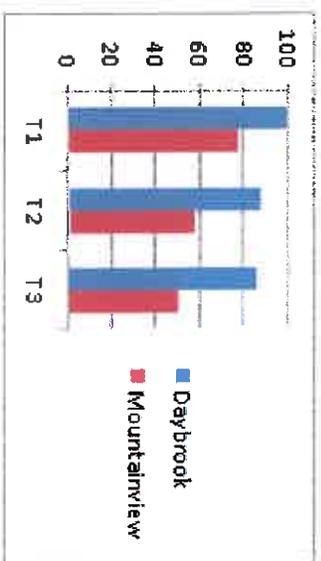


**Goal 5: Social Emotional Development - Social Problem Solving
Early Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016**

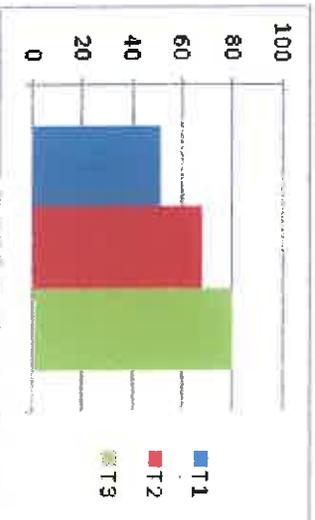
Young Infants:



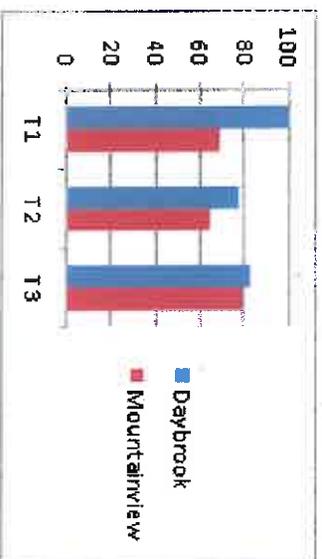
Data Source: PAT Mini-Tools - IHS 8-13, 00bSec:1000:401 IHS 1-23, 5Sec:1000:494 IHS 3-23, 3Sec:1000:494 IHS 5-23, 3Sec:1000:494 IHS 8-24, 00bSec:1000:494



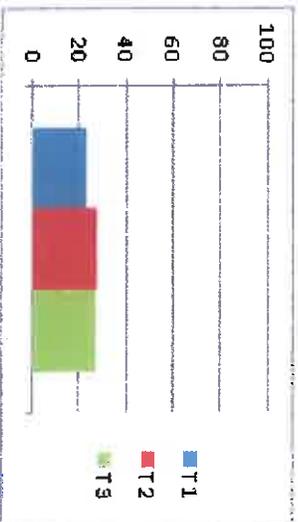
Mobile Infants:



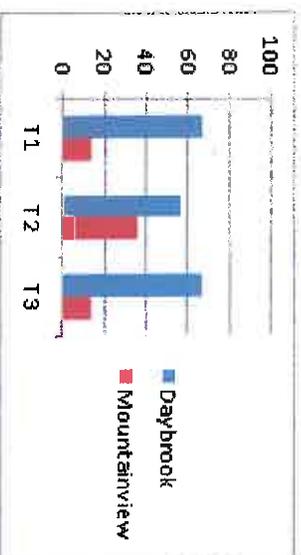
Data Source: PAT Mini-Tools - IHS 4-24, 00bSec:450



Older Infants:

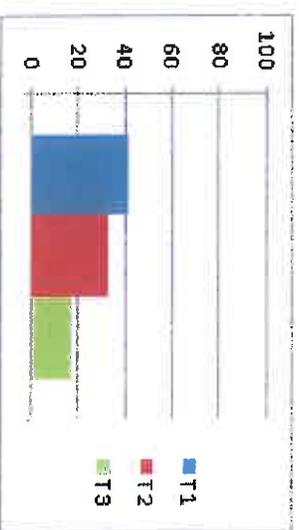


Data Source: PART Networks - IHS 2438 01050c-800k.rpt

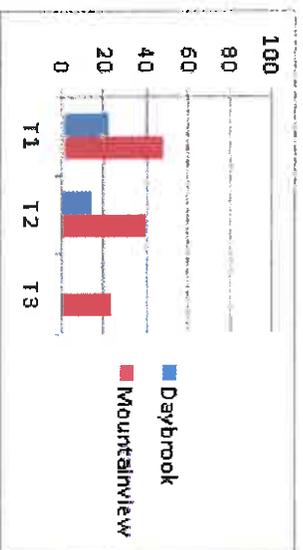


Family Participation:

EHS:

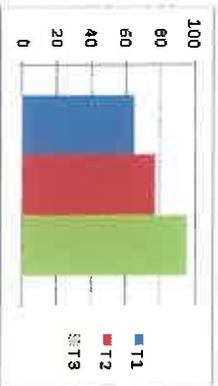


Data Source: Internal | Health Consultation Records

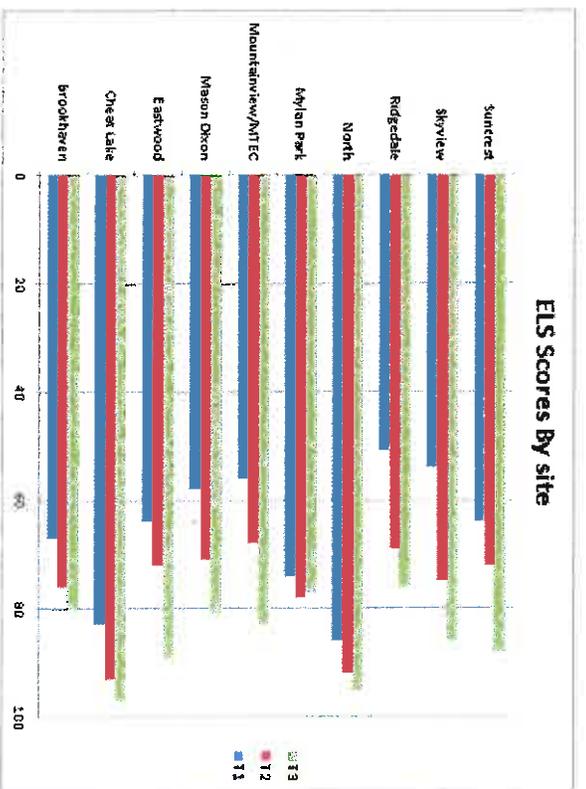


Goal 1: Approaches to Learning - Cooperation
Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016

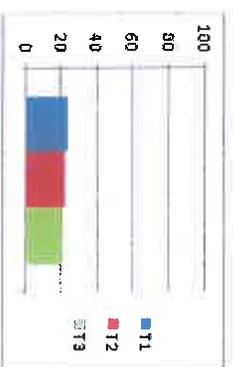
Head Start:



