

# North Central West Virginia Community Action Association

## Head Start/Early Head Start PY52 Annual Report 2017-2018



north central west virginia  
**community** *action*

## Head Start/Early Head Start Executive Summary

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

Please accept on behalf on the **North Central West Virginia Community Action Association Inc. (NCWVCAA) Grantee for Head Start and Early Head Start** and its **Head Start Delegate, Monongalia County Board of Education**, the release of the **PY52 Head Start/Early Head Start Annual Report** for the period **July 1, 2017-June 30, 2018**.

The 2017-2018 school year started with **changes** to the **Grantee's funded enrollment** and the **Grantee and Delegate program options**. As approved by the Region III Head Start Office, the **Grantee converted fifty (50) Head Start slots to twenty-four (24) Early Head Start slots** as further discussed on pages 8-9, *Head Start/Early Head Start Letter from the Program Director*.

The **1% COLA** (Cost of Living Adjustment) awarded for the 2017-2018 school year began with all **Grantee staff** receiving a **1% wage adjustment**. The COLA dollars amount totaled \$59,326, with \$14,167 going to the Delegate and the remaining \$45,159 to the Grantee. This also added \$6,053 to the Grantee's Early Head Start budget. With the conversion and COLA, the total PY52 awarded dollars (excluding Training and Technical Assistance (T/TA) monies) to the Delegate was \$1,022,019; the Grantee \$5,237,046; and \$611,377 to the Early Head Start budget. The T/TA monies included \$15,519 to the Delegate; \$54,690 to the Grantee; as well as \$13,788 to Early Head Start.

With the award of the "Duration Supplement Grant" in the amount of \$267,104, the 2017-2018 school year **finished its first full year** that increased its **Marion County's Head Start classrooms instructional (duration) time to 1,020 hours** per program year as related to one of the new Head Start Program Performance Standards. This enabled these Marion County classrooms to offer a **6 hour, 5 day per week preschool schedule**.



The end of the school year provided an opportunity to publicly **acknowledge a Head Start/Early Head Start Ambassador from West Virginia** as well as **recognize our Early Head Start Program**. Since **Senator Joe Manchin** was not available in Washington, DC to receive a **National Head Start Association (NHSA) PROMISE award** in January 2018, the program was approached to present this award. The PROMISE (Protecting Our Most Important Students Early) Award honors members of the U.S. Congress who have demonstrated a steadfast commitment to Head Start and to serving our nation's most vulnerable children and their families, not only in their districts or states, but across the nation. With many **dignitaries from the surrounding Marion County area**, a **NHSA representative, staff, our enrollees and parents** present along with **local and national media coverage**, the

NCWVCAA Head Start/Early Head Program assisted with the **celebration and presentation** of this award to **Senator Machin** in his **home town, Farmington, WV**, at our **North Marion Early Head Start Classroom**.

Programmatic data and information submitted by many NCWVCAA Grantee and Delegate staff, parents, and/or volunteers was used to compile this annual document. Our **PY52 Annual Report's purpose** is to **communicate ALL** of our efforts along with **collaborative Childcare and Board of Education partners** in **displaying the highest level of quality services** delivered to our **early childhood children and parents**. On pages 30-61 please note our *Child Outcome Reports* for both the Grantee and Delegate that **reflect** where children continued to **make progress in all areas of development and learning** when **growth was compared** from the **beginning** of the 2017 school year to the **end** of the school year in 2018.

## Head Start/Early Head Start Executive Summary (Continued)

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

The Grantee and Delegate staff continued to provide parents information and **engaging opportunities** that included **fathers/male involvement activities** to assist in **preparing their child and family** for the **next school setting** as noted in our *Parent Engagement Reports* on pages **24-29**.

As you read this report, **WE hope** that you find our **PY52 Annual Report** **informative** and **beneficial** to **recognize** the “**School Readiness**” **services/activities** that we have **provided** to ensure “**children are ready for school, families are ready to support their children’s learning, and schools are ready for children.**” These efforts can be found throughout the Table of Contents that includes topics around *Head Start History and Facts, Letter from the Program Director, Grantee and Delegate’s Accomplishments, Enrollment/Attendance Summaries, Financial Information, Federal Review Overview of Findings*, etc. as well as *Parent Success Stories* and program pictures.

Our “**School Readiness**” has been made possible with the **support** of the **COMMUNITY** and **YOU** helping **US** make a **positive impact** in the lives of the **children and families** served by the **NCWVCAA Grantee and Delegate**. As you read this **PY52 Annual Report**, **WE also hope** to make **YOU** feel proud as it is **YOU**...our **parents, staff, volunteers, community stakeholders, Policy Council, and Board of Directors**...with **YOUR** **continued backing, commitment, and contributions**...that helped us make **2017-2018** such a **rewarding 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 county **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](http://www.ncwvcaa.org). The **Delegate’s website** can be found at [www.mcearlychildhood.org](http://www.mcearlychildhood.org).

Respectfully Submitted,

*Ruth Ann Ponzurick*

Ruth Ann Ponzurick, MSW, LSW

Children Services Director for Head Start and Early Head Start



## *Head Start/Early Head Start Table of Contents*

- **“Head Start/Early Head Start Facts from the Director”** that explains some **history and facts** about these **anti-poverty programs** established by the Federal Government. 1-3
- **“West Virginia Pre-K Fact Sheet 2017”** 4-5
- **2017 West Virginia Head Start Fact Sheet (National Head Start Association)** 6-7
- **“Head Start/Early Head Start Letter from the Program Director”** that details the counties served by the Grantee and Delegate, its Head Start/Early Head Start funded enrollment, and funding level/Non-Federal share for PY52. 8-9
- **“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.** 10-18
- **“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. 19-21
- **“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 PY52 and PY53** 22-23
- **“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 Board of Director Officers, Policy Council Officers, and PY52 Grantee and Delegate Program Options”.** 24-29
- **“Preparing Head Start Children for Kindergarten Child Outcome Report for 2017-2018”** that illustrates the amount of **progress** made from the time our **children entered school in the fall 2017** to when **school ended in 2018.** 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.** 30-61
- **“2017-2018 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.** 62
- **“Comprehensive Services/School Readiness Review”** was conducted on **3/14/2016 to 3/18/2016;** **“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;** **“Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)** was conducted on **4/24/2017 to 4/25/2017.** **Note: All four monitorings had no areas of non-compliances.** 63-83
- **WV Department of Education Results of Management Evaluation of the Child and Adult Care Food Program** 84-85
- **“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.** 86-89
- **“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.** 90-91

## *Head Start/Early Head Start Facts from the Program Director*

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

*Please note the following information was directly obtained from the Office of the Administration for Children and Families Early Childhood Learning and Knowledge Center website <sup>1</sup> unless noted otherwise.*

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

<b>PRESIDENTIAL ADMINISTRATION</b>	<b>HEAD START/EARLY HEAD START LEGISLATIVE ACTION</b>
1964 to 1966 <b>Lyndon B. Johnson</b>	<ul style="list-style-type: none"> <li>• <b>State of the Union January speech in '64</b> declared <b>"The War on Poverty."</b></li> <li>• <b>Sargent Shriver</b> charged with task and took the lead in assembling a panel of experts to <b>develop a comprehensive child development program</b> to help communities meet the needs of disadvantaged preschool children.</li> <li>• <b>Head Start</b> designed to help <b>break the cycle of poverty</b> by providing <b>preschool children of low-income families</b> a comprehensive program to meet their <b>emotional, social, health, nutritional, and psychological needs</b>.</li> <li>• "The program was conceived not so much as a Federal effort but really as a <b>neighborhood effort</b>."<sup>1</sup></li> <li>• Program required to be <b>culturally responsive to the communities served and communities have an investment</b> in its success through the <b>contribution of volunteer hours</b> and other <b>donations</b> as nonfederal share or <b>in-kind</b>.</li> <li>• During <b>Johnson's</b> presidency, an <b>eight-week Project Head Start</b> was <b>launched</b> in the <b>summers of '65 and '66</b> by the <b>Office of Economic Opportunity</b>.</li> </ul>
1969 <b>Richard M. Nixon</b>	<ul style="list-style-type: none"> <li>• Head Start <b>transferred</b> from the Office of Economic Opportunity to the <b>Office of Child Development</b> in the U.S. Department of Health, Education, and Welfare.</li> </ul>
1977 <b>Jimmy Carter</b>	<ul style="list-style-type: none"> <li>• Head Start began <b>bilingual and bicultural programs</b> in about 21 States.</li> </ul>
1984 <b>Ronald Reagan</b>	<ul style="list-style-type: none"> <li>• Head Start's grant <b>budget exceeded \$1 billion in October</b>.</li> </ul>
1994 to 1998 <b>Bill Clinton</b>	<ul style="list-style-type: none"> <li>• <b>Early Head Start</b> was established during the <b>'94 Reauthorization of Head Start</b>.</li> <li>• <b>First Early Head Start grants</b> were awarded in September '95 and Head Start was reauthorized to <b>expand to full-day and full-year services</b> in October '98.</li> </ul>
2007 <b>George W. Bush</b>	<ul style="list-style-type: none"> <li>• Head Start was <b>reauthorized</b> again with <b>several provisions</b> to strengthen Head Start quality.</li> <li>• Provisions included alignment of <b>Head Start school readiness goals</b> with <b>state early learning standards, higher qualifications</b> for the <b>Head Start teaching workforce, State Advisory Councils on Early Care and Education</b> in every state, and <b>increased program monitoring</b>, including a review of <b>child outcomes and annual financial audits</b>.</li> <li>• The <b>Head Start training and technical assistance system</b> was <b>redesigned</b> to support programs through <b>six National Centers</b> and a <b>state-based system</b> to ensure success.</li> <li>• The statute within the Head Start Act also included a provision that regulations be promulgated to <b>move programs from an indefinite project period to a five-year grant cycle</b>.</li> <li>• Programs are now required to <b>demonstrate</b> they are of <b>high quality</b> or a <b>competitive grant opportunity</b> that would be made available within the community.</li> </ul>

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

*Information Submitted by: Ruth Ann Ponzwick, Children Services Director*

<p style="text-align: center;"><i>2009 to 2017</i> <b>Barack Obama</b></p>	<ul style="list-style-type: none"> <li>• <b>The American Reinvestment and Recovery Act (ARRA) added more than 64,000 slots for Early Head Start and Head Start programs.</b></li> <li>• <b>Head Start celebrates 50<sup>th</sup> Year Anniversary in '14 and '15.</b></li> <li>• <b>Beginning in '14, Congress appropriated funding to create Early Head Start-</b></li> <li>• <b>Child Care Partnerships and fund additional Early Head Start Expansion, including \$635 million in '16.</b></li> <li>• <b>Congress provided \$294 million to increase the number of HS children who attend a program that provided a full school day and full school year of early learning.</b></li> <li>• <b>Head Start has served more than 33 million children, birth to five, and their families since '65, growing from an eight-week demonstration project to include full day/full year services and many program options.</b></li> <li>• <b>Head Start/Early Head Start funded to serve nearly one million children and pregnant women and their families in '15 in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities.</b></li> <li>• <b>Head Start Program Performance Standards were revised in '16.</b></li> </ul>
<p style="text-align: center;"><i>Current</i></p>	<ul style="list-style-type: none"> <li>• <b>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).</b></li> <li>• <b>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.</b></li> <li>• <b>Region III also oversees all Head Start/Early Head Start Programs in West Virginia as well and those in Delaware, Pennsylvania, Virginia, and Washington, DC.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> <li>• <b>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.</b></li> </ul>

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

*Information Submitted by: Ruth Ann Ponzwick, Children Services Director*

Head Start/Early Head Start services can be provided in a variety of program options to include: home-based; half day, full day and/or full year center-based (classrooms) including partnerships with public schools, child care centers, and family child care programs as well as locally designed program options variations in urban, suburban, and rural communities throughout the nation. The following Head Start Appropriations and Funded Enrollment History reported during FY2016-2018 included:

	FY 2016 Appropriations	FY 2017 Appropriations	*FY 2018 Appropriations
<b>Local Head Start Projects</b>			
Head Start Program, including Early Head Start-Child Care Partnerships	\$7,927,153,582	\$8,875,646,195	\$9,472,946,340
<b>Support Activities</b>			
Funding to Increase Hours of Program Operation	\$294,000,000		
Training and Technical Assistance	\$203,538,782	\$223,705,793	\$235,385,242
Research, Demonstration and Evaluation	\$19,960,476	\$21,936,864	\$24,293,069
Monitoring Support	\$41,950,790	\$41,816,347	\$41,994,027
Program Support	\$21,491,370	\$36,510,058	\$39,324,335
Transition Funding for Designa- tion Renewal System (DRS) <sup>2</sup>	\$25,000,000	\$24,922,242	\$24,750,000
<b>Subtotal</b>	<b>\$606,941,000</b>		
Early Head Start-Child Care Partnerships <sup>4</sup>	\$635,000,000		
<b>TOTAL</b>	<b>\$9,168,095,000</b>	<b>\$9,224,537,499</b>	<b>\$9,838,693,013</b>
<b>Funded Enrollment History</b>	<b>915,603</b>	<b>899,374</b>	<b>887,125</b>

**Sources:**

<sup>1</sup> 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>

<sup>2</sup> 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.

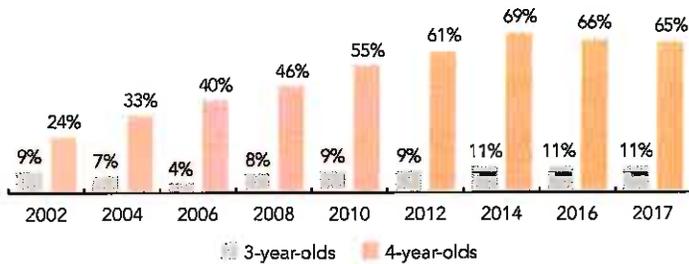
\*Not available at time of print.

**Source** <sup>1-2</sup> <https://eclkc.ohs.acf.hhs.gov>

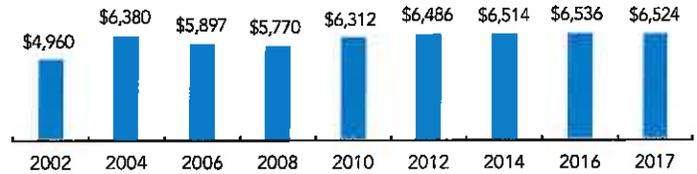
For more information about Head Start and Early Head Start, please view the Early Childhood Learning and Knowledge Center website at <http://eclkc.ohs.acf.hhs.gov>.

# West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 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 pre-K to be available to all of the state's 4-year-olds by 2012. In 2016-2017, approximately 65% 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, attended the program. During the 2016-2017 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, each pre-K classroom must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually, and programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

The West Virginia Universal Pre-K program has been assessed for both program impact/child outcomes in 2005 and process quality in 2009 and 2012. The program is also currently conducting a multiyear study to assess the effects of program participation. Programs 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.

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

QUALITY RANKINGS	
STATE AVERAGE	NATION AVERAGE
10	6

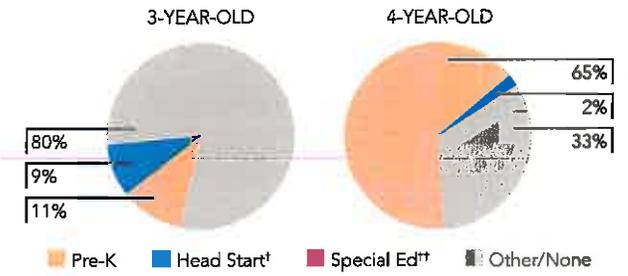
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	9

# WEST VIRGINIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment.....	16,300
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	No income requirement
Minimum hours of operation .....	25 hours/week; 4 or 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4 .....	2,823
Federally funded Head Start enrollment, ages 3 and 4 .....	6,887
State-funded Head Start enrollment, ages 3 and 4.....	0

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



† 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

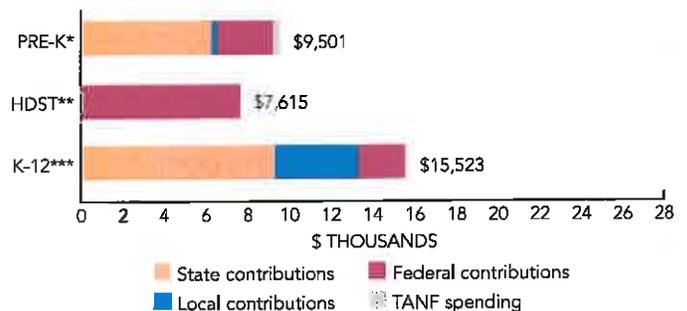
POLICY	WV PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	<input type="checkbox"/>	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	<b>Discontinued</b>	<input type="checkbox"/>
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	<input checked="" type="checkbox"/>	<b>Structured classroom observation; program improvement plan</b>	<input checked="" type="checkbox"/>
			<b>10</b>		
					<b>9</b>

## RESOURCES

Total state pre-K spending .....	\$98,007,376
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,524
All reported spending per child enrolled* .....	\$9,501

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

SPENDING PER CHILD ENROLLED



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

## 2017 West Virginia Head Start Profile



### Access to Head Start in West Virginia

**7,026**

Funded Head Start (HS) Slots



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

**1,028**

Funded Early Head Start (EHS) Slots



**4%** of eligible children under 3 had access to EHS\*

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

### By the numbers:

**\$63,546,913**

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

**21** Head Start programs

**12** Early Head Start programs



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

"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

### The Head Start Advantage

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

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

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

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

### West Virginia's Head Start Workforce



**2,056**

HS and EHS jobs in West Virginia

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

## In West Virginia...



0

slots were funded to serve American Indian / Alaska Native children



0

slots were funded to serve Migrant / Seasonal children



481

children in foster care were served by Head Start



146

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



561

children experiencing homelessness were served by Head Start



4,842

families participated in health education



9,121

children had continuously accessible health care



8,477

children had continuous access to dental care



1,820

children with disabilities were served by Head Start



1,281

parents advanced their education level



222

families received job training



181

pregnant women were served by Early Head Start

## About NHSA

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

For more information, please contact us: [go.nhsa.org/Contact](https://www.nhsa.org/Contact).