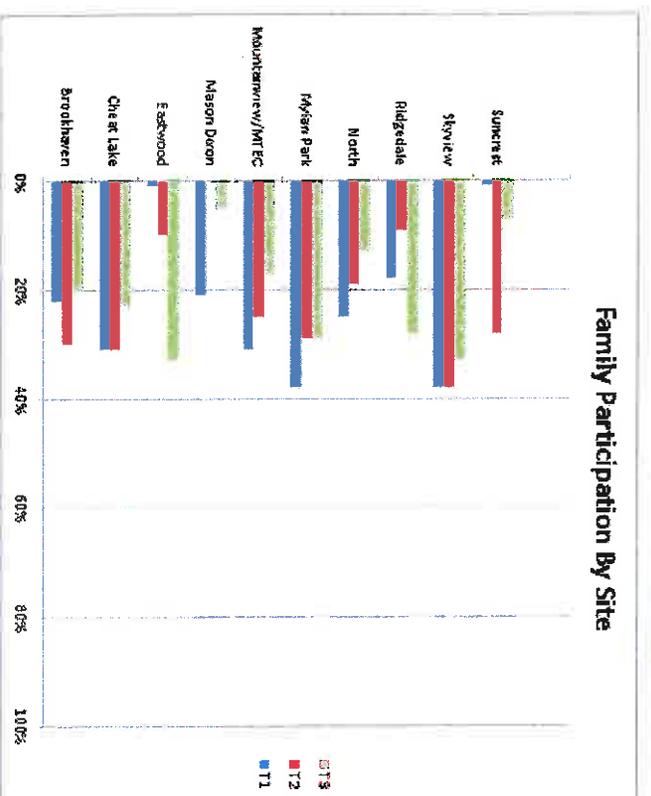
Data Source: IHS Special Quality and Assurance of Operations Day 13



Head Start:

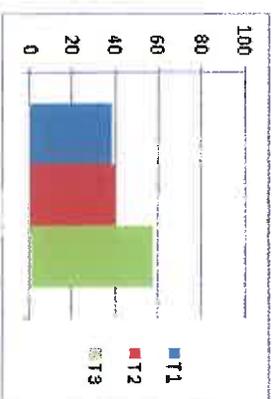


Data Source: Family Participation Chart

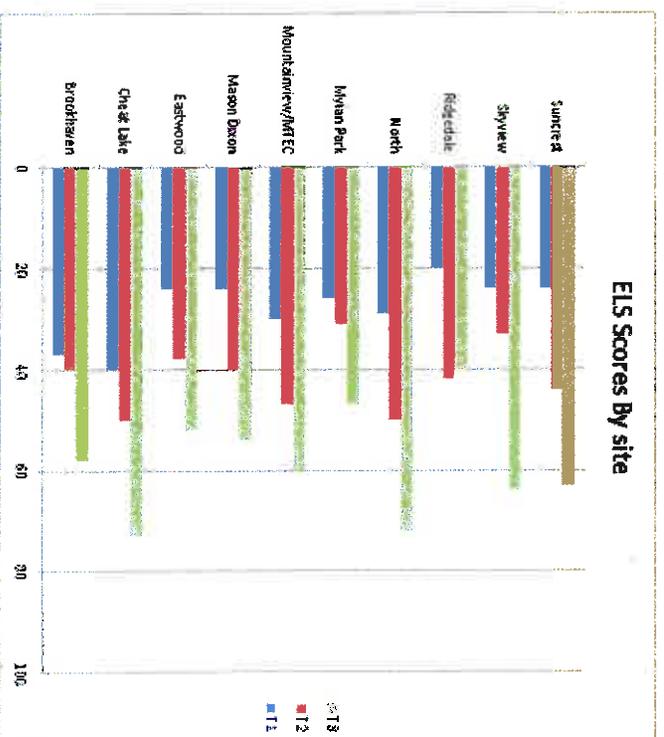


**Goal 2: Cognitive Development - Scientific Inquiry
Head Start Annual Comparison Data - July 1, 2015 – June 30, 2016**

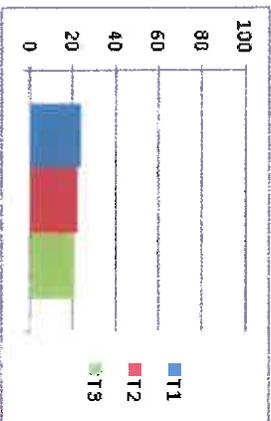
Head Start:



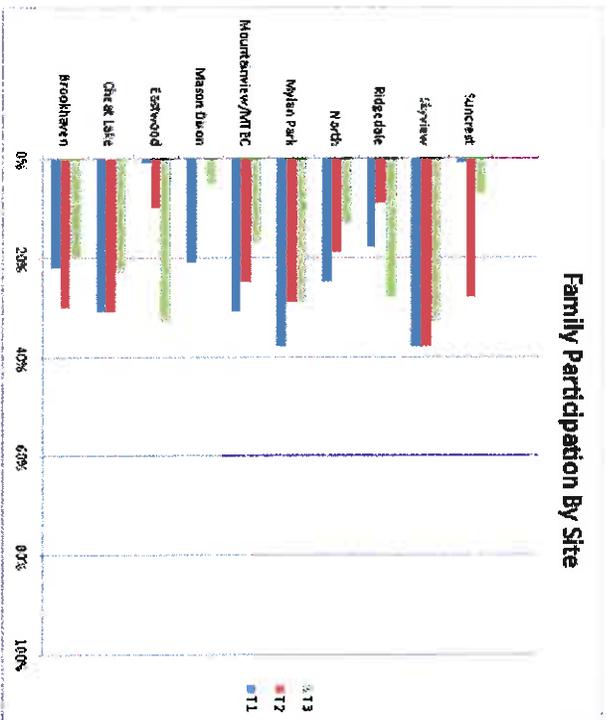
Data Source: ELS Score: Inventories -4-11



Head Start:

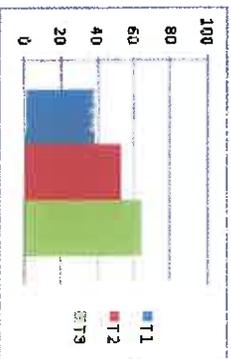


Data Source: Ready Action Calendar

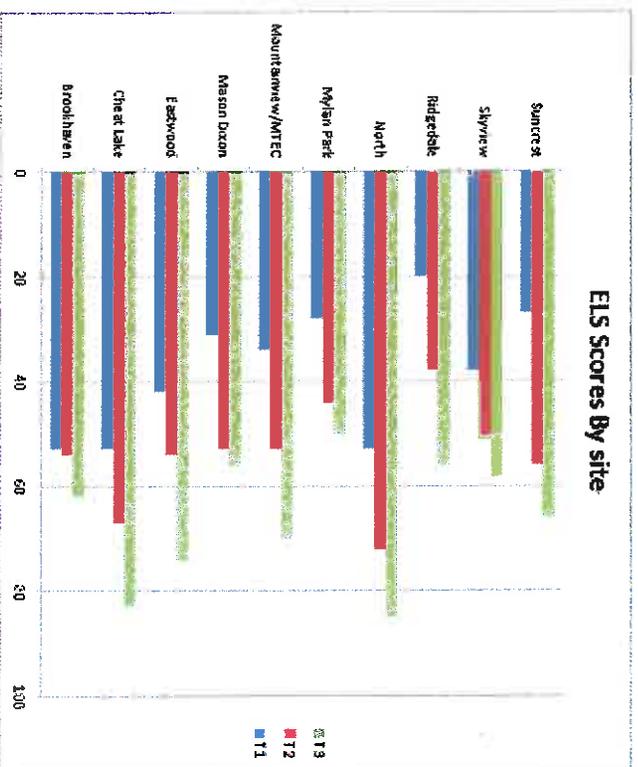


**Goal 3: Language and Literacy
Phonological Awareness
Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016**

Head Start:

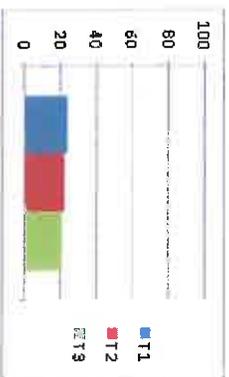


Data Source: EIS Score: Inquirer Manipulation-2-11

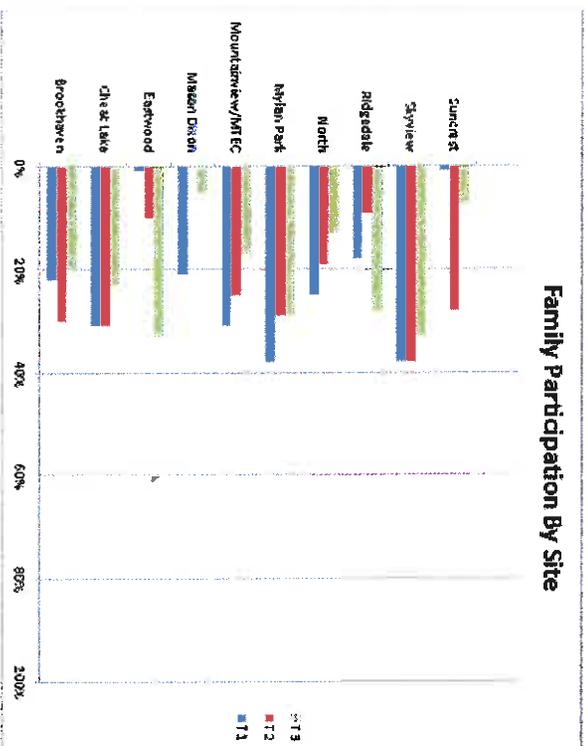


Family Participation

Head Start:

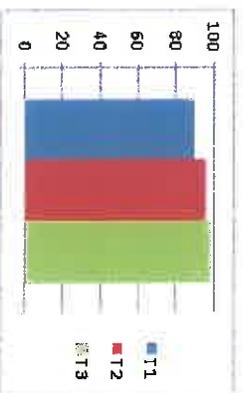


Data Source: Family Activity Calendar

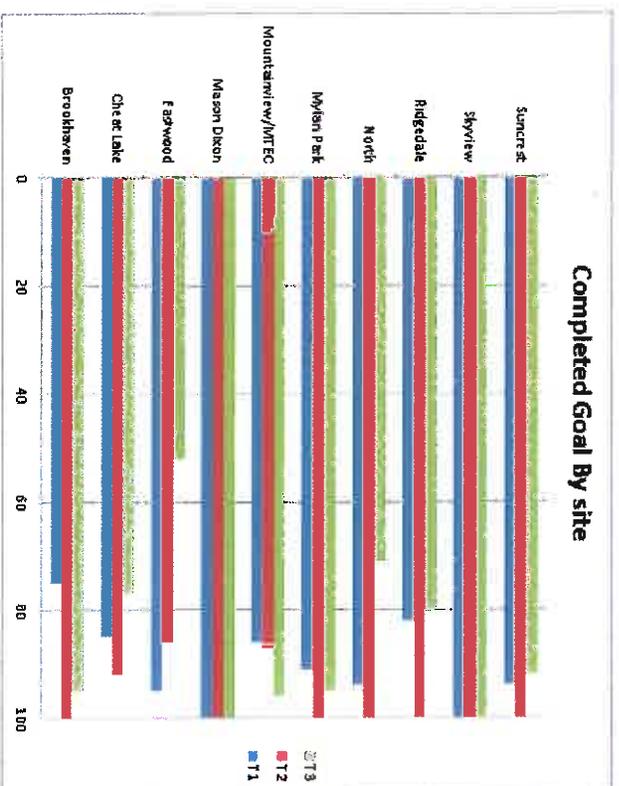


Goal 4: Physical Development - Physical Health Annual Comparison Data- July 1, 2015 – June 30, 2016

Head Start:



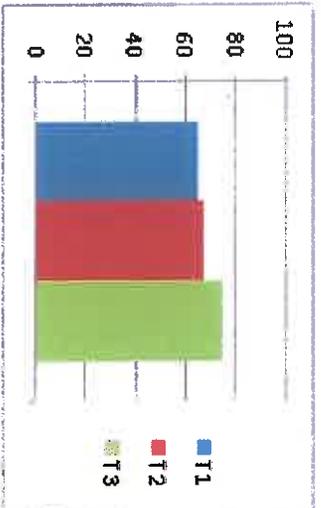
Data Source: Health Compliance Reports on STPS



Goal 5: Social Emotional Development - Social Problem Solving

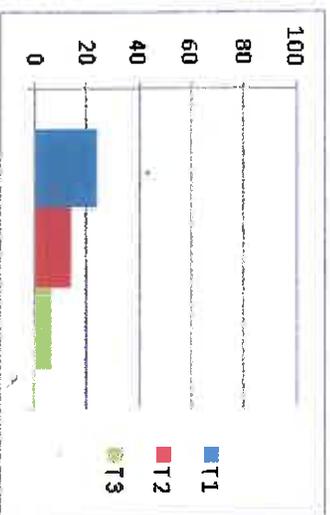
Head Start Annual Comparison Data- July 1, 2015 – June 30, 2016

Head Start:

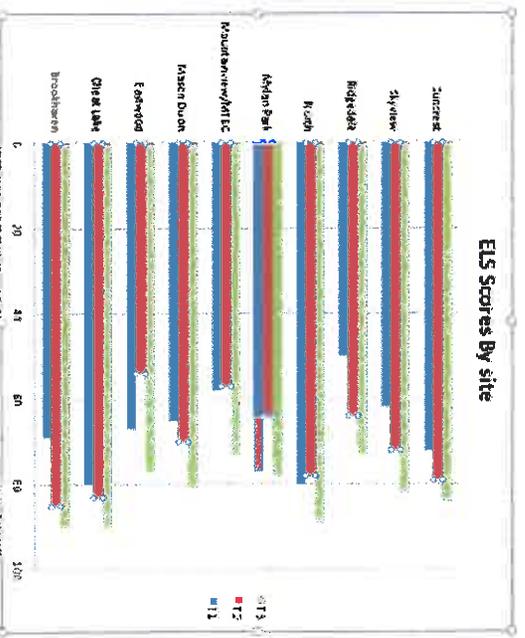


Data Source: U.S. Social Problem Solving - SAI

Licensee sites: FAMILY PARTICIPATION



Data Source: The first 1000 Comparison Records and Attendance Records



Summary

*Monongalia County Board of Education Delegate
Preparing Head Start Children for Kindergarten Child Outcome Report for 2015-2016 (Con't)*