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

For citations and other state fact sheets, please visit [www.nhsa.org/Fact-Sheets](https://www.nhsa.org/Fact-Sheets)



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 Ponzurick, Children Services Director*

The North Central West Virginia Community Action Association Inc. (NCWVCAA) Head Start Program is one of the larger Head Start Grantees that covers the north central counties of **Barbour, Marion, Monongalia (Delegate), Pocahontas, Preston, Randolph, Taylor, and Webster Counties**. NCWVCAA is the only Grantee in the state of West Virginia with a Head Start Delegate, **Monongalia County Board of Education**. As noted in the *Executive Summary*, the Grantee converted fifty (50) Head Start (HS) slots to twenty-four (24) Early Head Start (EHS) slots, thus **reducing** the Grantee's HS funded enrollment to serve **three and four year old eligible children** and their **families** from six hundred and forty-three (643) to five hundred and ninety-three (593) in fifty-eight (58) classrooms during PY52.



Pre-school and comprehensive services in a center-based (classroom) program option were offered to the **593 HS enrollees in Universal Pre-K collaborative classrooms** with: (1) **Boards of Education in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties**, (2) a partnership with **School Days Childcare in Pocahontas County**, and (3) its HS operated **non-collaborative primarily three-year-old classroom in Taylor County**. The Head Start program option changes occurred during the 2017-2018 school year included those in the following counties: **Barbour County**, the **Belington II Head Start operated Pre-K classroom was closed** while the **Board of Education opened Junior II as a Board operated collaborative classroom** and in **Preston County**, the **Preston County Board of Education closed its Terra Alta II collaborative classroom** and opened a **third collaborative classroom in Bruceton, named Bruceton III**.

The Delegate continued to serve the remaining one hundred and eighty-one (181) **Head Start enrollees in center-based options during PY52**. The Delegate's program option changes included: **Brookhaven classrooms were increased from three to four**, **Mason Dixon reduced its classrooms from three to two**, **Ridgedale increased its classrooms from two to three**, and **added one classroom at Suncrest Primary for overflow of eligible children if and when needed, now offering HS/Pre-K services in thirty-four classrooms**. The Monongalia County Board of Education is also a Grantee for the Early Head Start Program.

The **Early Head Start (EHS) Program** was **initially awarded to North Central WV Community Action Association Inc. in January 1999** to serve fifty-two (52) prenatal, infants, and toddlers, and their families. During PY52, with the conversion of HS slots to EHS slots, the EHS Program began serving a total of seventy-six (76) enrollees and their families. With these additional slots, a **second home-based option was opened in Taylor County and brought EHS services to Webster County for the first time as a home-based option**. EHS is now offered in six of the Grantee's service area counties including **Barbour, Marion, Randolph, Taylor, Tucker, and Webster Counties**.



## Head Start/Early Head Start Letter from the Program Director

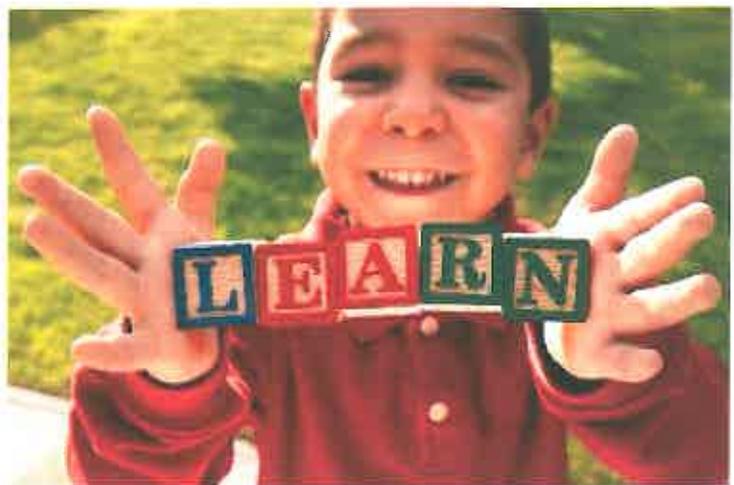
Information Submitted by: *Ruth Ann Ponzurick, Children Services Director*

Sixteen (16) of the seventy-six (76) EHS slots 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 sixty (60) EHS enrollees were offered service delivery in the home-based option in Barbour, Randolph, Taylor, Tucker, and Webster Counties.

The NCWVCAA Head Start/Early Head Start Grantee and its Head Start Delegate Programs' grant award for PY52 or 2017-2018 school year was \$6,954,439 to serve a total of eight hundred and fifty (850) Head Start and Early Head Start enrollees and their families. All West Virginia Head Start/Early Head Start Programs' allocation and enrollment for 2016 compared to 2017 are noted below while the information for FY2018 was not available at print as follows:

	FY 2016 State Funding-HS	FY 2016 State Enrollment-HS	FY 2017 State Funding-HS	FY 2017 State Enrollment-HS	FY 2018 State Funding-HS	FY 2018 State Enrollment-HS
West Virginia	\$65,259,418	8,078	\$65,472,936	7,947	\$67,330,645	7,937

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 PY52 was \$1,738,610.**



## Head Start/Early Head Start Accomplishments for 2017-2018

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

- √ The Office of Head Start (OHS) **moved from indefinite to definite project periods of five years (60 months)** for all **Head Start Grantees/Delegates** as part of the **Designation Renewal System (DRS)**. The DRS ensures that organizations of the highest quality continue to provide Head Start services and opens the service areas of others to competition. The NCWVCAA Head Start/Early Head Start (HS/EHS) Grantee and Head Start Delegate began its 1<sup>st</sup> year of a five-year grant cycle during PY49 or 2014-2015 school year and **completed year four during PY52 or 2017-2018**. As part of this 4<sup>th</sup> year application, the Grantee/Delegate described its status/updates of its program approach, outcomes, and measures of program progress compared to those identified in the 1<sup>st</sup> year application for the five-year period.
- √ The NCWVCAA Grantee and Delegate have been **100% compliant for the past four years** with the **Governance and Leadership Capacity Screening** for the **Boards and Policy Council** and the **Delegate's Policy Committee**; has completed the **Environmental Health and Safety Screening/Checklist** for **all sites** that served HS/EHS children and included a plan of action/correction for any concerns; and both screenings were completed with specific timelines.
- √ Ongoing use of the **Program Governance Survey** created by the NCWVCAA HS/EHS Program for each **Policy Council** and the **Board of Directors'** members used to ensure understanding of their **roles and responsibilities** as program leaders as well as identifies **training topics**.
- √ Since **1966**, NCWVCAA completed its fifty-second (**52<sup>nd</sup>**) year providing **Head Start (HS)** services in eight (**8**) **counties** now serving seven hundred and seventy-four (**774**) participants. (**Grantee**-five hundred and ninety-three (**593**) and **Delegate**-one hundred and eighty-one (**181**)).
- √ All of the Grantee's **58 classrooms** during PY52 **met the WV Legislative mandate** effective July 1, 2016 in that early childhood education programs provided at least **1500 minutes (25 hours)** of instruction per week for **at least 48,000 minutes (32 weeks)** annually. Of the 58, eleven (**11**) **HS operated classrooms in Marion County met 1,020 hours** as part of the **Duration Supplement Grant**.
- √ **All of the Grantee and Delegate classrooms** are recognized as **full-day classrooms**.
- √ The **last Federal Monitorings** received by the **Grantee and Delegate** occurred during **FY2016 or PY50**: (1) Comprehensive Services and School Readiness the week of March 14<sup>th</sup>; (2) CLASS during the week of April 18<sup>th</sup>; and (3) Environmental Health and Safety May 11-13<sup>th</sup>. During **PY51**, the Grantee and Delegate received the ERSEA (Enrollment, Recruitment, Selection, Enrollment, and Attendance) Monitoring event April 24<sup>th</sup> to April 25<sup>th</sup>, 2017. There were **not any deficiencies or non-compliances** identified in any of the four monitorings. *Please see the results of each of these monitoring events found in this Annual Report on pages 63-83.*
- √ Since January **1999**, NCWVCAA completed its nineteenth (**19<sup>th</sup>**) year offering **Early Head Start (EHS)** to fifty-two (**52**) enrollees in five (**5**) counties and during **PY52 increased** the enrollment to seventy-six (**76**) in six (**6**) counties.
- √ Both of the Grantee's EHS/HS Programs were fully enrolled and **served over 10% of children with disabilities** during the 2017-2018 school year.



## Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)

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

- √ The **School Readiness Goals** and a **Plan of Action** established **goals** for each **Preschool (Head Start); Infant/toddlers (Early Head Start); Family Engagement;** and the **Program**. School Readiness **surveys** for both **EHS** and **HS** were again conducted at the beginning of the 2017-2018 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 2017-2018 school year to **review** and **analyze data** and is **comprised** of **NCWVCAA HS/EHS Administrative and Program Staff** as well as **parents**.
- √ Program now has **two Mentoring sites**, **Edgemont II** in **Marion County** and **Beverly II** in **Randolph County**, where new staff receive hands-on orientation and those needing additional/refresher professional development training as part of a strong ongoing monitoring system.
- √ The NCWVCAA Head Start/Early Head Start Program **adopted** the **Practice-based Coaching (PBC) Model** that is a process for **supporting teacher's** use of **effective teaching practices** that lead to positive outcomes for children. In addition to the program's 2 Mentor sites, Head Start Teaching staff were also given the opportunity to participate in the Practice-based Coaching Model as part of professional development. Education Program Specialists use multiple sources of data, recommendations, and any additional factors to select staff to take part in PBC. During PY52, **3 HS staff** and **1 EHS center-based staff** participated in PBC.
- √ Program continued to use the **Early Childhood Positive Behavior Implementation Support (ECPBIS) Model** to **increase positive behaviors** in the **classroom** and **home**. During PY52 Pre-Service, all staff received a visual card containing the program wide ECPBIS expectations of "Be Respectful and Be Safe" to encourage all staff to use ECPBIS strategies daily. Custodians were trained on Module I and Bus Drives/Teaching staff attended a training entitled "ECPBIS on the Bus." Throughout the program year, ECPBIS Modules were provided to newly hired staff including Substitutes, Floaters, and Bus Drivers. Marion County Teaching Staff were provided with a training opportunity to learn about and create various ECPBIS materials for their classrooms. Family Educators received Parents Interacting with Infants (PIWI) which encourages positive parent-child interactions. The Teaching Pyramid Observation Tool (TPOT) and The Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) were completed in identified classrooms to ensure the implementation of the Pyramid Model is reflective in teaching practices.
- √ The program continued to utilize a **Family Needs/Interests Tracking Form** **three times** during the program year to **capture family outcome data** and **individual family progress** towards achieving goals.
- √ The Program continued to offer parents the opportunity to engage in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. **Head Start families** attended **Positive Parenting Program (Triple P) parenting curriculum** seminars and developed parenting plans with the assistance of Family Resource Coordinators. **Early Head Start families** engaged in **Parents as Teachers parenting curriculum** during home visits.

## Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)

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

- √ During PY52, the program **adopted the Prevent-Teach-Reinforce for Young Children (PTR-YC) Model** to assist the Mental Health Program Specialist in **developing behavior plans** to support children in the classroom. PTR-YC was incorporated into the Mental Health/Social Emotional Well-being Policy and Procedure.
- √ **Family Satisfaction Surveys** that were solicited at the end of the 2017-2018 school year indicated that **95.73% 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, strategies, home visits, and parenting support. With 8 families responding to the survey, **100% were satisfied with the mental health services** that their child/family received.
- √ Continued to take a **proactive stance in Active Supervision** by creating a **ZERO-TOLERANCE policy**. Staff utilized **redundant systems** throughout the day to **ensure children are always accounted for**. Each site created an Active Supervision Plan that mimics the classroom daily schedule and ensured staff of their supervision and zoning responsibilities throughout the day. Also, each class utilized visuals such as Active Supervision Cards with the name and photo of the child, the Universal Active Supervision Symbol (the stop sign) to remind the staff to count before transitioning to a new area, and a classroom whiteboard that reflects present counts of children during the day. Staff also documented presents counts on a Daily Sign In/Out Form and communicated together to ensure all children are accounted for. The program continued to conduct monitorings at arrival and departure to ensure procedures are followed.
- √ **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 County** to provide center-based services to HS eligible children.
- √ **Universal Pre-K Program Review Audit** was conducted in **Barbour, Marion, Preston, and Randolph Counties** during the 2017-2018 program year.
- √ **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.
- √ **New partnership/MOU** created with **Southern Educational Services Cooperative** to provide professional development and route observations for HS Bus Drivers.
- √ **Pre-Service 2018** included individualized **"Behind the Wheel" Route Training** with each Head Start Bus Driver.

## *Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)*

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

- ✓ **Ongoing space/land agreements** with: M.W.P.H. Grand Lodge of West Virginia (Carolina HS Center); Fairmont Housing Authority (West Fairmont HS Center); Marion County Board of Education (Fairmont HS Center, East Fairmont EHS Center, and North Marion EHS Center); Town of Rivesville (Rivesville HS Center); 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 EHS site).
- ✓ **On-going Interagency Agreements** for Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties that promoted cooperation in the development of a coordinated, inter-agency system of services for all children birth through five and their families that receive services and support from early childhood participating parties. Participating organizations could include: NCWVCAA HS/EHS, county Board of Education, Department of Health and Human Resources, Family Resource Network, Starting Points, Parents as Teachers, WV Birth to Three, etc.
- ✓ Continued an **independent contract** with a **Licensed Psychologist** that specializes in early childhood to **provide training and Mental Health consulting services** to the HS/EHS Program.
- ✓ **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** that were competed prior to the start of school in Barbour, Marion, Preston, Randolph, Taylor, and Webster Counties that outlined 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.

## Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)

Information Submitted by: *Ruth Ann Ponzwick, Children Services Director*

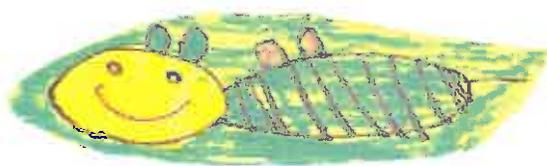
- √ Agency established an **independent contract** with **EPIC Mission** to conduct the **Community Assessment** and **updates** for all of the North Central WV Community Action service areas.
- √ On-going **partnership** with the **Taylor County Health Department** that used the program's Lead Care 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.
- √ Continued **monthly automated newsletters** created by each the Health, Nutrition/Safety, and Mental Health Program Specialists that were distributed to staff and HS/EHS participants for informative **health, nutrition/safety including transportation safety, and mental health** related topics.
- √ **Transportation Waiver** was **approved** through the 2017-2018 schoolyear by the Region III Head Start Office for the Child Restraints Systems and Bus Aides for those children that ride Board of Education buses in **Monongalia County**.
- √ **Updated Security systems** were purchased and 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; Lucretia and Webster in Taylor County; Cowen in Webster County; and Midland EHS in Randolph County.
- √ **Received two (2) new 35 passenger buses**.
- √ **Office/classroom enhancements** and **several maintenance projects** that included improvements to **facilities and/or playgrounds** were completed by the NCWVCAA Maintenance Coordinator and Sub General Maintenance Helpers.
- √ **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 September 2017 and has received safety equipment for on the job use (steel toed shoes, helmets, goggles, masks, etc.).
- √ Continued to employ a **Maintenance Coordinator** who possesses a **plumber's license** and is a **Certified Playground Safety Inspector** through the **National Playground Safety Institute**.
- √ Employed three (3) **certified First Aide/CPR Instructors**.
- √ Four (4) **Education Program Specialists** were: (1) Pre-K **Certified Classroom Assessment Scoring System (CLASS) Observers**; (2) **WV STARS** and **WV Early Learning Scale Trainers**; (3) **Early Childhood Positive Behavior Implementation Support (ECPBIS) Trainers**, and (4) **trained in Practice-Based Coaching**.
- √ Five (5) **Program Specialists** were: **CPI (Non-Violent Crisis Intervention) Instructors**.



## Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)

Information Submitted by: *Ruth Ann Ponzwick, Children Services Director*

- √ In meeting the Teaching credentials as required by the Head Start Act, Teaching Staff employed by NCWVCAA Head Start Program for PY52 possessed the following:
  - Out of Twenty-three (23) Teachers with Early Childhood Degrees: two (2) had Masters; Eighteen (18) had Bachelor's Degrees, (1) Board of Regents, and one (1) had an Associate's Degree. One (1) Teacher vacancy was covered by an Assistant Teacher with the Apprenticeship for Child Development Specialist (ACDS).
  - In addition to these degrees, as part of the West Virginia Department of Education Community Program, four (4) Teachers had a Temporary Authorization working towards a Permanent Authorization and fifteen (15) had a Permanent Authorization; and two (2) were Pre-K Certified through the WV State Board of Education. One (1) Teacher for the classroom that primarily served three (3) year old children in Taylor County were not required to have the authorization through the WV Board of Education and one (1) vacant position that was covered by an Assistant Teacher who had a Permanent Authorization for Early Childhood Assistant Teacher (ECCAT) Credential. No waivers were applicable for the 2017-2018 school year.
  
- √ In meeting the Associate/Assistant Teacher credentials as required by the Head Start Act, Assistant Teachers employed by the NCWVCAA Head Start Program for PY52 possessed the following:
  - Out of Twenty-three (23) Assistant Teachers with Degrees in Early Childhood: three (3) had an Associate's Degree; thirteen (13) had the Apprenticeship for Child Development Specialist (ACDS); three (3) completed the WV Department of Education E-Learning for Educators classes; and four (4) were enrolled in the WV Department of Education E-Learning for Educators.
  - In addition to these degrees, as part of the West Virginia Department of Education Community Program, four (4) Assistant Teachers had a Temporary Authorization as an Early Childhood Classroom Assistant Teacher Credential (ECCAT) and working towards a Permanent Authorization and nineteen (19) Assistant Teachers had a Permanent Authorization for Early Childhood Classroom Assistant Teacher (ECCAT) Credential.
  - Out of ten (10) Associate/Assistant Teachers that worked along with the Board of Education Teachers in the Board of Education collaborative classrooms; one (1) had a Bachelor's Degree, two (2) had an Associate's Degree, six (6) had an Apprenticeship for Child Development Specialist (ACDS), and one (1) was enrolled in the WV Department of Education E-Learning for Educators to obtain Permanent Authorization for Early Childhood Assistant Teacher (ECCAT) Credential.
  - In addition to these degrees, also part of the West Virginia Department of Education Community Programs, there were nine (9) Associate/Assistant Teachers who had a Permanent Authorization for Early Childhood Classroom Assistant Teacher (ECCAT) Credential.
  - There were no staff teaching apprenticeship classes during PY52.
  
- √ The NCWVCAA Early Head Start Program employed four (4) Staff in the two center-based 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.



## Head Start/Early Head Start Accomplishments for 2017-2018 (Con't)

Information Submitted by: *Ruth Ann Ponzwick, Children Services Director*

- √ The **Innovators Group** focused on the implementation of **ChildPlus** during the 2017-2018 school year. ChildPlus allowed the program to start **tracking items electronically** and **populate reports** for many service areas. The software **monitors health compliance** to include areas needing follow-up and treatment received. Staff were able to **generate their own self-tracking report** for ensuring health compliance. Another benefit to the health service area was that ChildPlus Growth Charts are based on CDS Standards. The **Change of Information** form was created in as an electronic version in ChildPlus. **Meals and attendance for HS and center-based EHS** was completed in ChildPlus rather than the previous excel version. **Waitlists** were able to be **automated** using ChildPlus. Lastly, **case notes for HS and EHS enrolled children/participants** were kept in ChildPlus. In addition, Family Partnership Agreement progress was also tracked in the database system. Lastly, case notes for HS and EHS enrolled children/participants were kept in ChildPlus.



## Monongalia County Head Start Accomplishments 2017-2018

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

- √ Began its **52<sup>nd</sup>** year as a **delegate** agency with North Central West Virginia Community Action Association Inc.
- √ The Program **offered Head Start** services to a total of **199 children** in **full-day, center-based** programs that **met four days a week**.
- √ **All Teachers** are **certified** by the **state of West Virginia** to teach in a preschool classroom.
- √ **All classroom Assistant Teachers** are currently **credentialed** according to **Head Start requirements**; of the thirty-four (34) assistant teachers employed, 26 have completed all certification classes and 8 are currently enrolled in certification classes.
- √ Monongalia County Head Start was privileged to have **two-hundred and ninety-five (295) volunteers** in our classrooms. Of these, **one hundred and four (104) volunteers** were **current or former Head Start/Early Head Start parents**.
- √ This year, the program began **implementation** of a **coordinated coaching model**. The program provided individualized professional development by having each staff member identify personal professional development goals. Staff were identified as having intensive needs, needs that could be addressed in a small group, and needs that could be addressed through large group setting. Online courses were utilized to reinforce professional development. T&TA funds were used to support each goal.
- √ **Pre-K Academic coaches** continued classroom staff training in **ECPBIS**. Teachers and aides were given group and individualized training on the implementation of Play Plans, which enhance literacy and language skills. All classrooms have implemented the initiative with fidelity and are monitoring child progress in the areas of language/literacy, social skills and approaches to learning.
- √ Monongalia County Head Start staff continued with professional development/training in the researched based **Triple P Parenting Program**. The staff also began developing a plan for offering parent seminars through-out the county to meet the needs of our neediest families.
- √ **Community Partnerships** continued to **maintain strong relationships** during **2017-2018**. PNC bank continued to provide literacy backpacks to Head Start children during the summer and provided financial literacy training to Head Start families. Additionally, the partnership with the Morgantown Service League continued to grow this year. In addition to the emergency services support that included winter clothing, food, cleaning and laundry supplies, and holiday support, the Morgantown Service League also provided books as incentives for School Readiness family participation.
- √ Program staff **implemented a tool developed** by the staff **during its Self-Assessment process** this year. This tool gave staff a new look at program strengths and weaknesses by comparing performance standards to data and outcomes and fostered in-depth conversations about program growth, goals and objectives. The outcomes of the tool, as well as other data sources, were utilized to create plans for improvement, staff development plans, budgets and program calendars.
- √ The Program **continues to 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 2017-2018 School Readiness Goals and Outcome Data can be found on the program website at <https://boe.mono.k12.wv.us/20/home>.

## Monongalia County Head Start Accomplishments 2017-2018

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

- √ The Head Start program **strived** to serve **children at greatest risk**. This year, the program served four (4) foster children, two (2) homeless children, sixteen (16) English as a Second Language (ESL) children, two (2) children using American Sign Language, and forty-nine (49) 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.
- √ **Grant funds are allocated each year to ensure that playground equipment, motor materials, and classroom materials have been updated to meet safety standards.** Health and Safety Checklists and Health and Safety Screeners are completed at least annually as required by classroom staff to ensure that all materials and equipment are safe and available.
- √ The Program has a **partnership with West Virginia University**; this institution of higher learning provided resources that include Masters' of Social Work and Bachelors' of Social Work students, student nurses, and education students. Additionally, WVU provided free support and trainings to teachers and assistant teachers from Curriculum and Instruction, Family Studies, and Human Resources and Education departments, and psychology students who provided family classroom assistance through the mentorship of our Mental Health Specialist.
- √ The Program, in **partnership with Birth to Three and the Monongalia County Board of Education's Special Education Department**, conducted a **Child Find screening** in August. Several children who attended this event were eligible for Special Education services and were provided with an IEP.
- √ **Partnerships with Monongalia County Board of Education provided additional support in the areas of transportation, classroom staffing, administration, nutrition services, health services, and special education services.**
- √ 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 continued to consult with **The Watson Institute** and has secured ongoing funding to provide continued group and individualized support and training for staff throughout the 2017-2018 year.
- √ Working closely with our Region III T&TA's, our program also **developed and began implementation of a transition plan** to ensure smooth transitions from Early Head Start to Head Start, as well as from Birth to Three to Head Start.
- √ During 2017-2018, Monongalia County Head Start developed a **Dual Language Plan**. Due to the university, our area experiences many different cultures and languages. In addition to preserving the home language, we began investigating resources and materials in the most common languages- Arabic and Spanish. In addition to materials, we put in place parent volunteers who could assist families, attend meetings, and serve as a link between the parent and the school; breaking down the communication barrier.



# Early Head Start Enrollment/Attendance Information

Information Submitted by: Jaime Parkhill, Systems Information Coordinator

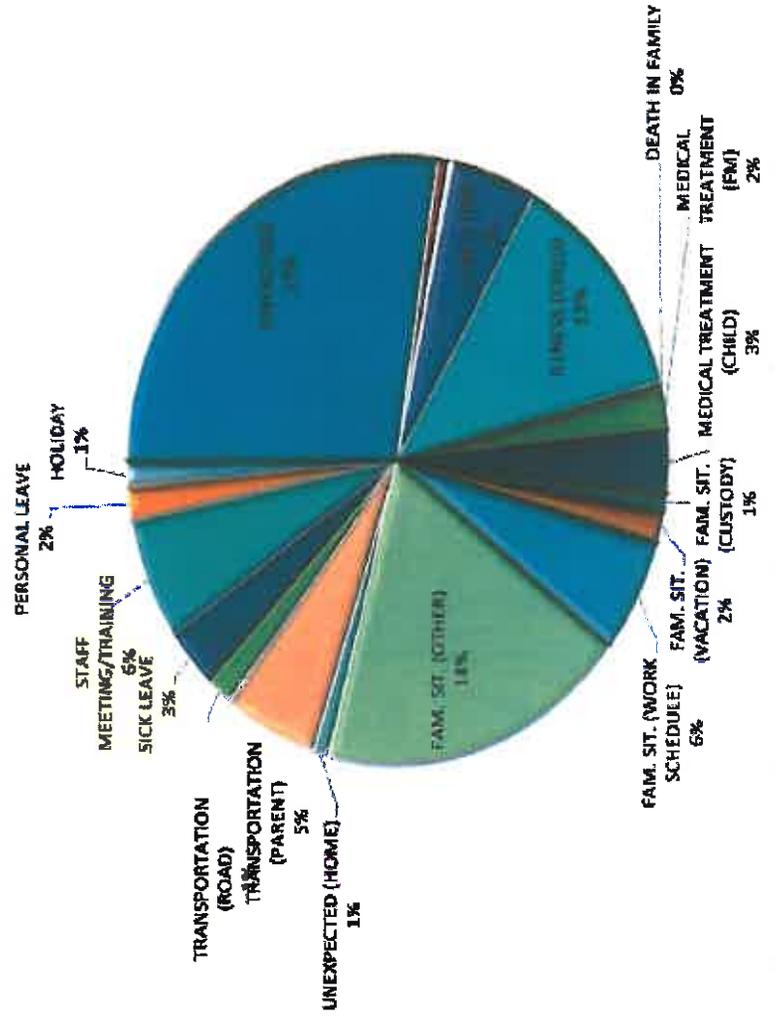
## NCWCAA EARLY HEAD START ENROLLMENT/ATTENDANCE TOTALS FOR PY52

CENTER	ENROLLMENT PERCENTAGE	ATTENDANCE PERCENTAGE	TOTAL NUMBER FUNDED
BARBOUR EHS	109.25%	x	9
EAST FAIRMONT EHS	100.00%	77.18%	8
NORTH MARION EHS	87.50%	58.85%	8
RANDOLPH EHS	99.30%	x	12
TAYLOR I EHS	100.00%	x	12
TAYLOR II EHS	93.75%	x	12
TUCKER EHS	119.44%	x	3
WEBSTER EHS	91.66%	x	12
<b>PROGRAM</b>	<b>100.11%</b>	<b>68.02%</b>	<b>76</b>

The EHS Program was not at full enrollment during July through December 2017 due to being in the start-up phase for a second EHS Home-based option in Taylor County and a new EHS Home-based option in Webster County. The Program stayed at full enrollment from January 2018 until the end of the program year.

The top three reasons for absences at center-based, home visits, and socializations were: Unexcused (27%), Family Situation-other (18%) and illness of a Child (13%).

YEAR TO DATE CENTER-BASED, HV, & SOCIALIZATION ABSENCE REASONS	NUMBER
UNEXCUSED	612
HOSPITALIZED (FM)	14
HOSPITALIZED (CHILD)	6
ILLNESS (FM)	113
ILLNESS (CHILD)	284
INJURY (FM)	2
INJURY (CHILD)	0
DEATH IN FAMILY	2
MEDICAL TREATMENT (FM)	56
MEDICAL TREATMENT (CHILD)	74
FAM. SIT. (CUSTODY)	20
FAM. SIT. (VACATION)	39
FAM. SIT. (WORK SCHEDULE)	136
FAM. SIT. (RELIGION/BELIEF)	0
FAM. SIT. (OTHER)	415
UNEXPECTED (SCHOOL)	1
UNEXPECTED (HOME)	20
TRANSPORTATION (PARENT)	122
TRANSPORTATION (PROGRAM)	5
TRANSPORTATION (BOE)	1
TRANSPORTATION (ROAD)	33
SICK LEAVE	76
STAFF MEETING/TRAINING	144
PERSONAL LEAVE	40
HOLIDAY	31



# Head Start Grantee and Delegate Enrollment/Attendance Information

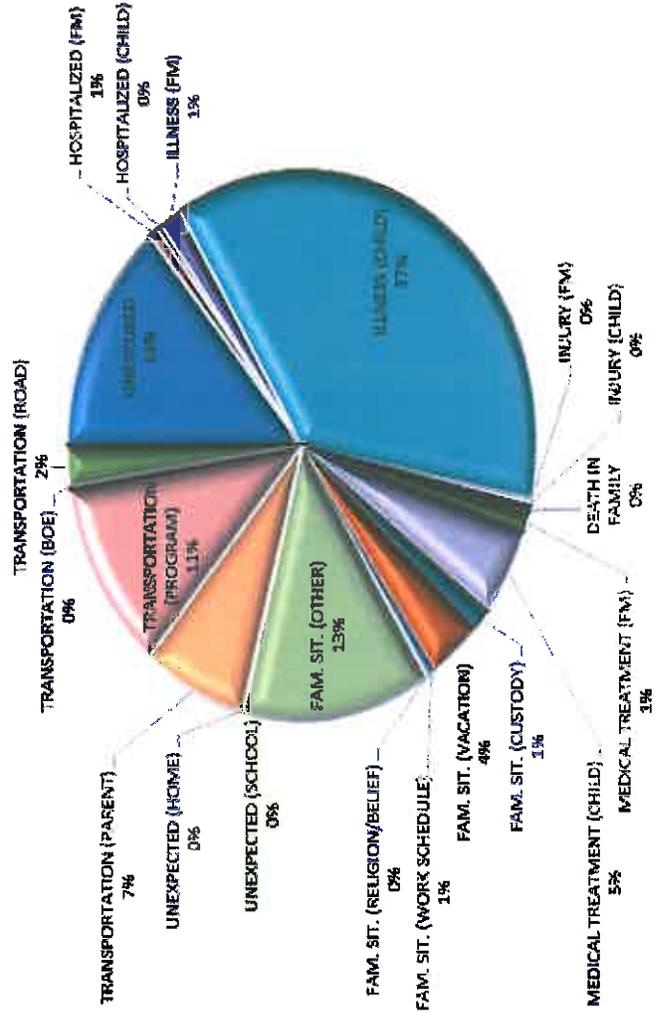
Information Submitted by: *Jaime Parkhill, Systems Information Coordinator and Debra Jones, (Delegate) Director of Early Childhood*

## HEAD START GRANTEE AND DELEGATE ENROLLMENT/ATTENDANCE INFORMATION FOR PY52

MONTH	ATTENDANCE		ENROLLMENT	
	AVERAGE	PERCENTAGE	COUNTY	FINISHED
AUGUST	95.23%	99.87%	Barbour	52
SEPTEMBER	91.11%	101.16%	Marion	209
OCTOBER	90.22%	100.78%	Monongalia	181
NOVEMBER	89.96%	100.39%	Pocahontas	20
DECEMBER	86.73%	100.13%	Preston	55
JANUARY	85.97%	100.26%	Randolph	110
FEBRUARY	86.24%	100.00%	Taylor	95
MARCH	86.26%	100.00%	Webster	52
APRIL	88.08%	100.00%		
MAY	89.64%	100.00%		
JUNE				
<b>ANNUAL PROGRAM ATTENDANCE AND ENROLLMENT TOTALS</b>	<b>88.94%</b>	<b>100.30%</b>	<b>TOTAL</b>	<b>774</b>

The Head Start program remained 100% enrolled throughout the program year. All classes were not in session in June. The top three reasons for absences were: Illness of a child (37%), Unexcused (14%), and Family Situation-other (13%).