Information Submitted by: Debra Jones, Director of Early Childhood



Summary

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

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



HEAD START/EARLY HEAD START PERFORMANCE INDICATORS FOR LOCAL, STATE, AND NATIONAL 2015-2016

PIR #		HS Grantee	HS Delegate	EHS Grantee	State	State	National	National
					HS	EHS	HS	EHS
101	Percentage (%) of children enrolled for multiple years.	14.6%	21.2%	37.9%	20.6%	34.3%	32.5%	36.3%
102	Percentage (%) of children enrolled less than 45 days.	4.3%	2.6%	14.7%	3.4%	6.7%	4.3%	5.9%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll.	12.6%	8.3%	39.2%	10.8%	27.6%	16.0%	29.4%
111	Percentage (%) of children with health insurance.	99.9%	100%	100%	97.2%	99.1%	96.9%	97%
112	Percentage (%) of children with a medical home.	97.2%	100%	100%	97%	99.1%	96.9%	95.4%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date.	96.4%	98.4%	85.3%	97.4%	91.1%	97.2%	91.6%
114	Percentage (%) of children with a dental home.	95.2%	100%	85.3%	95.4%	77.5%	92.7%	75.4%
121	Percentage (%) of children with an IFSP or IEP.	18.0%	21.8%	10.5%	17.8%	18.1%	12.6%	12.5%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule.	86.2%	84.5%	71.6%	89%	85.3%	86.8%	76.4%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment.	8.6%	14.7%	2.9%	10%	7.7%	11.1%	8.3%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment.	98.2%	100%	100%	98.3%	95.7%	92.7%	92.5%
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR.	100%	100%	N/A	99.4%	N/A	96.8%	N/A
132	Percentage (%) of preschool children completing professional dental exams.	83.0%	97.9%	N/A	85.5%	N/A	83.0%	N/A
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment.	21.0%	23.3%	N/A	14.4%	N/A	17.8%	N/A
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment.	56.2%	70.5%	N/A	64.9%	N/A	73.0%	N/A
141	Percentage (%) of families who received at least one of the family services reported in the PIR.	93.5%	100%	100%	80.4%	97.3%	68.0%	75.1%
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year.	26.9%	44.4%	31.6%	40.5%	62.1%	35.6%	36.2%
151	Percentage (%) of preschool classroom teachers that meet degree/credential requirements of Section 648A.(2)(A) (BA or higher- early childhood) that become effective September, 2013.	93.1%	100%	N/A	92.4%	N/A	73.7%	N/A
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) that become effective October, 2011.	100%	100%	N/A	93.8%	N/A	89.5%	N/A
153	Percentage (%) of preschool classroom assistant teachers that meet the degree/credential requirements of Section 648A.(2)(B)(ii) (CDA or equivalent) that become effective September, 2013.	100%	100%	N/A	98.7%	N/A	89.2%	N/A
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) that became effective September, 2010.	N/A	N/A	100%	N/A	76.4%	N/A	85%

Revised 9-6-2016



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 390 C Street SW, Washington DC | edhc.ohs.acf.hhs.gov

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

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

Ann Spivey 5-6-16

Date

Overview of Findings

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

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

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

Distribution of the Head Start Review Report

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

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

Overview Information

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

Glossary

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

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves: <ul style="list-style-type: none"> (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. (ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or <ul style="list-style-type: none"> (iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

Summary of Findings

Finding Type	Applicable Standards	Program Type	Grant	Timeframe	Compliance Level
CSSR 3.2	6420(3)(A, D)	HS	03CH3434	N/A	Concern

Comprehensive Services and School Readiness

CM#	Compliance Measure	Compliance Level
-----	--------------------	------------------

CSSR 1.1.1	Program staff engage in a process of collaborative partnership building with all parents to: <ul style="list-style-type: none"> • Demonstrate respect for each family's structure, cultural, ethnic, and linguistic diversity • Establish mutual trust • Identify strengths • Identify necessary services and other supports 	Compliant 1304.40(e)(1, 5)
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CSSR 1.1.2	As part of an ongoing partnership, the program must identify family needs and interests and offer parents opportunities to develop and implement individualized family partnerships with staff that address family goals, responsibilities, tinetables, strategies for achieving these goals, and progress in achieving goals.	Compliant 1304.40(e)(2)
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CSSR 1.2.1	The program explains the purpose and results of screenings, evaluations, and health and developmental procedures in a way that families can understand and obtains their authorization prior to conducting the screenings. This allows parents to participate in the need identification process and supports parents in how to familiarize their children with assessments/screenings they will receive while enrolled in the program.	Compliant 1304.20(e)(2-3)
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CSSR 1.2.2	The program makes vigorous efforts to involve and educate parents about the Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) process and understanding their rights under the Individuals with Disabilities Education Act (IDEA).	Compliant 1308.190(f)(2, 4), 1308.210(e)(6, 10)
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CSSR 1.3.1	The program, in collaboration with each child's parent, performs or obtains the required linguistically- and age-appropriate screenings to identify concerns regarding the child within 45 calendar days (30 days for programs operating shorter durations) of the child's entry into the program.	Compliant 1304.20(e)(2), 1304.200(k)(1-3)
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CSSR 1.3.2	Children suspected of having a disability are promptly referred for further evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency (LEA) or early intervention services for infants and toddlers.	Compliant 1304.200(f)(2)(B), 1308.60(e)(3), 1308.60(e)(1), 645A(b)(11)
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CSSR 1.3.3	The program makes a determination about the preventive care status of each child by understanding: <ul style="list-style-type: none"> • Whether or not each child has an ongoing source of continuous, accessible health care. (If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care within 90 days of entry into the program.) • The current determination from a health care professional as to whether each child is up to date on a schedule of primary and preventive health care (EPSDT), including 	Compliant 1304.20(e)(1)(G-F), 1304.20(e)(1)(B)(A-B), 1304.200(e)(2)
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dental, and assists parents in bringing the child up to date as needed within 90 days of entry into the program.

CSSR 1.3.4 The program assists parents in understanding how to enroll and participate in a system of ongoing family health care. **Compliant**
1304.40(9)(2)(f)

CSSR 1.3.5 The program has established procedures for tracking the provision of health services. **Compliant**
1304.20(a)(1)(b)(c)

CSSR 1.3.6 When screening for developmental, sensory, and behavioral concerns, the program must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior. **Compliant**
1304.20(b)(3)

CSSR 1.3.7 The program carries out ongoing developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities. **Compliant**
1308.6(a)(2)

CSSR 2.1.1 The program has established and engages a HSAC to help ensure the program and its community partners address health needs. **Compliant**
1304.41(b)

CSSR 2.1.2 The program takes steps to ensure that staff obtain direct guidance from a mental health or child development professional on interpreting and using findings from screenings and evaluations, and that each child with a known, observable, or suspected health, dental, mental health or developmental concern receives:
• Further diagnostic testing
• Examination
• Treatment from a licensed or certified health care professional
• A follow-up plan to ensure required treatment has begun
Compliant
1304.20(a)(1)(b),
1304.20(b)(2), 1304.20(e)(1),
1304.20(e)(3)(B), 1308.18(b)

CSSR 2.1.3 Programs must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals. **Compliant**
1304.40(b)(1)(b)

CSSR 2.2.1 The program involves parents, consulting with them immediately when child health or developmental concerns are suspected or identified. **Compliant**
1304.20(e)(1)

CSSR 2.2.2 Services provided to children with identified disabilities are:
• Designed to support the outcomes contained in their IEPs/IFSPs
• Monitored by a designated staff member or consultant to coordinate services for children with disabilities, including collaborating with other service area coordinators (i.e., Education, Mental Health, and Nutrition) and staff
Compliant
1308.18(a), 1308.19(d),
1308.6(b)

CSSR 2.3.1 The program uses information from screenings, ongoing observations, and evaluations, as well as insight from parents, to determine how best to respond to each child's individual characteristics, strengths, and needs. **Compliant**
1304.20(d), 1304.20(f)(1)

CSSR 2.3.2 The program encourages parents to be full partners in the education of their children; parents are invited to no fewer than two parent-teacher conferences and home visits per year. **Compliant**
1304.40(e)(5), 1304.40(f)(2)

CSSR 2.3.3 The program develops procedures for identifying children who are limited English proficient, and informing their parents about the instructional services used to help them make progress towards acquiring knowledge and skills and acquisition of the
Compliant
642(f)(9)

English language.

CSSR 2.3.4	The program provides opportunities for children and families to participate in family literacy activities, resources and services that are essential to the families' literacy development.	Compliant 1304.40(e)(4)(i)
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CSSR 2.4.1	The program provides educational opportunities for parents to enhance their parenting skills and overall functioning that include: <ul style="list-style-type: none"> • Understanding the educational and developmental needs of their children • Sharing concerns and observations about their children with program staff • Understanding how to strengthen and nurture supportive environments and relationships in the home and at the program • Identifying the appropriate responses to their children's behaviors 	Compliant 1304.24(e)(1)(iii)-(iv), 1304.40(e)(2-3)
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CSSR 2.5.1	The program makes provisions for mental health program services for parents and staff to promote children's mental wellness ("such as social-emotional development or behavioral concerns") that include: <ul style="list-style-type: none"> • Staff and parent education on mental health • Engaging parents in discussion regarding concerns about their child's mental health • Activities promoting children's mental wellness • Timely identification and intervention to address children's mental health concerns 	Compliant 1304.24(e)(1)(ii)-(iv), 1304.24(e)(2), 1304.24(e)(3)(ii)
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CSSR 3.1.1	The program has a system and processes in place to: <p>Aggregate and Analyze the following:</p> <ul style="list-style-type: none"> • Aggregate child-level data at least three times a year using data from one or more valid and reliable assessment tools (programs operating less than 90 days are required to do so at least twice during their operating period). • Use the results to inform services. • Analyze individual, ongoing child-level assessment data for all children birth to age five. • For programs serving dual language learners (DLLs), determine status and progress in acquiring the knowledge and skills described in the Head Start Early Learning Outcomes Framework (demonstrated in any language, including the child's home language) and toward learning English. <p>Determine Progress:</p> <ul style="list-style-type: none"> • Use aggregated child-level data in combination with other program data to determine the level of progress towards meeting goals. • Use individual child level data in combination with input from parents and families to determine each child's status and progress in the five essential domains. <p>Use School Readiness Data to:</p> <ul style="list-style-type: none"> • Individualize experiences, instructional strategies, and services to best support each child. • Assess the fidelity curriculum implementation. • Direct continuous improvement related to the effectiveness of curriculum, instruction, professional development, and program design or other program decisions based on the analysis of school readiness outcomes data. • Inform parents and the community of the program's progress in achieving school readiness goals. 	Compliant 1307.3(b)(2)(i)-(ii)
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CSSR 3.1.2	The program has engaged in a process to align its school readiness goals with the Head Start Early Learning Outcomes Framework, State Early Learning guidelines, and the requirements and expectations of the schools the children will attend to the extent that they apply to children participating in the Early Head Start or Head Start program, and has consulted with the parents of children participating in the program.	Compliant 1307.3(d)(1)-(ii)
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CSSR 3.2.1 The program hires teachers with the required qualifications, training, and experience.

Compliant
1304.52(b)(1), 645A(b)(1-2),
648A(e)(3)(B)(i-iii)

CSSR 3.2.2 The teacher's approach to Child Development and Education (CDE) is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

Compliant
1304.21(e)(1)(9)

CSSR 3.2.3 The program implements with fidelity a curriculum that:

- Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning.
- Is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives.
- Focuses on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development.

Concern
645A(3)(A-D)

The grantee did not implement with fidelity a curriculum promoting young children's school readiness in the areas of cognitive, social-emotional, and physical development; early reading and math skills; and approaches to learning. The learning environment in one classroom at a partner site did not align with the Creative Curriculum. Observations at the Aurora School Pre-K classroom found this classroom had insufficient and inadequate materials offered in the various interest centers.

CSSR 3.3.1 The program provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

Compliant
1304.21(e)(1)(w)

CSSR 3.3.2 The learning space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.

Compliant
1304.53(e)(3)

CSSR 4.1.1 The program supports successful transitions for enrolled children and families, both into and out of Head Start programs, by:

- Ensuring each child's relevant records are transferred from the previous setting to the child's next school or placement.
- Initiating joint transition-related training for staff.
- Building relationships with principals, teachers, social workers, and health staff to facilitate continuity of programming.
- Discussing the developmental progress of individual children with parents and future teachers.
- Initiating joint transition-related training for Head Start and kindergarten staff (this includes a staff-parent meeting toward the end of the child's participation in the program, to enable parents to understand child progress while enrolled in the program).
- Developing parents' capacity to effectively communicate with teachers and other school personnel.