REASONS FOR ABSENCES AT THOSE SITES WITH AVERAGE ATTENDANCE <85%:	
UNEXCUSED	1233
HOSPITALIZED (FM)	55
HOSPITALIZED (CHILD)	33
ILLNESS (FM)	128
ILLNESS (CHILD)	3280
INJURY (FM)	10
INJURY (CHILD)	24
DEATH IN FAMILY	42
MEDICAL TREATMENT (FM)	109
MEDICAL TREATMENT (CHILD)	457
FAM. SIT. (CUSTODY)	115
FAM. SIT. (VACATION)	333
FAM. SIT. (WORK SCHEDULE)	54
FAM. SIT. (RELIGION/BELIEF)	13
FAM. SIT. (OTHER)	1137
UNEXPECTED (SCHOOL)	0
UNEXPECTED (HOME)	9
TRANSPORTATION (PARENT)	633
TRANSPORTATION (PROGRAM)	1013
TRANSPORTATION (BOE)	20
TRANSPORTATION (ROAD)	202



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

*Information Submitted by: Jaime Parkhill, Systems Information Coordinator*

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

<b>HEAD START</b>				
<b>COUNTY</b>	<b>NUMBER OF CHILDREN SERVED</b>	<b>NUMBER OF FAMILIES SERVED</b>	<b>AVERAGE MONTHLY ENROLLMENT</b>	<b>PERCENTAGE OF ELIGIBLE CHILDREN SERVED</b>
BARBOUR	58	57*	102.13%	86.20%
MARION	230	218*	93.45%	95.65%
MONONGALIA (Delegate)	199	187*	100.00%	100.00%
POCAHONTAS	32	29*	145.55%	100.00%
PRESTON	60	59*	100.80%	96.66%
RANDOLPH	119	119	100.80%	98.31%
TAYLOR	100	93*	99.18%	93.00%
WEBSTER	59	59*	110.04%	98.30%
<b>TOTAL</b>	<b>886</b>	<b>857*</b>	<b>106.50%</b>	<b>96.61%</b>

Number of children and families served taken from the PY52 HS PIR July 1, 2017 to June 30, 2018. Average monthly enrollment percentages based on September 2017 to May 2018. Percentage of eligible children served is based on information obtained from the PY52 PIR and ChildPlus Wait Lists.

\*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

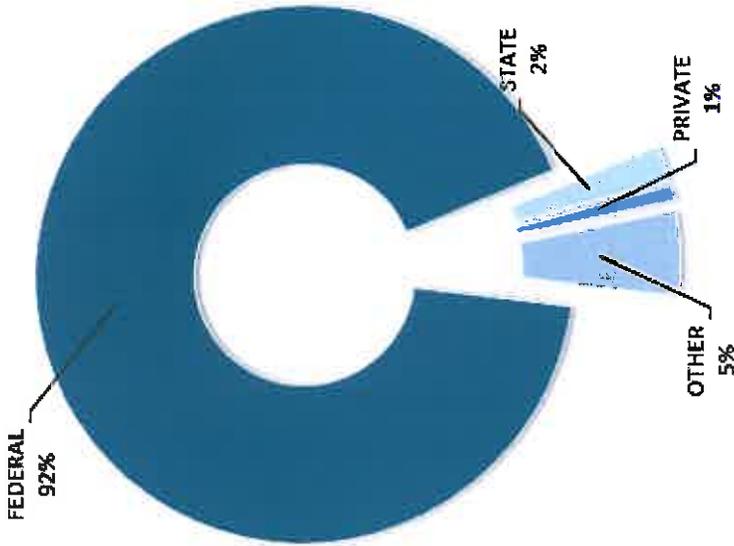
<b>EARLY HEAD START</b>				
<b>COUNTY</b>	<b>NUMBER OF CHILDREN SERVED</b>	<b>NUMBER OF FAMILIES SERVED</b>	<b>AVERAGE MONTHLY ENROLLMENT</b>	<b>PERCENTAGE OF ELIGIBLE CHILDREN SERVED</b>
BARBOUR	18	10*	109.26%	83.33%
MARION	23	21*	93.75%	91.30%
RANDOLPH	26	23*	99.31%	96.15%
TAYLOR	42	35*	81.25%	95.24%
TUCKER	10	8*	119.44%	100.00%
WEBSTER	17	11*	53.47	82.35%
<b>GRANTEE TOTALS</b>	<b>136</b>	<b>108*</b>	<b>92.75%</b>	<b>91.91%</b>

Number of children and families served taken from the PY52 EHS PIR July 1, 2017 to June 30, 2018. Average monthly enrollment percentages based on July 2017 to June 2018. Taylor County added a second home-based and Webster County added home-based EHS. Full enrollment was not met until January 2018. Percentage of eligible children served is based on information obtained from the PY52 PIR and ChildPlus Wait Lists.

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

*Financial Information Submitted by: Patricia McFosland, Finance Director*

**North Central WV Community Action Agency, Inc.  
Budgeted Funds for 2018-2019**



The total expected federal funds are approximately \$10.2 million from the Department of Health & Human Services, Federal Emergency Management Agency, Housing & Urban Development, Department of Veterans Affairs, and as a pass through the WV Governor's Office of Economic Opportunity and the WV Housing Development Fund.

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

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

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

# Financial Information (Cont)

*Financial Information Submitted by: Patricia McFarland, Finance Director*

**PY52 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 4,280,726.00	\$ 4,280,726.00
FRINGE BENEFITS	\$ 1,035,280.00	\$ 1,035,280.00
TRAVEL	\$ 3,300.00	\$ 45,523.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 239,241.00	\$ 4,717.00
CONTRACTUAL	\$ 31,807.00	\$ -
OTHER	\$ 719,872.00	\$ 33,757.00
INDIRECT COSTS	\$ 560,216.00	\$ -
<b>TOTALS</b>	<b>\$ 5,870,442.00</b>	<b>\$ 88,997.00</b>

**PY53 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 4,363,729.00	\$ 4,363,729.00
FRINGE BENEFITS	\$ 1,046,626.00	\$ 1,046,626.00
TRAVEL	\$ 5,200.00	\$ 46,116.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 239,246.00	\$ 4,294.00
CONTRACTUAL	\$ 41,140.00	\$ -
OTHER	\$ 781,068.00	\$ 41,277.00
INDIRECT COSTS	\$ 572,082.00	\$ -
<b>TOTALS</b>	<b>\$ 7,049,041.00</b>	<b>\$ 91,687.00</b>

**PY52 BUDGET FOR HEAD START**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 3,197,460.00	\$ 3,197,460.00
FRINGE BENEFITS	\$ 735,417.00	\$ 735,417.00
TRAVEL	\$ 1,050.00	\$ 21,768.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 162,313.00	\$ 4,500.00
CONTRACTUAL	\$ 21,750.00	\$ -
OTHER	\$ 650,725.00	\$ 28,422.00
INDIRECT COSTS	\$ 469,587.00	\$ 469,587.00
<b>TOTALS</b>	<b>\$ 5,238,902.00</b>	<b>\$ 54,690.00</b>

**PY53 BUDGET FOR HEAD START**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 3,241,604.00	\$ 3,241,604.00
FRINGE BENEFITS	\$ 745,569.00	\$ 745,569.00
TRAVEL	\$ 1,050.00	\$ 25,402.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 165,300.00	\$ 4,000.00
CONTRACTUAL	\$ 21,750.00	\$ -
OTHER	\$ 696,829.00	\$ 50,700.00
INDIRECT COSTS	\$ 489,625.00	\$ 489,625.00
<b>TOTALS</b>	<b>\$ 5,961,727.00</b>	<b>\$ 60,102.00</b>

**PY52 BUDGET FOR EARLY HEAD START**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 388,250.00	\$ 388,250.00
FRINGE BENEFITS	\$ 89,283.00	\$ 89,283.00
TRAVEL	\$ 250.00	\$ 8,705.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 32,656.00	\$ -
CONTRACTUAL	\$ 1,110.00	\$ 1,110.00
OTHER	\$ 41,575.00	\$ 5,885.00
INDIRECT COSTS	\$ 57,017.00	\$ 57,017.00
<b>TOTALS</b>	<b>\$ 610,121.00</b>	<b>\$ 13,788.00</b>

**PY53 BUDGET FOR EARLY HEAD START**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 403,926.00	\$ 403,926.00
FRINGE BENEFITS	\$ 92,903.00	\$ 92,903.00
TRAVEL	\$ 150.00	\$ 8,914.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 23,566.00	\$ 75.00
CONTRACTUAL	\$ 1,110.00	\$ -
OTHER	\$ 42,575.00	\$ 5,425.00
INDIRECT COSTS	\$ 61,010.00	\$ 61,010.00
<b>TOTALS</b>	<b>\$ 627,240.00</b>	<b>\$ 14,414.00</b>

**PY52 BUDGET FOR DELEGATE**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 695,036.00	\$ 695,036.00
FRINGE BENEFITS	\$ 210,580.00	\$ 210,580.00
TRAVEL	\$ 2,000.00	\$ 15,302.00
EQUIPMENT	\$ 44,272.00	\$ 217.00
SUPPLIES	\$ 8,947.00	\$ 8,947.00
CONTRACTUAL	\$ 27,572.00	\$ 27,572.00
OTHER	\$ 38,612.00	\$ 38,612.00
INDIRECT COSTS	\$ 1,022,019.00	\$ 15,519.00
<b>TOTALS</b>	<b>\$ 1,997,038.00</b>	<b>\$ 1,037,538.00</b>

**PY53 BUDGET FOR DELEGATE**

	PROGRAM OPERATION T&TA	TOTAL
PERSONNEL	\$ 718,199.00	\$ 718,199.00
FRINGE BENEFITS	\$ 208,154.00	\$ 208,154.00
TRAVEL	\$ 4,000.00	\$ 11,800.00
EQUIPMENT	\$ -	\$ -
SUPPLIES	\$ 48,380.00	\$ 219.00
CONTRACTUAL	\$ 18,280.00	\$ 18,280.00
OTHER	\$ 41,664.00	\$ 5,152.00
INDIRECT COSTS	\$ 21,957.00	\$ 21,957.00
<b>TOTALS</b>	<b>\$ 1,050,074.00</b>	<b>\$ 17,171.00</b>

# NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

Information Submitted by: Shannon Gore, Children Services Program Specialist Supervisor/Family and Community Engagement Program Specialist

## NCWVCAA Head Start/Early Head Start Parent Engagement Activities

During PY52 or the 2017-2018 school year, the Family and Community Engagement Framework continued to serve as a road map for engaging children, families, and the community into the Head Start and Early Head Start programs.

# LEADERSHIP

- A minimum of 2 Parent Committee meetings were held by classroom, center, or county.
- Elections were held for leadership positions including Parent Committee, Policy Council, Advisory and Leadership Teams.
- Parent Committee members made recommendations and assisted staff with the planning of Parent Engagement Events, Parent/Child Activity Monies expenditures, and other program activities and services.

Parent Committees



- Membership continued to be comprised of a majority of current Head Start and Early Head Start parents in addition to Non-ACF enrolled families who were part of the NCWVCAA HS/Board of Education Collaborative Partnerships as well as community stakeholders.
- Members continued to be actively engaged in all aspects of the program including but not limited to the review and approval of monthly financial statements, program information summaries, attendance and enrollment, the annual Self-Assessment, the Strategic Plan and the Community Needs Assessment.

Policy Council



- Education, Health, and Family and Community Engagement Advisories met a minimum of two times.
- Advisory members assisted Program Specialists with service area data analysis and the development of Policies and Procedures.
- The School Readiness Leadership Team and Early Childhood Positive Behavior Implementation Support Leadership Team also continued to meet during the school year.

Advisories and Leadership Teams



The program continued to recognize the volunteers who accumulated the most volunteer hours in the classroom or home-based setting during PY52 through the Volunteer Incentive Program (VIP). VIP winners along with their immediate families were invited to the end of year Policy Council event held at Valley Worlds of Fun. During the meeting, VIP Winners were recognized for their service and dedication to the program. The Program Option Volunteer Recognition certificates were again awarded twice during PY52 to those classrooms per county who had accumulated the most volunteer hours within a given timeframe. The winning site's Parent Committees voted to use their certificates towards allowable activities or items such as parent/child activities that were an extension of the program, classroom supplies, or field trips.

# ENGAGEMENT

As part of the program's Parent Engagement efforts, Head Start families were invited to participate in at least 3 Parent Engagement Events and Early Head Start families were invited to participate in at least 4 events during PY52. Parent Engagement Events provided opportunities for families to:

Obtain training information and resources on topics including child development, budgeting and financial literacy, positive parenting skills, developmentally appropriate activities for children, dental care, nutrition and healthy eating, and mental health topics such as stress management.

Participate in an activity that encouraged strong family attachment including family dinners, family game nights, literacy activities, children's art galleries, bowling, roller skating, painting pottery, and arts and crafts, etc.

Engage father/male role models in special activities during Parent Engagement Events such as crafts and family fun nights with fathers/male role models planning and volunteering at the event.

# NCWVCAA Head Start/Early Head Start Grantee Parent Engagement Activities

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



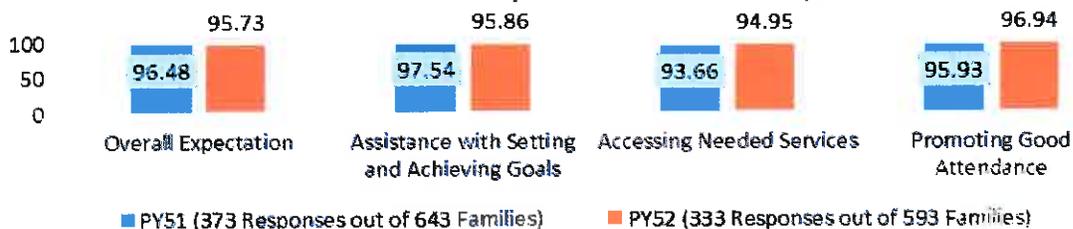
The program continued to offer parents the opportunity to engage in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. Head Start Family Resource Coordinators (FRC) offered a minimum of two Positive Parenting Program (Triple P) Seminars, as well as developed individualized parenting plans with families. Early Head Start (EHS) Family Educators and the EHS FRC incorporated the Parents as Teachers curriculum into weekly home visits with families.



PY52 Family and Community Engagement service area data indicated that the program continued to meet the needs of children and families in accordance with the Parent, Family and Community Engagement (PFCE) Framework and School Readiness Goals. Multiple sources of data were analyzed for trends and to ensure the program was assisting families with preparing for transition to the next education setting. Administrative staff and Program Specialists also examine aggregated data when planning for staff's professional development.

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

### Head Start Family Satisfaction Survey Results



### Early Head Start Family Satisfaction Survey Results



*NCWVCAA Head Start/Early Head Start Grantee Board of Directors and  
Policy Council Officers & PY 52 Program Options*

*Information Submitted by: Ruth Ann Penzwick, Children Services Director*

**PY52 (2018) NCWVCAA Board of Directors**

**Jeff Van Volkenburg, President**  
**Michael Brantmayer, Vice-President**  
**Alcinda Shockey, Secretary**  
**Linda Sanders, Treasurer**  
**Joyce Floyd, Member-at-Large**  
**Kay Nesselrotte, Board Representative to  
Policy Council**

**PY52 NCWVCAA Policy Council Officers:**

**Steven Keener and James “Beau” Murphy, Chairperson**  
**Kayla Stemple, Vice-Chairperson**  
**Jackie Mahaney, Secretary**  
**James Danesh, Parliamentarian**  
**Steve Keener, Kayla Stemple, and Rose McIe, Policy  
Council Representatives to NCWVCAA Board of**



**Pictured left to right: Joyce Floyd, Michael Brantmayer, Alcinda Shockey, Linda Sanders, and Jeff Van Volkenburg**



**Pictured left to right: Kayla Stemple, James (Beau) Murphy, Jackie Mahaney, and James Danesh**

***Grantee and Delegate PY52 Program Options:***

**NCWVCAA Early Head Start Grantee served seventy-six (76) prenatal, infants, and toddlers and their families in the following options:**

- Two (2) Center-based Classrooms in Marion County;
- Six (6) Home-based sites in Barbour, Randolph, Taylor (two), Tucker, and Webster Counties.

**NCWVCAA Head Start Grantee offered services to five hundred and ninety-three (593) three and four year old children and their families in the following options:**

- All Fifty-eight (58) Center-based classrooms in Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties operated full day:
  - Of the fifty-eight,
    - ◊ Forty-five (45) operated over 6 hours per day/4 days per week as collaborative classrooms with the Boards of Education;
    - ◊ Eleven (11) operated 6 hours per day/5 days per week for 1,020 hours as collaborative classrooms with the Board of Education
    - ◊ One (1) operated as a full day Childcare collaborative in Pocahontas County;
    - ◊ One (1) operated over 6 hours per day/4 days per week as a non-collaborative three-year old 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-four (34) Center-based options across the county.
  - Of the thirty-four,
    - ◊ 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 Head Start program is a Delegate of North Central West Virginia Community Action Association Inc. We take great pride in our efforts to provide our families with opportunities to be active in Head Start, be engaged in their child's educational experiences, and take part in parent trainings based upon family needs. Supporting and building strong relationships between parents and their children are essential. We work to support family well-being, ongoing learning and development for both parents and children. In addition, we firmly believe that parents are their child's first teacher and we believe that engaged parents make a positive impact on their child's learning experiences.

We strive to engage parents and families, foster an environment of support and appropriate learning expectations, and connect families with identified community resources. 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. Often families are not aware of resources available to them in the community, therefore, we also aim to connect families to such resources. Furthermore, we recognize the value and importance of a father figure in our children's lives and encourage families to participate in program initiatives such as fatherhood events, and other events such as Back to School Night, Read A-Louds, and Family Fun Night.

To further support our parents/families, our program has adopted the Triple P Parenting Program to provide information and further support to families through seminars and individual parenting trainings/sessions. Triple P (Positive Parenting Program), like Parents as Teachers, is research based and provides parents with evidence-based strategies/supports, builds confidence within the parents in order for them to be self-sufficient and manage challenges independently, and helps them acquire skills which will be used in the early educational years and beyond. Seminars are held at various locations throughout the county to engage parents throughout the county.