Compliant
1304.40(b)(2),
1304.40(b)(3)(F-H),
1304.41(e)(1)(F-H)

—END OF REPORT —



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | eclkc.ohs.acf.hhs.gov

To: Board Chairperson

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

From: Responsible HHS Official

Dr. Blanca Enriquez
Director, Office of Head Start

Blanca E. Enriquez
05/23/2018

Results from CLASS® Observations

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

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

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

DIMENSIONS

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

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

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

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

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

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 2016

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

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

National Statistics by Dimension

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

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

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

National Statistics by Domain

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

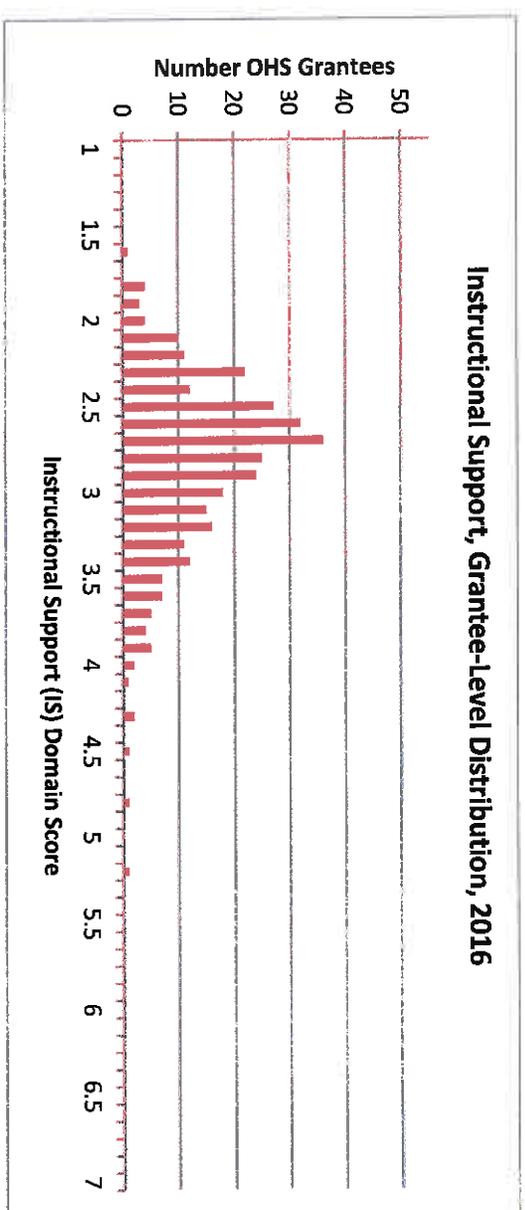
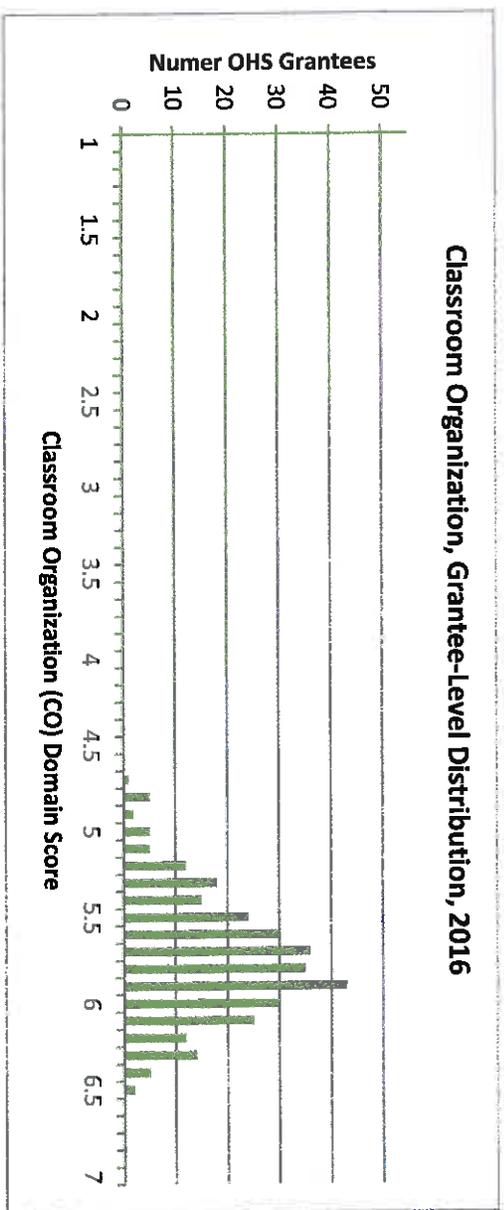
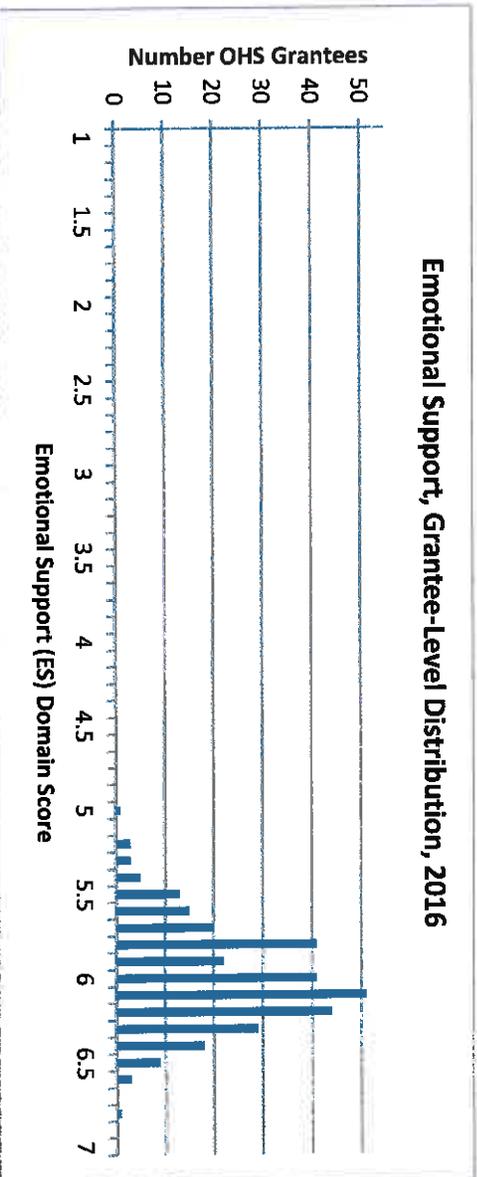
OHS CLASS® Descriptive Statistics, 2016 National Grantee-Level Scores by Domain					
Domain	Mean	Standard Deviation	Minimum	Maximum	
Emotional Support	6.00	0.29	4.95	6.77	
Classroom Organization	5.73	0.35	4.67	6.55	
Instructional Support	2.83	0.52	1.62	5.17	

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

Distribution by Domain

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

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



Glossary

Mean: the average value, calculated by summing all scores and dividing by the number of scores

Median: the middle value, where half the scores are below this point and half are above it

N: the total number of values in a set

Standard Deviation: a value that shows how much variation exists in a set of data. There are two types of standard deviation (i.e. sample and population). We use the population standard deviation because this dataset includes all 2016 CLASS® scores.



ADMINISTRATION FOR CHILDREN & FAMILIES

Office: Head Start | 4th Floor, State Administration Building, 1400 Capitol Mall, Charleston, WV | www.dhs.wv.gov

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

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


Date

Overview of Findings

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

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

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

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

Overview Information

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

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Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves: <ul style="list-style-type: none"> (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. <ul style="list-style-type: none"> (i) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or (ii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

Summary of Findings

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

Environmental Health & Safety

CFR	Compliance Measure	Compliance Level
EnvHS 1.1	<p>The program provides safe, healthy, and clean environments by ensuring:</p> <ul style="list-style-type: none"> • Safety inspections are conducted regularly • Children are not exposed to environmental toxins or pollutants • Environments are clean and sanitary • Materials, equipment and facilities are age-appropriate and accessible to children • Facilities are well maintained and in good repair • Environments are free from hazards and are designed to prevent injury or harm to children <p>The program has not ensured the safety and health of children by keeping facilities, materials, and equipment well maintained, clean, and in good repair.</p> <p>• 1 to 4% of the items on the Health and Safety Checklist indicated a concern</p> <p>• In 1 to 10% of the program's settings, an item on the Health and Safety Checklist indicated a concern.</p>	<p>Concern</p> <p>1304.53(a)(10)(x-xi, xiv)</p>
EnvHS 1.2	<p>The program ensures facilities are prepared for and equipped to prevent emergencies.</p>	<p>Compliant</p> <p>1304.22(a)(1, 3), 1304.53(a)(10)(v-vii), 1306.35(b)(1), 1306.35(d)(2)(i-iii)</p>
EnvHS 1.3	<p>All facilities comply with State and local licensing requirements including, but not limited to, child care licensing, fire and building inspections, and occupancy permits.</p>	<p>Compliant</p> <p>1306.30(a), 1306.35(d)</p>
EnvHS 2.1	<p>The program implements sanitation and hygiene practices to ensure the health and safety of all staff, volunteers, and children. This includes:</p> <ul style="list-style-type: none"> • Handwashing • Cleaning of spilled bodily fluids • Diapering 	<p>Compliant</p> <p>1304.22(a)(i)-(iv), 1304.22(a)(3-5)</p>
EnvHS 2.2	<p>The program's Nutrition program is designed and implemented to:</p> <ul style="list-style-type: none"> • Comply with USDA nutrition requirements • Ensure food safety, including all meals are void of choking hazards • Ensure that breast milk and formula are handled appropriately (when applicable) • Meet the individual nutritional needs and feeding requirements of each child (including children with special dietary, medical, or disability needs) 	<p>Compliant</p> <p>1304.23(a)(1), 1304.23(a)(1)(i)-(iv), 1304.23(a)(2)</p>
EnvHS 2.3	<p>The program ensures the effective management of medication according to physician instructions, including proper labeling, storage, and administration.</p>	<p>Compliant</p> <p>1304.22(a)(4-9)</p>
EnvHS 3.1	<p>Prior to employing an individual, the program obtains a:</p>	<p>Compliant</p>

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

EnVHS 3.2 The program ensures the maintenance of appropriate class and group sizes based on the predominant age of the children. **Compliant**
 1304.52(a)(4), 1306.20(a)(1)-2), 1306.32(a)(1-5)

EnVHS 3.3 The program arranges all outdoor play areas to prevent children from getting into unsafe and/or unsupervised areas. The program also ensures that children en route to play areas are not exposed to vehicular traffic without supervision. **Compliant**
 1304.53(a)(9), 1306.33(b)(2)(v)(i)

EnVHS 3.4 The program ensures children are released only to a parent, legal guardian, or other individuals as designated in writing by the parent or legal guardian. **Compliant**
 1310.10(e)

EnVHS 3.5 Staff actively supervise children at all times. **Compliant**
 1304.52(b)(3)(iii), 1306.35(b)(2)(iv)

EnVHS 3.6 Staff use positive child guidance when responding to undesired behavior. **Compliant**
 1304.52(b)(3)(iv)

EnVHS 4.1 The program's vehicles are properly equipped. **Compliant**
 1310.16(d)(1-4), 1310.12(a), 1310.12(b)(2)

EnVHS 4.2 At least one bus monitor is aboard the vehicle at all times. **Compliant**
 1310.15(e)

EnVHS 4.3 Each bus monitor, before duty, has been trained on:
Compliant
 1310.17(f)(2)

- Child boarding-and-exiting procedures
- Use of child restraint systems
- Required paperwork
- Emergency response and evacuation procedures
- Use of special equipment
- Child pick-up and release procedures
- Pre- and post-trip vehicle checks

EnVHS 4.4 The program ensures that persons employed to drive vehicles receive the required behind-the-wheel and classroom training before transporting children. **Compliant**
 1310.17(b)(1-7)

— END OF REPORT —

FY 2016 Environmental Health & Safety Monitoring Report Appendix

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

Center	Classroom	CM	Item Type	Details
Beverly Pre-K	Beverly Pre-K classroom	ENVHS1.1	Area of Concern	The rear exit door had a 10-inch drop with no step-down. Children used the door to go to and from the playground, posing the potential for trips and falls.
East Fairmont Early Head Start		ENVHS1.3	Life Safety Code	Life Safety Codes recommend that doors be equipped with panic hardware; however, there was not a panic bar on the entrance door to the classroom or on the door leading to the hallway.
Edgemont Head Start I & II		ENVHS1.1	Area of Concern	There was a box with exposed electrical equipment on the playground. The box had deteriorated wood, broken plastic siding, exposed wires, and rusted nails. The box was along the walkway to the children's play area and was accessible to the children, posing the potential for harm should they access the box.
Harman Pre-K	Pre-K classroom	ENVHS1.1	Area of Concern	There was an electrical extension cord with two uncovered outlets, posing a risk of electrocution.
Midland Pre-School I & II	Midland I	ENVHS1.3	Life Safety Code	The classroom does not have an exit that leads directly to the outside or a window for emergency rescue or ventilation. Life Safety Codes recommend that all emergency exit windows be operable from the inside without the use of tools. The classroom windows were not able to be opened.
Midland Pre-School I & II	Midland II	ENVHS1.3	Life Safety Code	The classroom does not have an exit that leads directly to the outside or a window for emergency rescue or ventilation. Life Safety Codes recommend that all emergency exit windows be operable from the inside without the use of tools. The classroom windows were not able to be opened.
MTEC	MTEC/Bett	ENVHS1.1	Area of Concern	The walkway path contained a large area of mud and water. In addition, the playground contained a rusted metal gray box, exposed metal beams, and building materials, posing a hazard to children. The area around the outdoor play area was under construction; however, children still had access.
MTEC		ENVHS1.1	Area of Concern	There was a kitchen area that had an unlocked drawer containing several sharp knives. The kitchen did not have a door and was connected to the classroom and easily accessible to children, posing the potential for children to harm themselves.
Terra Alta Center	Classroom 1 and 2	ENVHS1.1	Area of Concern	The boys' bathroom floor was in poor condition and in need of cleaning, there was a strong odor present.
Tucker County Early Head Start		ENVHS1.3	Life Safety Code	Life Safety Codes recommend that ceilings are a minimum of 7 ft. 6 in. high. Some parts of the ceilings in the classroom 7 ft. 3 in. high.
Tucker County Early Head Start		ENVHS1.3	Life Safety Code	Life Safety Codes recommend that doors should be between 32 and 48 inches wide. The back door that is on the evacuation poster is only 30 inches wide.