In the area of Early Head Start, the Parents as Teachers curriculum provide our parents with resources, supports, and innovative solutions for working with their young children. In Monongalia County, Parents as Teachers is delivered in the child's home environment.

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



## Monongalia County Board of Education Delegate Family Engagement Activities (Continued)

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

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

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

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

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

Our families are extremely valuable to our program. We actively seek family input, and parental feedback. Annually, our Head Start families are asked to complete a Parent Interest survey and Program Satisfaction survey. Based upon parent input, Teacher and Head Start Staff input, our annual Family Activity Calendar was created.

## Monongalia County Board of Education Delegate Family Engagement Activities (Continued)

*Submitted by: Debra Jones, Director of Early Childhood*

This calendar outlines a variety of activities and we aim to encourage family participation in the home, the school, and the community. We also use monthly activity calendars to provide families with activities that outline simple, no-cost, activities parents could complete with their children. The activities focus on our School Readiness Goals which include: Cognitive Development, Approaches to Learning, and Language and Literacy. Parent and child engagement is very important and based upon our data, the School Readiness Team has decided to look at the family engagement piece more closely. Parent input is vital to our program. It is useful and necessary to help program staff plan trainings, family events, and school offerings. As stated earlier, of all our collaborations, our partnership with our families is of upmost value. Our partnerships have benefited and supported our children, families, and community agencies in our area. Fostering parent engagement and building upon family needs and interest, are the key to program planning. We are proud of our collaborative efforts, and the success of our program, but most of all, we are proud of the families and the differences they will make in their children's lives and educational career because they participated in our Head Start Program.



***Information Submitted by: Education Program Specialists***

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

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

The School Readiness Leadership Team established and continues to use the following goals to analyze and assess all service areas for child outcome data, trends for professional development, and how to use the data to prepare children and families for the next educational setting three times per program year. The School Readiness Leadership Team (SRLT) will meet to review and reevaluate the achieved School Readiness Leadership Team Goals for PY53. The status of the PY52 SRLT goals are as follows:

1. Analyzing available data and comparing with the program's School Readiness Goals:
  - **Status:** The program continues to conduct School Readiness Leadership Team Meetings three times during the program year to review and analyze data collected for both Early Head Start and Head Start to ensure that School Readiness Goals were met.
2. Compiling other service areas for data that include: health, mental health, enrollment/attendance, nutrition, and risk assessments, etc., to determine the impacts on infants/toddlers and child and family outcomes:
  - **Status:** Aggregated data was presented during School Readiness Leadership Team Meetings, Program Specialists/Children Services Supervisor Pre-Service, County staff meetings, Policy Council, and Board of Directors meetings. The data was studied to ensure Program Goals were met.
3. The WV Universal Pre-K Health and Safety Checklist committee met in 2016 and created a checklist to ensure the promotion of safe environments in Pre-K/Head Start classrooms, which endorses school readiness:
  - **Status:** Achieved. A Plan of Improvement was created for any non-compliances found. While updates were made as changes occurred, the Plan of Improvement was formally reviewed twice during the year along with the annual Self-Assessment Plan of Improvement. Any findings not completed due to various reasons will be added to PY53 Plan of Improvement.



***Information Submitted by: Education Program Specialists***

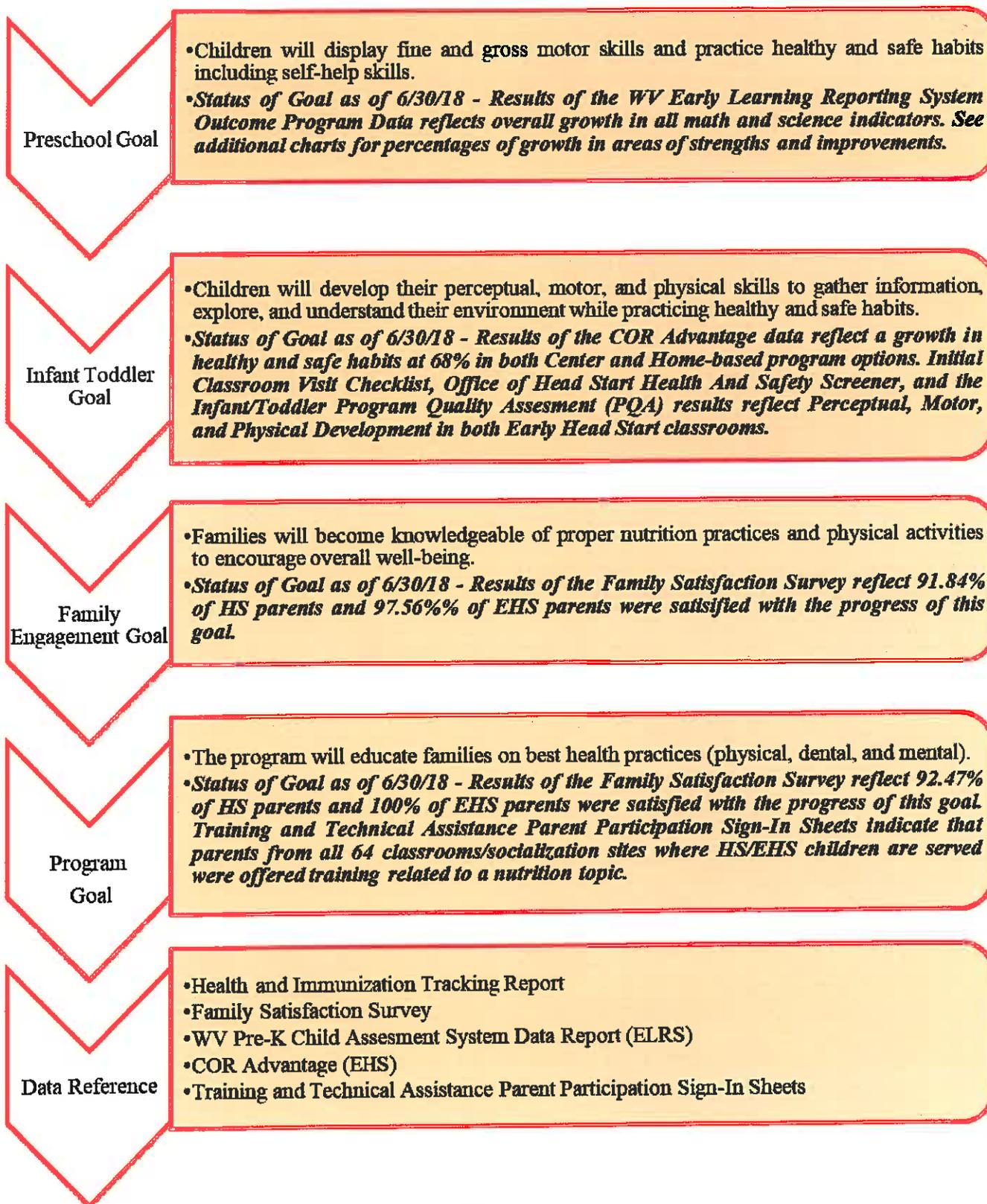
4. The Office of Head Start Health and Safety Screener is used in Head Start and Early Head Start Center-based classrooms and Home-based socialization sites to ensure the promotion of safe environments, which endorses school readiness:
  - **Status:** Achieved. A Plan of Improvement was created for any non-compliances found. Updates were made as changes occurred and the Plan of Improvement was formally reviewed twice a year along with the annual Self-Assessment Plan of Improvement. Any findings not completed due to various reasons will be added to PY53 Plan of Improvement.
  
5. Determining a percentage of growth from baseline to the final checkpoint to be considered an area of strength:
  - **Status:** The program continues to use The West Virginia Department of Education (WVDE) Office of Early Learning strategy to analyze the Early Learning Rating Scale (ELRS) data. A score of three remains “at standard” and a score of five remains at “above standard.”
  - Education Program Specialists used the Early Learning Reporting System (ELRS) to manually split outcome data to compare Not Chronic Absences versus Severe Absences, 4-Day School Week versus 5-Day School Week and comparing outcome data from previous program years.
  
6. Collecting Early Head Start data at four checkpoints to analyze frequency and duration of an entire program year.
  - **Status:** Education Program Specialists scheduled the checkpoints to coincide with the ELRS Checkpoints used in Head Start, while continuing in the summer months for the fourth checkpoint for Early Head Start. COR Advantage data was collected and analyzed for all four checkpoints.
  
7. Participating on the WV Early Intervention Interagency Coordinating Council to remain informed on intervention procedures that promote school readiness for infants and toddlers based on individual circumstances.
  - **Status:** The program continued to stay active on the WV Early Intervention Interagency Coordinating Council to be informed of appropriate intervention techniques that assist in school readiness for infants and toddlers. Education Program Specialists and the Mental Health Program Specialist maintained membership with the West Virginia Infant/Toddler Mental Health Association to stay up-to-date on the latest practices for infant and toddler mental health. The association supports the development of professionals to help meet the needs of children and families.

The School Readiness Goals remained the same for PY52 and were updated as of June 30<sup>th</sup>, 2018.



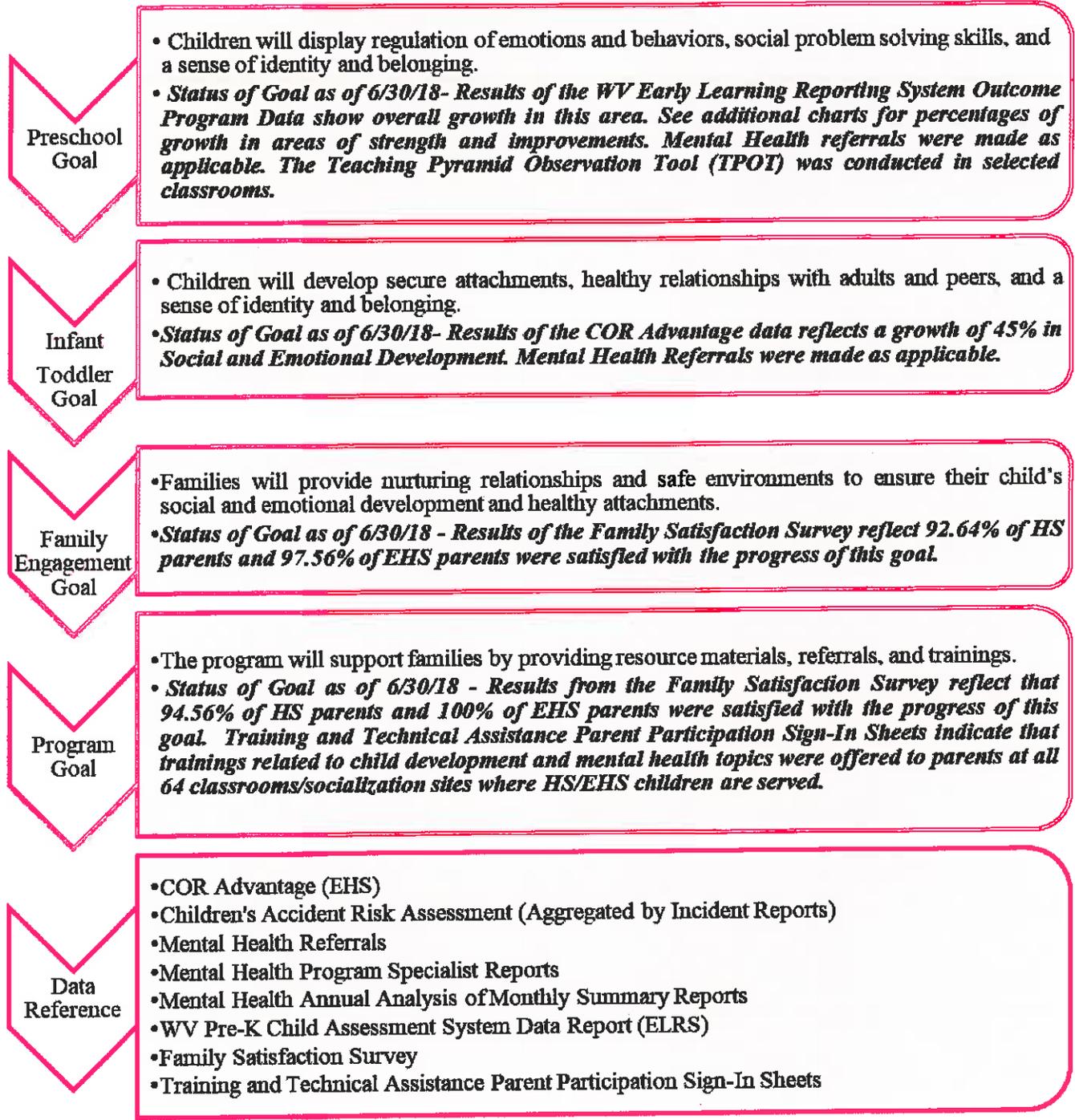
*Information Submitted by: Education Program Specialists*

**GOAL: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**



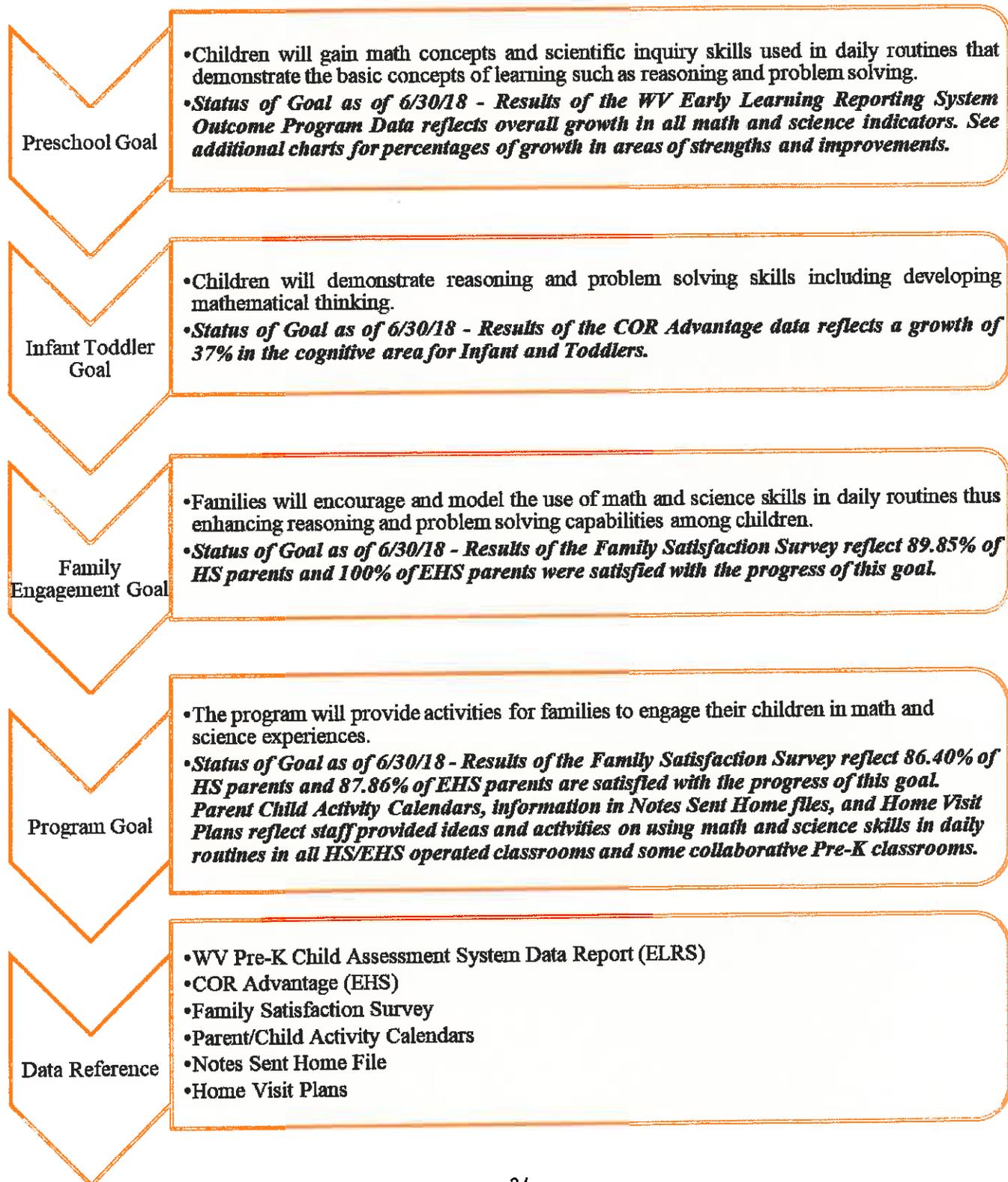
Information Submitted by: Education Program Specialists

**GOAL: SOCIAL AND EMOTIONAL DEVELOPMENT**



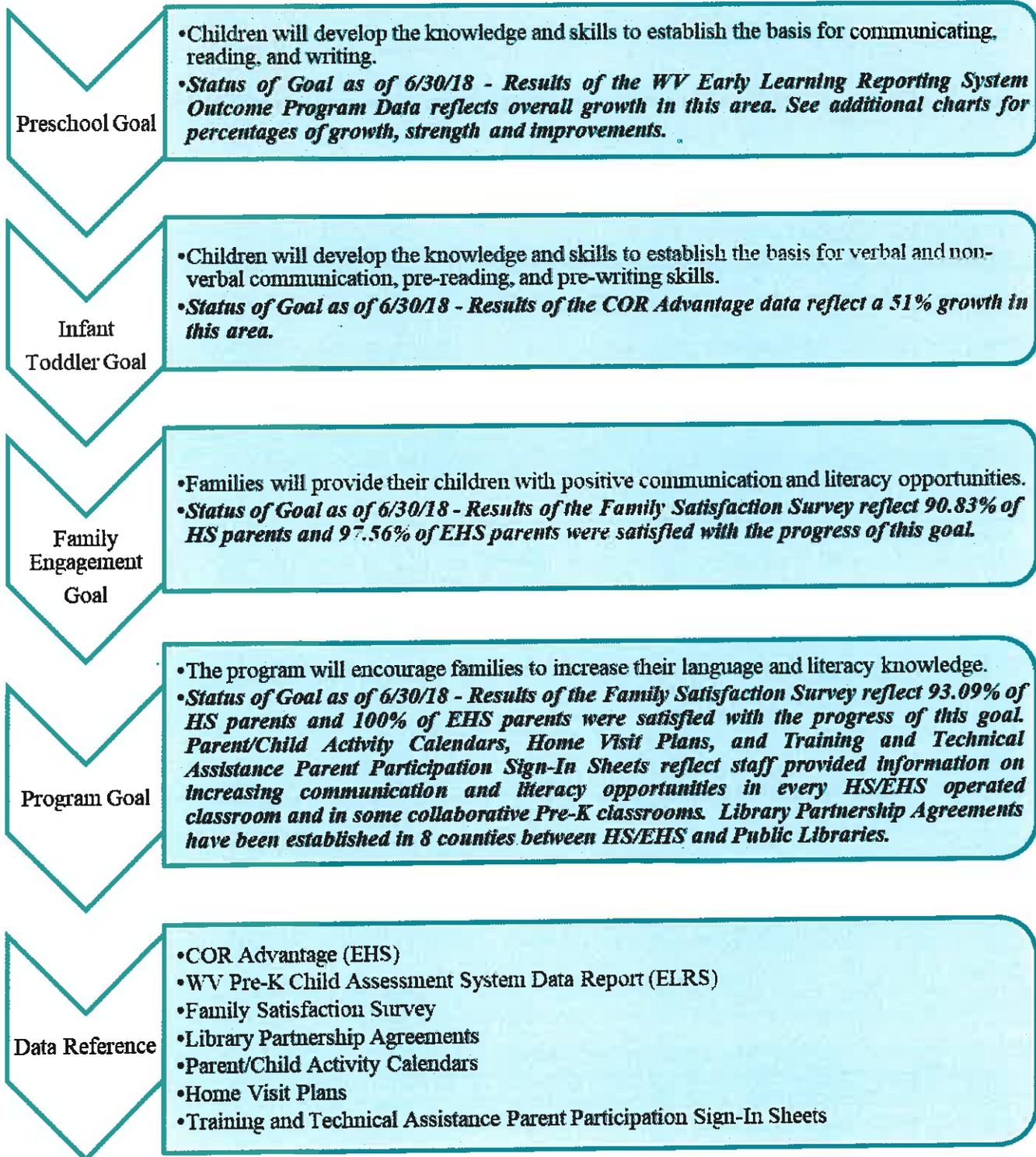
Information Submitted by: Education Program Specialists

GOAL: COGNITION



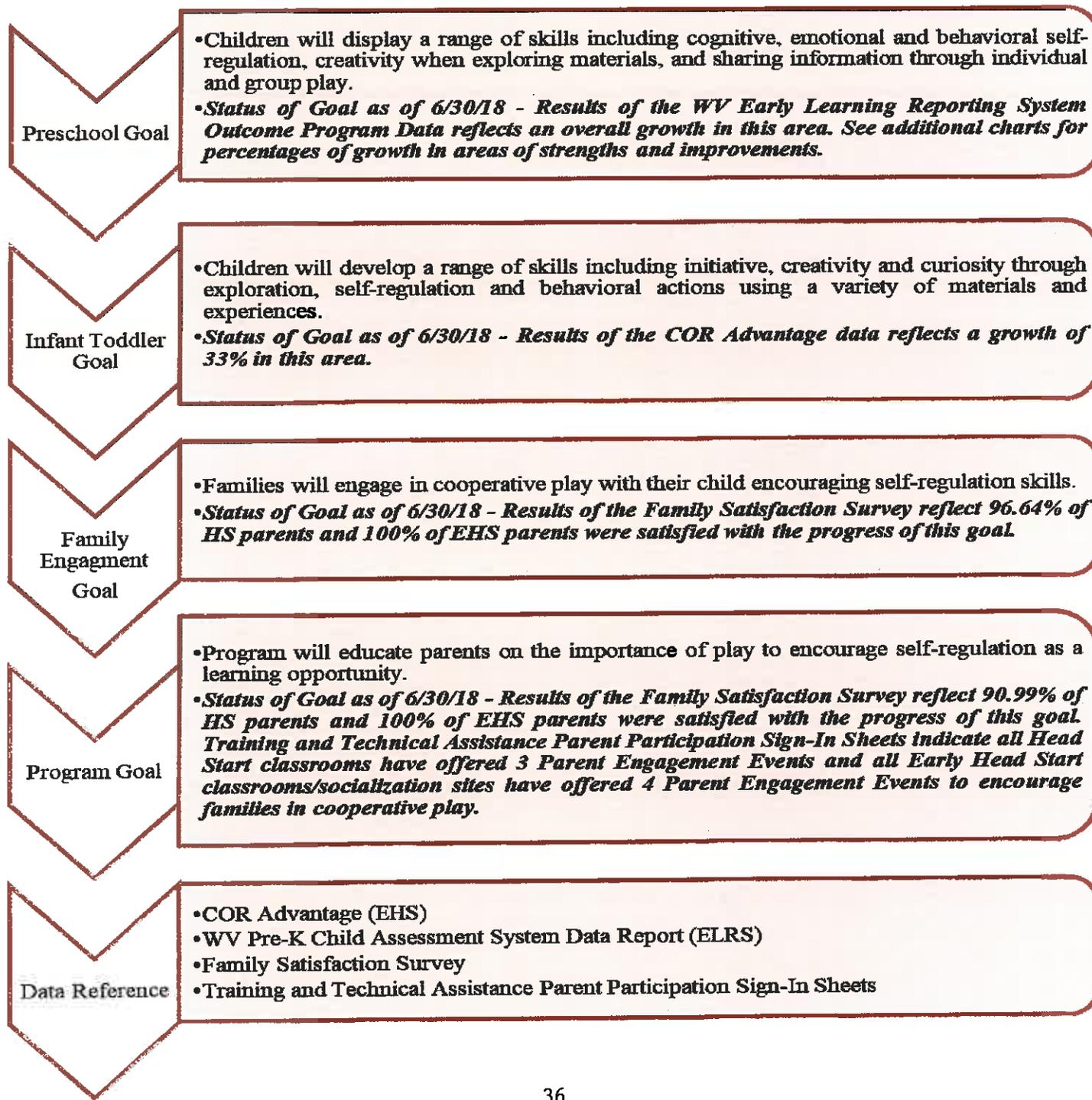
**Information Submitted by: Education Program Specialists**

**GOAL: LANGUAGE AND COMMUNICATION**



Information Submitted by: Education Program Specialists

**GOAL: APPROACHES TO LEARNING**



**Information Submitted by: Education Program Specialists**

**NCWVCAA Grantee School Readiness Goals and Results of Survey**

As in previous years, parental input for School Readiness Goals were obtained on an individual and programmatic level. Teaching and Family and Community Engagement staff assisted families with the completion of School Readiness Goal Surveys beginning at the initial home visit and throughout the school year for new enrollees. These surveys also assisted the Teaching Staff to individualize the needs of each child. The School Readiness Leadership Team then analyzed the School Readiness Surveys for all Early Head Start and Head Start families and community members that completed surveys during the 2017-2018 school year.

Separate surveys for the Head Start and Early Head Start families and Community Members focused on the five domains of School Readiness: 1. Perceptual, Motor and Physical Development; 2. Social and Emotional Development; 3. Cognition; 4. Language and Communication; and 5. Approaches to Learning. Early Head Start survey questions asked parents to identify their top three priorities per domain that they thought their child needed in preparation for Preschool. The surveys provided examples of developmental milestones with each question to better assist parents and community stakeholders in completing the surveys. Head Start survey questions asked parents of children three to five years of age to select their top three priorities, per domain, regarding their child’s preparation for Kindergarten.

Early Head Start	Head Start	Community Members
<ul style="list-style-type: none"><li>• 0-12 Months</li><li>• 12-36 Months</li></ul>	<ul style="list-style-type: none"><li>• 3-5 Years</li></ul>	<ul style="list-style-type: none"><li>• Early Head Start</li><li>• Head Start</li></ul>

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

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



**Information Submitted by: Education Program Specialists**

<b>PY52 NCWVCAA School Readiness Goals Survey Results</b> Early Head Start families, Head Start families, and Community Members were polled for their input on the 2017-2018 NCWCAA School Readiness Goals. *2 outlying errors; 2 of the 16 community representatives' surveys were calculated into the EHS (0-12 Months) results*		
<b>572 Total Responses</b>  EHS (0-12 Months) 4/572 (0.7%) EHS (12-36 Months) 8/572 (1.4%) HS (3-5 Years) 544/572 (95.1%) Community Representatives 16/572 (2.8%)	<b>558/572 Total Responses</b> 14 EHS Responses 544 HS Responses  EHS (0-12 Months) 1/6 Barbour (16.7%) 3/6 Taylor (50%) 0/6 Tucker (0%) 0/6 Randolph (0%) 2/6 Marion (33.3%) EHS (12-36 Months) 0/8 Barbour (0%) 0/8 Tucker (0%) 0/8 Randolph (0%) 3/8 Taylor (37.5%) 5/8 Marion (62.5%) HS (3-5 Years) 14/544 Pocahontas (2.6%) 33/544 Preston (6.1%) 60/544 Webster (11%) 89/544 Taylor (16.4%) 57/544 Barbour (10.5%) 121/544 Randolph (22.2%) 170/544 Marion (31.3%) HS (3-5 Years) ACF/Non-ACF 488/544 ACF (89.7%) 56/544 Non-ACF (10.3%)	<b>16/572 Community Representative Responses</b>  Community Stakeholder/State Representative Position Responses: Policy Council Board of Directors Community Action Board DHHR Department of Education Director of Barbour County FRN State Representative Finance Manager, Mountaineer Area Council of Boy Scouts of America Randolph County FRN Librarian Mountain Heart Superintendent of Schools

Domains	EHS Parents Results Survey (0-12 Months)	Community Representatives Results Survey (0-12 Months)	NCWVCAA Current School Readiness Goals Approved by PC/BOD
<p><b>Perceptual, Motor, and Physical Development</b></p>	<ul style="list-style-type: none"> <li>Participants were asked to select their top 3 choices. There were a total of 6 Respondents</li> </ul> <ol style="list-style-type: none"> <li>5/6 (83.3%) – Develops control of small and large muscles (Examples: Small - Holding toy, picking up cereal pieces; Large - Pulling to stand, reaching, crawling, rolling, sitting)</li> <li>4/6 (66.7%) – Learns to follow rules and routines and eat healthy foods (Examples: Follows feeding schedule established by caregiver/parent)</li> <li>4/6 (66.7%) – Introduced to and participates in daily movement activities (Examples: Tummy time, playing games like pat-a-cake, exercising legs and arms)</li> </ol>	<ul style="list-style-type: none"> <li>Participants were asked to select their top 3 choices. There were a total of 14 Respondents.</li> </ul> <ol style="list-style-type: none"> <li>12/14 (85.7%) – Has necessary check-ups and shots</li> <li>12/14 (85.7%) – Develops control of small and large muscles (Examples: Small - Holding toy, picking up cereal pieces; Large - Pulling to stand, reaching, crawling, rolling, sitting)</li> <li>8/14 (57.1%) – Introduced to and participates in daily movement activities (Examples: Tummy time, playing games like pat-a-cake, exercising legs and arms)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop their perceptual, motor, and physical skills to gather information, explore, and understand their environment while practicing healthy and safe habits.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Participate in daily movement activities (Little Voices for Healthy Choices) to decrease the risk of obesity.</li> </ul>
<p><b>Social and Emotional Development</b></p>	<ol style="list-style-type: none"> <li>5/6 (83.3%) – Develops a secure bond with adults/caregivers (Examples: Happy to see caregiver, happy to be held or hear familiar adult's voice)</li> <li>5/6 (83.3%) – Develops awareness of self (Examples: Smiles at self in mirror, looks when name is called)</li> <li>4/6 (66.7%) – Adjusts to new situations and interacts with adults (Examples: Make eye contact, cooing at adult, games like peek-a-boo)</li> </ol>	<ol style="list-style-type: none"> <li>10/14 (71.4%) – Develops a secure bond with adults/caregivers (Examples: Happy to see caregiver, happy to be held or hear familiar adult's voice)</li> <li>10/14 (71.4%) – Adjusts to new situations and interacts with adults (Examples: Make eye contact, cooing at adult, games like peek-a-boo)</li> <li>8/14 (57.1%) – Begins to demonstrate skills over some of their feelings and behaviors (Examples: Calm when spoken to or held, cries when wet or hungry)</li> <li>8/14 (57.1%) – Develops awareness of self (Examples: Smiles at self in mirror, looks when name is called)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop secure attachments, healthy relationships with adults and peers, and a sense of identity belonging.</b></p> <ul style="list-style-type: none"> <li>Respond to familiar peers and adults in their environment.</li> <li>Adjust positively to their changing surroundings.</li> </ul>
<p><b>Cognition</b></p>	<ol style="list-style-type: none"> <li>5/6 (83.3%) – Investigates their environment using their senses (Examples: Mouthing and touching items, turning to look when they hear a noise)</li> <li>4/6 (66.7%) – Develops the use of skills to remember and connect information (Examples: Looking for dropped toy or person out of their eye sight)</li> <li>4/6 (66.7%) – Develops awareness of how their body moves (Examples: Plays with hands and feet, sitting up, crawling)</li> </ol>	<ol style="list-style-type: none"> <li>13/14 (92.9%) – Develops the use of skills to remember and connect information (Examples: Looking for dropped toy or person out of their eye sight)</li> <li>12/14 (85.7%) – Investigates their environment using their senses (Examples: Mouthing and touching items, turning to look when they hear a noise)</li> <li>11/14 (78.6%) – Develops awareness of how their body moves (Examples: Plays with hands and feet, sitting up, crawling)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will demonstrate reasoning and problem solving skills including developing mathematical thinking.</b></p> <ul style="list-style-type: none"> <li>Given opportunities to explore and investigate their environments.</li> </ul>

<p><b>Language and Communication</b></p>	<ol style="list-style-type: none"> <li>6/6 (100%) – Develops verbal and non-verbal communication skills (Examples: Babbling, first words, repeating sounds, pointing, smiling)</li> <li>4/6 (66.7%) – Engages in stories and books (Examples: Looking at colors of the book, listening to the voice of the adult)</li> <li>3/6 (50%) – Demonstrates and expresses language skills (Examples: Makes attempt to name an item such as bottle, ball, Mom, or Dad)</li> <li>3/6 (50%) – Learns and demonstrates how print works (Examples: Looking at books, being read to)</li> </ol>	<ol style="list-style-type: none"> <li>13/14 (92.9%) – Develops verbal and non-verbal communication skills (Examples: Babbling, first words, repeating sounds, pointing, smiling)</li> <li>10/14 (71.4%) – Demonstrates and expresses language skills (Examples: Makes attempt to name an item such as bottle, ball, Mom, or Dad)</li> <li>9/14 (64.3%) – Engages in stories and books (Examples: Looking at colors of the book, listening to the voice of the adult)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop the knowledge and skills to establish the basis for verbal and nonverbal communication, pre-reading, and pre-writing skills.</b></p> <ul style="list-style-type: none"> <li>Many opportunities to develop and increase vocabulary.</li> <li>Introduced to a print rich environment.</li> </ul>
<p><b>Approaches to Learning</b></p>	<ol style="list-style-type: none"> <li>6/6 (100%) – Learns and uses words to describe what they are thinking and doing (Examples: Makes sounds in the attempt to get attention)</li> <li>4/6 (66.7%) – Shows ideas and feelings through creative play (Examples: Shows emotion while playing with a toy)</li> <li>4/6 (66.7%) – Enters into play with other children (Examples: Watches other children, makes eye contact and smiles)</li> </ol>	<ol style="list-style-type: none"> <li>11/14 (78.6%) – Enters into play with other children (Examples: Watches other children, makes eye contact and smiles)</li> <li>10/14 (71.4%) – Learns and uses words to describe what they are thinking and doing (Examples: Makes sounds in the attempt to get attention)</li> <li>9/14 (64.3%) – Shows interest and independence when working with materials, activities, and information (Examples: Reaching, pointing, or crawling toward a certain toy)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop a range of skills including initiative, creativity and curiosity through the exploration, self-regulation and behavioral actions using a variety of materials and experiences.</b></p> <ul style="list-style-type: none"> <li>Access to a vast variety of materials to show individual creativity.</li> </ul>