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office or Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington, DC | www.dhs.senate.gov

To: Board Chairperson
Mr. Jeff Van Volkenburg
Board Chairperson
North Central West Virginia Community Action
Agency
1304 Goose Run Road
Fairmont, WV 26554-2937

From: Responsible HHS Official
Ms. Ann Linehan
Acting Director, Office of Head Start

Ann Linehan 04/27/17

Date

Overview of Findings

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

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

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

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

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

Distribution of the Head Start Review Report

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

Ms. Brenda Hewitt, Regional Program Manager
Ms. Anna Edmunds, Policy Council Chairperson
Ms. Vicki Geary, CEO/Executive Director
Ms. Ruth Ann Ponzurick, Head Start Director

Overview Information

Review Type:	<i>ERSEA</i>
Organization:	<i>North Central West Virginia Community Action Agency</i>
Program Type:	<i>Head Start and Early Head Start</i>
Field Lead:	<i>Ms. Kimberly Spriggs Wicker</i>
Funded Enrollment HS:	<i>824</i>
Funded Enrollment EHS:	<i>52</i>

Glossary

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

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	<p>An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:</p> <ul style="list-style-type: none"> (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. <p>(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or</p> <p>(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.</p>

October 8, 2014

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

Dear Ms. Geary:

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

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

Sincerely,



Mollie B. Wood, Assistant Director
Office of Child Nutrition

MBW/BL/bmr

Review Information

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

Review Findings (Corrective Action Plans)

No findings for this review.

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Central West Virginia Community Action Association, Inc. (the "Association") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, 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, 2017.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



David L. Howell, CPA
Cabin Creek, West Virginia
February 15, 2017

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

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

Report on Compliance for Each Major Federal Program

We have audited North Central West Virginia Community Action Association, Inc.'s (the "Association") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Association's major federal programs for the year ended June 30, 2016. The Association's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, the North Central West Virginia Community Action Association, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

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

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

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

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



David L. Howell, CPA
Cabin Creek, West Virginia
February 15, 2017



Story Submitted by James Danesh, Policy Council Parliamentarian

My success story starts with Matthew, my 6 year old son, now a first grader. He was diagnosed with developmental delays and never was in same category as his classmates. It started early in life when he had no speech or learning. I was approached by Monongalia County EHS which became a miracle in his life. Soon on a daily basis Matthew was going to Milan Park and being through so many things. He never missed a day of schooling. His verbiage as well as learning skills went from nothing to everything “Thanks” to the Head Start Program.

Now in the first grade at North Elementary, his teacher is amazed that in basic math, reading, and English vocabulary, he is number one between his classmates. I am working with him on his homework at my house at nights and the response I am getting is unbelievable. I truly believe Head Start Program is essential and in Matthew’s case a winning ticket for the rest of his schooling. Every day when I look at him doing things and his level of activity, how smart he is turning to be, I am so thankful more and more for the Head Start Program.

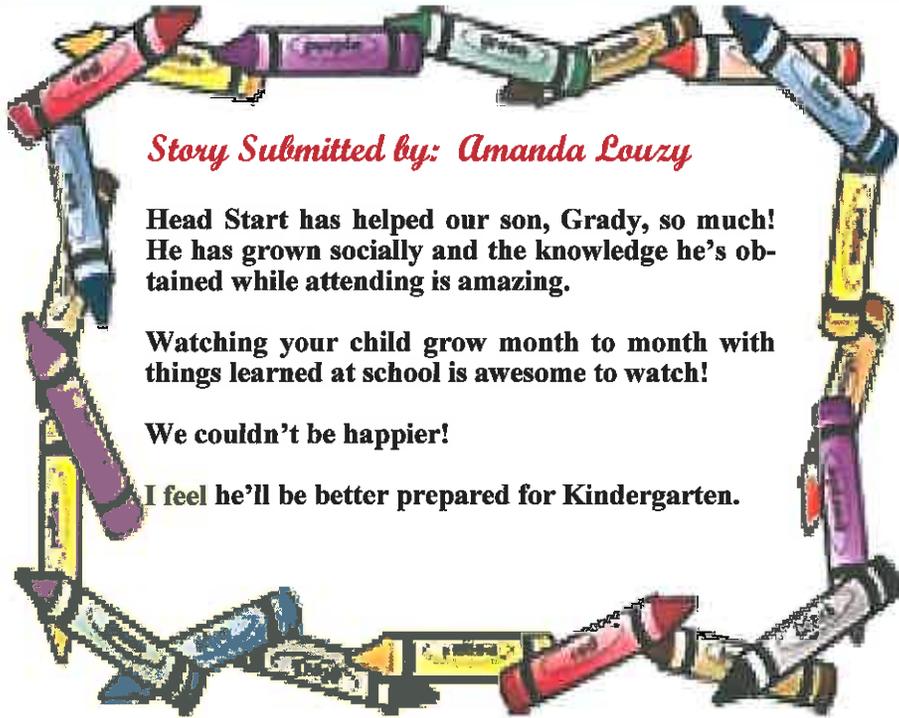


Story Submitted by Michael Taylor

Josiah is a three year old boy that attended the East Fairmont Early Head Start Program and has transitioned into Edgemont Head Start in the fall of 2016.

During Josiah’s participation in the Early Head Start Program, Misty, Josiah’s mother, gained much self-confidence through her interactions with the Early Head Start staff. She received support from the staff that ultimately led to her gaining employment. As she transitioned into the Head Start Program, Misty became more involved in the program’s Policy Council. She has gained leadership opportunities through Policy Council that has provided her the opportunity to participate in the West Virginia Head Start Association meetings as well as becoming the newly elected NCWCAA Board of Directors’ representative.

Head Start/Early Head Start Success Stories



Story Submitted by: Amanda Louzy

Head Start has helped our son, Grady, so much! He has grown socially and the knowledge he's obtained while attending is amazing.

Watching your child grow month to month with things learned at school is awesome to watch!

We couldn't be happier!

I feel he'll be better prepared for Kindergarten.

Story Submitted by: Michael Taylor

Dhyana is a 4 year old boy who has been enrolled at Edgemont Head Start for two years. When he began our program he was a three year old with little to no English skills as his family does not speak English in the home. Through his participation in language and literacy rich activities in the classroom Dhyana's understanding of the English language grew. At the beginning of the school year, the English as a Second Language teacher through the Marion County Board of Education tested Dhyana's language development to assess the progress he has made during the past year. His skill level improved to almost mastery level for his age. Through Dhyana's exposure and participation in the Head Start program he has gained school readiness skills that will promote his success as he attends kindergarten next school year.

Story Submitted by Family Resource Coordinator (FRC), Barbour County

My Head Start FRC assisted me with getting furniture and household items for my home. I recently moved back to Barbour County after being in a homeless shelter.

I rented a trailer but had no furniture or other household items. My two oldest daughters and I had been sleeping on the floor, and my older daughter is pregnant and the baby is due soon.

My FRC took me to the local Heart and Hand and spoke to them about my situation. I was able to get two beds, a couch, a kitchen table and chairs, a new coffee pot, and many other household items.

Story Submitted by: Amanda Louzy

Head Start has really helped my child with learning, listening, organization, and responsibilities.

He is trying to pay more attention and stay focused. The teachers are very helpful with him try to stay on track.

Bobbie Jo

Mission Statement

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

Vision Statement

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



north central west virginia
community *action*

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

Layout and Design: Linda Bissett, Children Services Executive Assistant