Domains	EHS Parents Results Survey (12-36 Months)	Community Representatives Results Survey (12-36 Months)	NCWCAA Current School Readiness Goals Approved by PC/BOD
<p><b>Perceptual, Motor, and Physical Development</b></p>	<ul style="list-style-type: none"> <li>Participants were asked to choose their top 3 choices. There were 8 Respondents.</li> </ul> <ol style="list-style-type: none"> <li>6/8 (75%) – Engages in washing hands and brushing teeth (Examples: Learns to wash hands and brush teeth on their own)</li> <li>6/8 (75%) – Develops control of small and large muscles (Examples: Small – Builds puzzles, begins to scribble and draw, eating with spoon; Large – Climbing, running, kicking a ball)</li> <li>5/8 (62.5%) – Eat healthy foods (Examples: Tries new foods, learns daily schedule)</li> </ol>	<ul style="list-style-type: none"> <li>Participants were asked to choose their top 3 choices. There were 14 Respondents.</li> </ul> <ol style="list-style-type: none"> <li>11/14 (78.6%) – Develops control of small and large muscles (Examples: Small – Builds puzzles, begins to scribble and draw, eating with spoon; Large – Climbing, running, kicking a ball)</li> <li>9/14 (64.3%) – Eat healthy foods (Examples: Tries new foods, learns daily schedule)</li> <li>8/14 (57.1%) – Has necessary check-ups and shots</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop their perceptual, motor, and physical skills to gather information, explore, and understand their environment while practicing healthy and safe habits.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Participate in daily movement activities (Little Voices for Healthy Choices) to decrease the risk of obesity.</li> </ul>
<p><b>Social and Emotional Development</b></p>	<ol style="list-style-type: none"> <li>6/8 (75%) – Begins to demonstrate control over some of their feelings and behaviors (Examples: Begins to express how they feel or what they want)</li> <li>5/8 (62.5%) – Adjusts to new situations and interacts with adults (Examples: Reactions to new people or a change in their routine)</li> <li>5/8 (62.5%) – Learns to use rules, routines, and directions (Examples: Begins following short directions “Get the ball” and simple rules “Walking feet”)</li> </ol>	<ol style="list-style-type: none"> <li>11/14 (78.6%) – Learns to use rules, routines, and directions (Examples: Begins following short directions “Get the ball” and simple rules “Walking feet”)</li> <li>10/14 (71.4%) – Develops a secure bond with adults/caregivers (Examples: Calling adults/caregivers by name, hugging familiar adults, going to familiar adult to be soothed)</li> <li>8/14 (57.1%) – Begins to demonstrate control over some of their feelings and behaviors (Examples: Begins to express how they feel or what they want)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop secure attachments, healthy relationships with adults and peers, and a sense of identity belonging.</b></p> <ul style="list-style-type: none"> <li>Respond to familiar peers and adults in their environment.</li> <li>Adjust positively to their changing surroundings.</li> </ul>
<p><b>Cognition</b></p>	<ol style="list-style-type: none"> <li>8/8 (100%) – Uses early math concepts in daily routines (Examples: Begins to count objects and learn shapes)</li> <li>5/8 (62.5%) – Develops awareness of how their body moves (Examples: Move in different ways; fast, slow, soft, loud, forward, backward)</li> <li>5/8 (62.5%) – Notices differences, similarities, and changes (Examples: Differences in people’s appearances, bigger or smaller, change in environment, beginning to sort or match)</li> <li>5/8 (62.5%) – Develops the use of skills to remember and connect information (Examples: Remember where they put a toy, telling a story of a familiar event)</li> </ol>	<ol style="list-style-type: none"> <li>13/14 (92.9%) – Uses early math concepts in daily routines (Examples: Begins to count objects and learn shapes)</li> <li>10/14 (71.4%) – Notices differences, similarities, and changes (Examples: Differences in people’s appearances, bigger or smaller, change in environment, beginning to sort or match)</li> <li>7/14 (50%) – Develops the use of skills to remember and connect information (Examples: Remember where they put a toy, telling a story of a familiar event)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will demonstrate reasoning and problem solving skills including developing mathematical thinking.</b></p> <ul style="list-style-type: none"> <li>Given opportunities to explore and investigate their environments.</li> </ul>

<p><b>Language and Communication</b></p>	<ol style="list-style-type: none"> <li>6/8 (75%) – Engages in stories and books (Examples: Picking book to read, listening to adult read)</li> <li>6/8 (75%) – Demonstrates and expresses language skills (Examples: Says what they need and want, like or don't like)</li> <li>5/8 (62.5%) – Develops verbal and non-verbal communication skills (Examples: Speaking short sentences, talking to other children, smiling and pointing)</li> </ol>	<ol style="list-style-type: none"> <li>10/14 (71.4%) – Develops verbal and non-verbal communication skills (Examples: Speaking short sentences, talking to other children, smiling and pointing)</li> <li>10/14 (71.4%) – Engages in stories and books (Examples: Picking book to read, listening to adult read)</li> <li>9/14 (64.3%) – Attempts to draw and use writing utensils (Examples: Holds and uses markers, crayons, and paintbrushes)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop the knowledge and skills to establish the basis for verbal and nonverbal communication, pre-reading, and pre-writing skills.</b></p> <ul style="list-style-type: none"> <li>Many opportunities to develop and increase vocabulary.</li> <li>Introduced to a print rich environment.</li> </ul>
<p><b>Approaches to Learning</b></p>	<ol style="list-style-type: none"> <li>7/8 (87.5%) – Learns and uses words to describe what they are thinking and doing (Examples: Talks about what they plan to do then do it)</li> <li>6/8 (75%) – Shows interest and independence when exploring materials, activities, and information (Examples: Wanting to paint, attempting to build a puzzle on their own, asking questions)</li> <li>5/8 (62.5%) – Enters into play with other children (Examples: Passing ball, ring-around-the-rosie, pretend play)</li> </ol>	<ol style="list-style-type: none"> <li>10/14 (71.4%) – Learns and uses words to describe what they are thinking and doing (Examples: Talks about what they plan to do then do it)</li> <li>9/14 (64.3%) – Shows interest and independence when exploring materials, activities, and information (Examples: Wanting to paint, attempting to build a puzzle on their own, asking questions)</li> <li>9/14 (64.3%) – Enters into play with other children (Examples: Passing ball, ring-around-the-rosie, pretend play)</li> </ol>	<p><b>Infant/Toddler Goal:</b>  <b>Children will develop a range of skills including initiative, creativity and curiosity through the exploration, self-regulation and behavioral actions using a variety of materials and experiences.</b></p> <ul style="list-style-type: none"> <li>Access to a vast variety of materials to show individual creativity.</li> </ul>

Domains	HS Parents Results Survey (3-5 years)	Community Representatives Results Survey (3-5 years)	NCWVCAA Current School Readiness Goals Approved by PC/BOD
<p><b>Perceptual, Motor, and Physical Development</b></p>	<ul style="list-style-type: none"> <li>Participants were asked to choose their top 3 choices. There were 544 Respondents.</li> <li>466/544 (85.7%) – Practices safe and healthy habits such as washing hands and brushing teeth</li> <li>383/544 (70.4%) – Identifies and makes healthy food choices</li> <li>343/544 (63.1%) – Actively participates in movement activities</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>2/5544 (.3%) – Becomes more social with others, social skills</li> <li>1/544 (.2%) – To pay attention when being talked to</li> <li>1/544 (.2%) – Hippo and water therapy</li> <li>1/544 (.2%) – Fine/Gross Motor skills</li> <li>1/544 (.2%) – Look both ways before crossing the street</li> <li>1/544 (.2%) – Potty training</li> <li>1/544 (.2%) – Holding and using writing utensils</li> <li>1/544 (.2%) – Flushing toilet</li> <li>1/544 (.2%) – All of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Participants were asked to choose their top 3 choices. There were 14 Respondents.</li> <li>10/14 (71.4%) – Practices safe and healthy habits such as washing hands and brushing teeth</li> <li>9/14 (64.3%) – Has necessary Health and Shot Records</li> <li>9/14 (64.3%) – Demonstrates control of small (fingers) and large (legs and arms) muscles</li> </ul>	<p><b>Preschool Goal:</b> Children will display fine and gross motor skills and practice healthy and safe habits including self-help skills</p> <ul style="list-style-type: none"> <li>Participate in daily self-care (hand-washing, teeth-brushing, eating healthy foods) activities to ensure an overall healthy way of life.</li> <li>Participate daily in moderate to vigorous activities (IMIL) to decrease risk of obesity.</li> </ul>
<p><b>Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>401/544 (73.7%) – Follows simple directions and rules</li> <li>347/544 (63.6%) – Uses words to solve problems and resolve conflict</li> <li>323/544 (59.4%) – Adjusts to new situations</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>1/544 (.2%) – Make new friends</li> <li>1/544 (.2%) – Become more independent</li> </ul>	<ul style="list-style-type: none"> <li>11/14 (78.6%) – Expresses emotions, needs, and asks for help</li> <li>8/14 (57.1%) – Follows simple directions and rules</li> </ul>	<p><b>Preschool Goal:</b> Children will display regulation of emotions and behaviors, social problem solving skills, and a sense of identity and belonging.</p> <ul style="list-style-type: none"> <li>Follow classroom rules and directions.</li> </ul>
<p><b>Cognition</b></p>	<ul style="list-style-type: none"> <li>381/544 (70%) – Counts, sorts, and creates patterns</li> <li>344/544 (63.2%) – Notices differences, similarities, and changes</li> <li>293/544 (53.9%) – Observes their environment and makes predictions</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>1/544 (.2%) – Can access the Accent Eye Gaze System</li> <li>1/544 (.2%) – Tell time</li> </ul>	<ul style="list-style-type: none"> <li>9/14 (64.3%) – Counts, sorts, and creates patterns</li> <li>9/14 (64.3%) – Observes their environment and makes predictions</li> <li>8/14 (57.1%) – Uses math to problem solve</li> </ul>	<p><b>Preschool Goal:</b> Children will gain math concepts and scientific inquiry skills used in daily routines that demonstrate the basic concepts of learning such as reasoning and problem solving.</p> <ul style="list-style-type: none"> <li>Use manipulatives for counting, sorting and patterning.</li> <li>Use tools for exploring and investigating their environment.</li> </ul>

<p><b>Language and Communication</b></p>	<ol style="list-style-type: none"> <li>429/544 (78.9%) – Recognizes and prints name</li> <li>425/544 (78.1%) – Talks and listens to adults and children</li> <li>367/544 (67.5%) – Draws and uses writing utensils</li> </ol> <p>Other :</p> <ul style="list-style-type: none"> <li>3/544 (.5%) – Letter pronunciation accuracy</li> <li>2/544 (.3%) – Recognize alphabet and numbers</li> <li>1/544 (.2%) – Write words/read</li> <li>1/544 (.2%) – Learn more words to express needs</li> <li>1/544 (.2%) – Enjoys being read to and responds to words</li> <li>1/544 (.2%) – Tells stories</li> <li>1/544 (.2%) – Beginning sign language</li> </ul>	<ol style="list-style-type: none"> <li>13/14 (92.9%) – Talks and listens to adults and children</li> <li>9/14 (64.3%) – Recognizes and prints name</li> <li>9/14 (64.3%) – Learns about print and books</li> <li>9/14 (64.3%) – Draws and uses writing utensils</li> </ol>	<p><b>Preschool Goal:</b>  <b>Children will develop the knowledge and skills to establish the basis for communicating, reading, and writing.</b></p> <ul style="list-style-type: none"> <li>Engage in continuous conversations with peers and adults.</li> <li>Exposed to a print rich environment.</li> </ul>
<p><b>Approaches to Learning</b></p>	<ol style="list-style-type: none"> <li>366/544 (67.3%) – Shows interest when exploring materials, activities, and information</li> <li>359/544 (66%) – Asks questions and solves problems independently</li> <li>340/544 (62.5%) – Enters into play when a group of children are already involved</li> </ol> <p>Other:</p> <ul style="list-style-type: none"> <li>1/544 (.2%) – Accessing educational environment through Accent Eye Glaze System</li> <li>1/544 (.2%) – Need social skills and communication</li> <li>1/544 (.2%) – To try harder before asking for help</li> </ul>	<ol style="list-style-type: none"> <li>10/14 (71.4%) – Shows interest when exploring materials, activities, and information</li> <li>8/14 (57.1%) – Shows ideas and feelings through individual and group play</li> <li>8/14 (57.1%) – Engages in pretend play</li> </ol>	<p><b>Preschool Goal:</b>  <b>Children will display a range of skills including cognitive, emotional and behavioral self-regulation, creativity when exploring materials, and sharing information through individual group play.</b></p> <ul style="list-style-type: none"> <li>Provided a vast variety of materials to show individual creativity.</li> </ul>

## **CHILD OUTCOME DATA**

The NCWVCAA Head Start Program in collaboration with each respective County Collaborative Core Team use two developmentally appropriate and research-based curriculums, HighScope Curriculum for Preschool and Creative Curriculum, approved by Policy Council to ensure School Readiness Goals are met.

HighScope Curriculum	Creative Curriculum
<ul style="list-style-type: none"> <li>• Barbour</li> <li>• Randolph</li> <li>• Taylor</li> </ul>	<ul style="list-style-type: none"> <li>• Marion</li> <li>• Pocahontas</li> <li>• Preston</li> <li>• Webster</li> </ul>

Both curriculums are aligned with the Head Start Early Learning Outcomes Framework and WV Early Learning Standards Framework. Curriculum implementation was monitored to ensure fidelity and support outcomes to achieve School Readiness Goals.

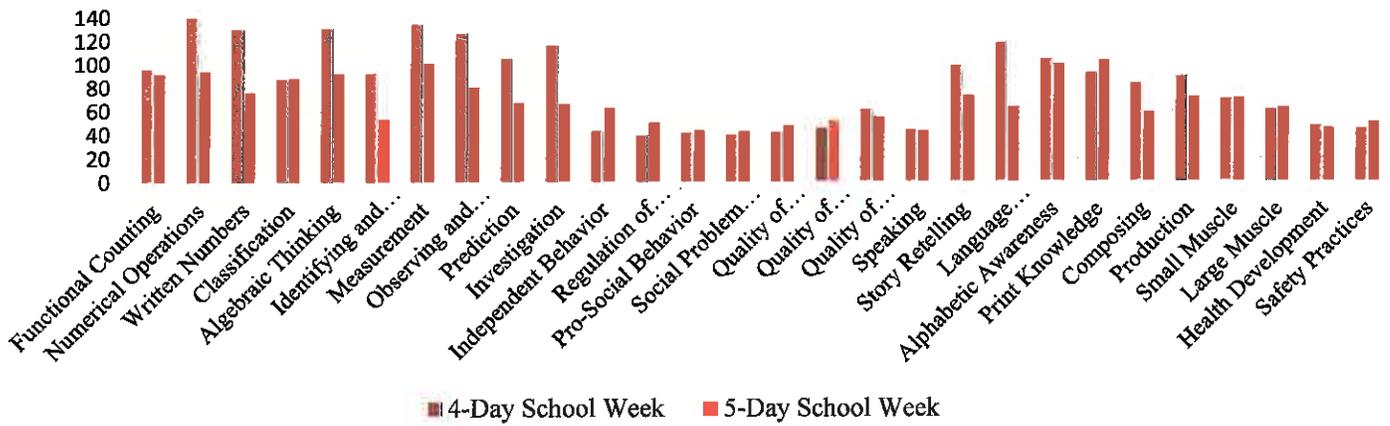
Federal guidelines in the Head Start Act requires that programs collect, aggregate, and analyze child outcome data in the following Domains:



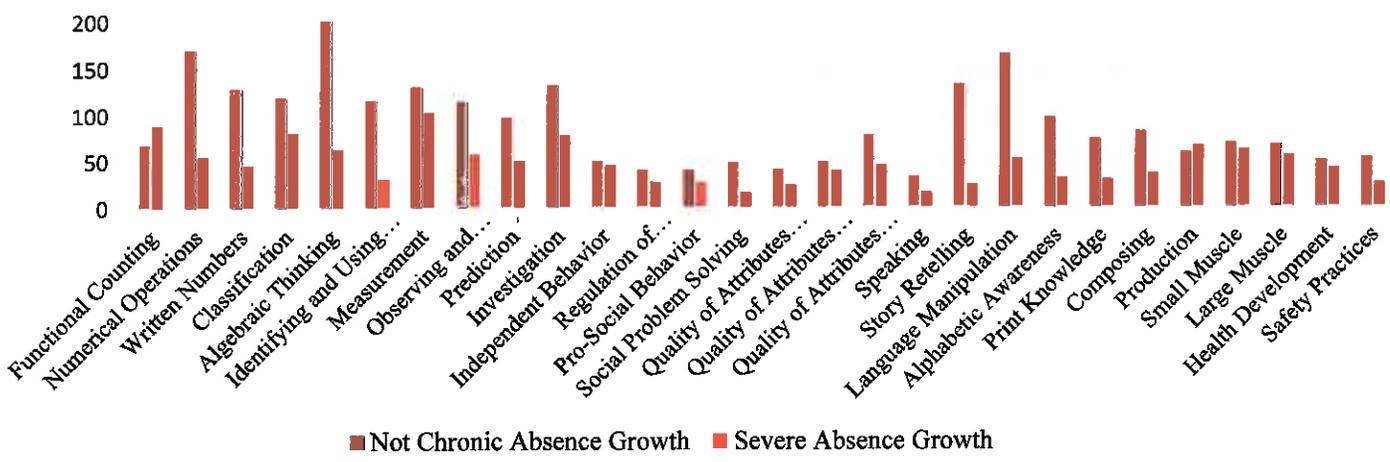
Teachers collected children’s work samples and classroom anecdotes throughout the year and analyzed the individual child data three times per year to generate outcomes by using the Early Learning Reporting System (ELRS), created by the National Institute for Early Education Research (NIEER) specifically for the state of West Virginia. Education Program Specialists used the ELRS generated Outcome Data to manually compare between 4-Day School Week versus 5-Day School Week, Not Chronic Absences versus Severe Absences, and percentages of growth among Program Years 50, 51, and 52.

The following charts represent the percentage of growth between the data collected at the beginning of the school year and the data collected at the end of the school year for all categories selected. The percentage of growth was determined using the same formula ( $t3-t1 \div t1 = \text{growth}$ ) used on the ELRS generated Outcome Report:

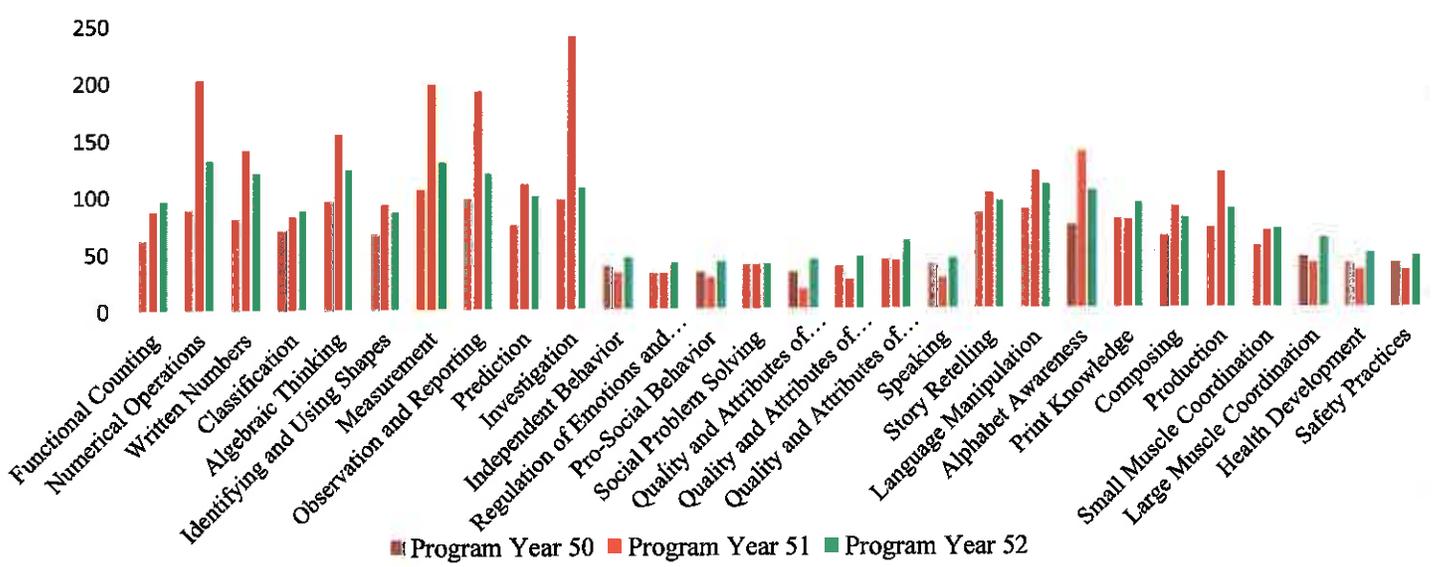




**Chart 1: NCWVCAA Head Start Child Outcome Data PY 52: Percentage of Growth Between 4-Day School Week vs. 5-Day School Week**



**Chart 2: NCWVCAA Head Start Child Outcome Data PY 52 Percentage of Growth Between Not Chronic Absence vs. Severe Absence**

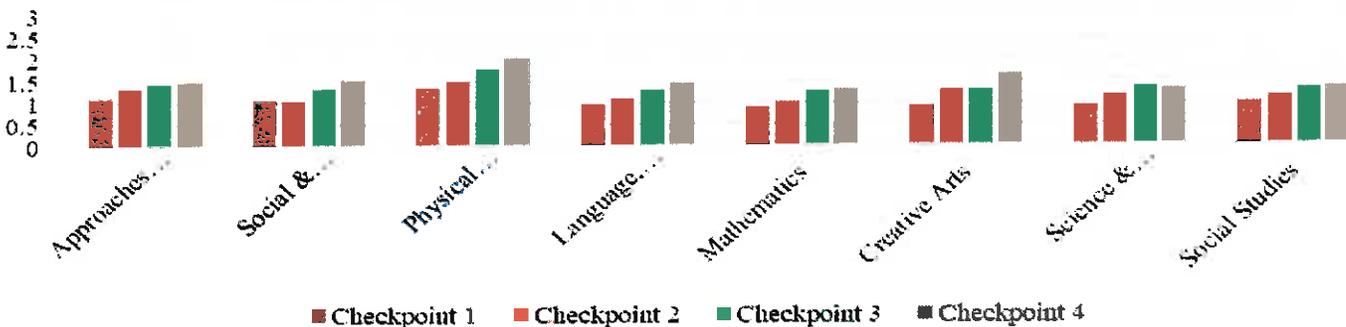


**Chart 3: NCWVCAA Head Start Percentage of Growth among Program Year 50, 51, 52**

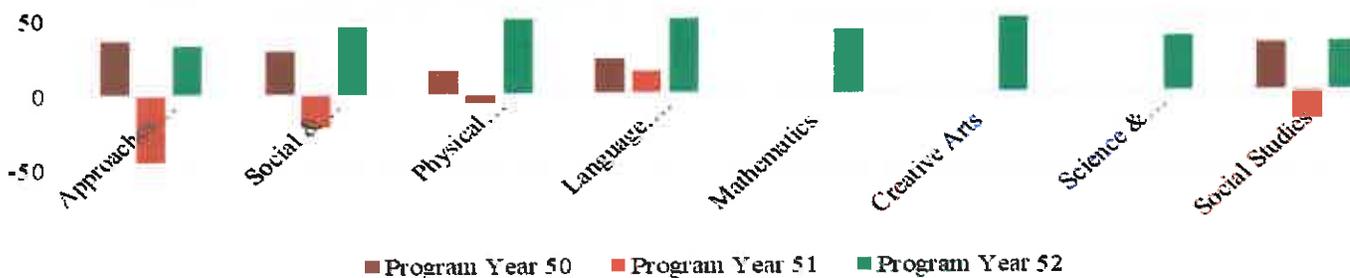
### Early Head Start

The following charts represent data from the COR Advantage assessment system for Program Year 52 and the trend from the previous two years. COR Advantage is aligned with the HighScope Curriculum which continues to be utilized by Early Head Start Home-based and Center-based programs. The program currently collects data at four checkpoints. However, due to the two separate Early Head Start Program Options, Family Educators enter child data year-round for the Home-based option, while Center-based Teachers collect data for the fall through spring checkpoints and the EHS Family Resource Coordinator enters data during the summer checkpoint for the Center-based option.

The percentage of growth was determined by using a modified version of the formula used by the Early Learning Reporting System (ELRS) to allow for four data checkpoints as opposed to three data checkpoints in Head Start ( $t4 - t1 \div t1 = \text{growth}$ ). Education Program Specialists scheduled the checkpoints to coincide with the ELRS checkpoints used in Head Start during the school year, in addition to collecting data in the summer months for the fourth checkpoint.



**Chart 4: NCWCAA Early Head Start Child Outcome Data PY52**



**Chart 5: NCWCAA Early Head Start Percentage of Growth among Program Year 50, 51, 52**

## **Conclusion:**

There was evidence of children's' growth in all areas of development and learning for Head Start and Early Head Start. Data reviewed from formal and informal assessments, professional development experiences, and individualized program input (school readiness surveys, home visits/conferences, IEP goals, monthly parental contacts, parent-child activity calendars, family satisfaction survey's, lesson plans, home visit plans, etc.) is valuable in achieving success in the school readiness goals as a program.

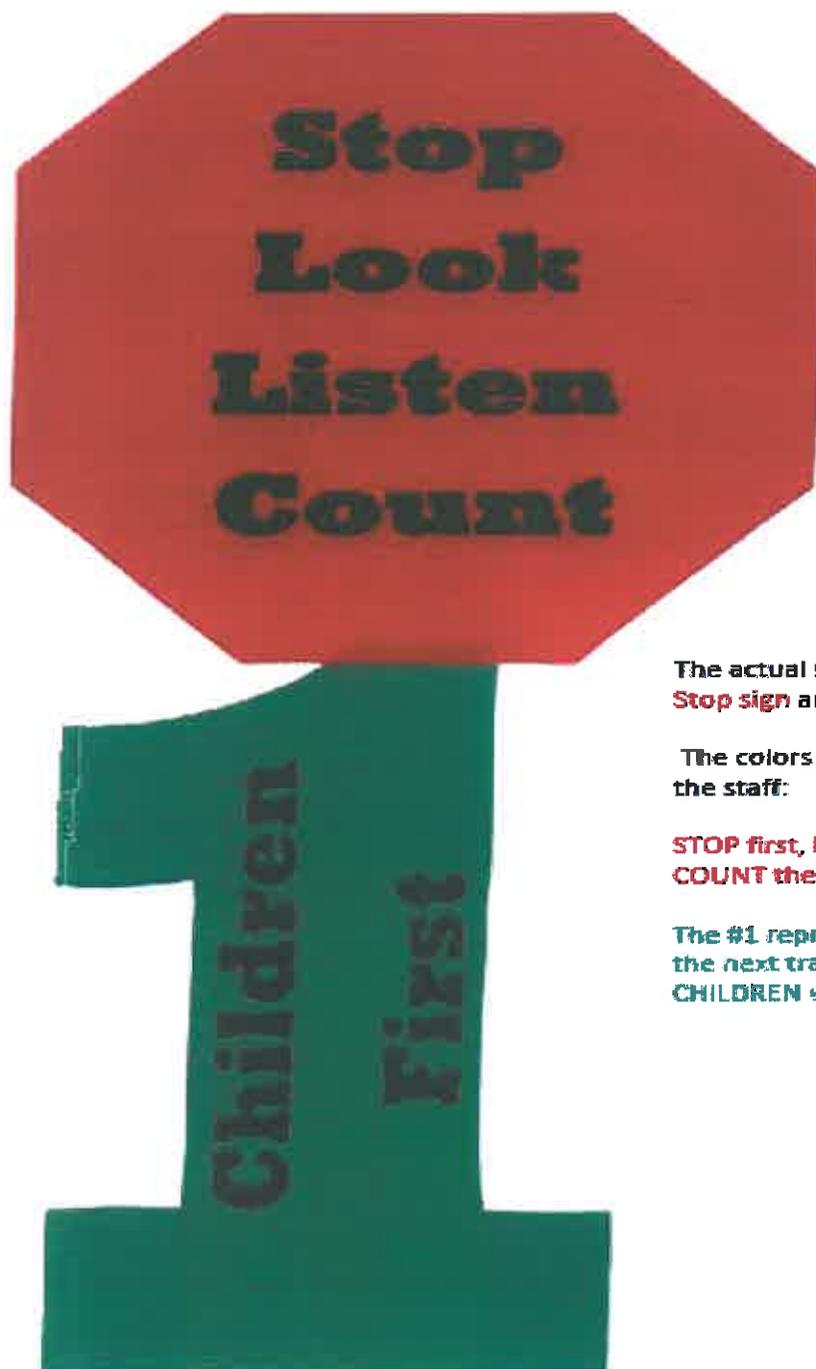
Data is used in the process for supporting Teacher's use of effective teaching practices. Through ongoing monitoring and professional development, the program supports teaching practices to achieve school readiness goals and best practice.

The monitorings listed below are conducted to ensure that classrooms are meeting applicable curriculums, safe environments, and effective Teacher-child interactions, to ensure high-quality early educational experiences:

- TPOT
- TPITOS
- CLASS
- ECERS-R
- Creative Curriculum Fidelity Tool
- Infant/Toddler and Preschool Program Quality Assessment
- WV Universal Pre-K Observation Walkthrough
- WV Universal Health and Safety Checklist
- The Office of Head Start Health and Safety Screener

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





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**.

## *Monongalia County Board of Education Delegate - Preparing Head Start Children for Kindergarten Child Outcome Report for 2017-2018*

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

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

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

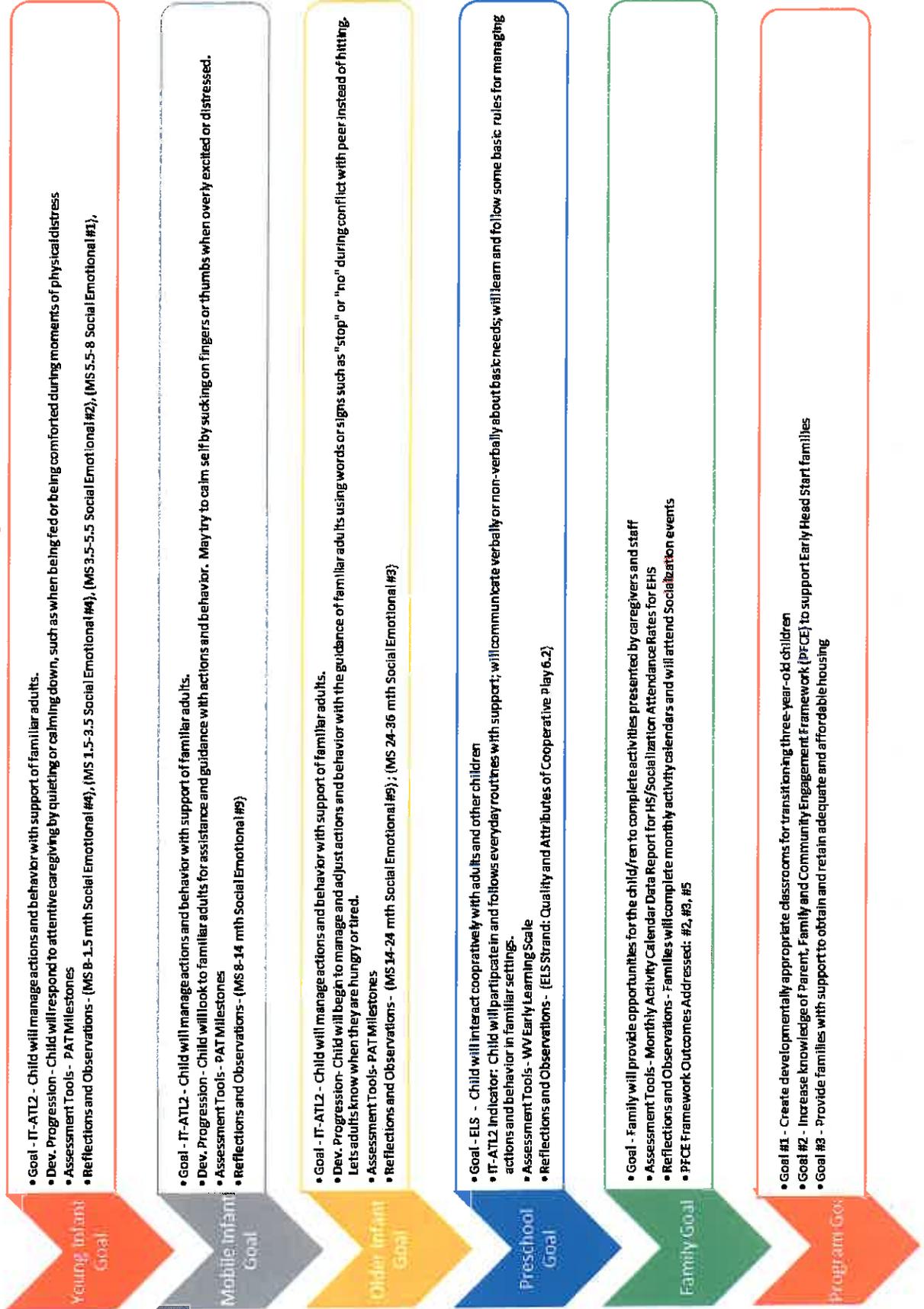
All planned experiences provided focus around the Head Start Framework, supporting children's growth in the areas of language and literacy, cognitive development, social/emotional development, approaches to learning, and physical/motor skills. School readiness goals specifically target the five essential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

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

To summarize, the School Readiness Goals and data provide an overview of student progress in each domain. By thoroughly analyzing the data, we can look for strengths, challenges, trends, specific needs by domain, and specific areas of weakness if applicable. The Monongalia County 2017-2018 School Readiness Goals are as follows:



**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 2017-2018 (Can't)*

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

- 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 8-1.5 mth Intellectual #1), (MS 1.5-3.5 Intellectual #4), (MS 3.5-5.5 Intellectual #1), (MS 5.5-8 Intellectual #5).

Young 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 8-1.4 mth Intellectual #2)

Mobile 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)

Older Infant 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)

Preschool 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

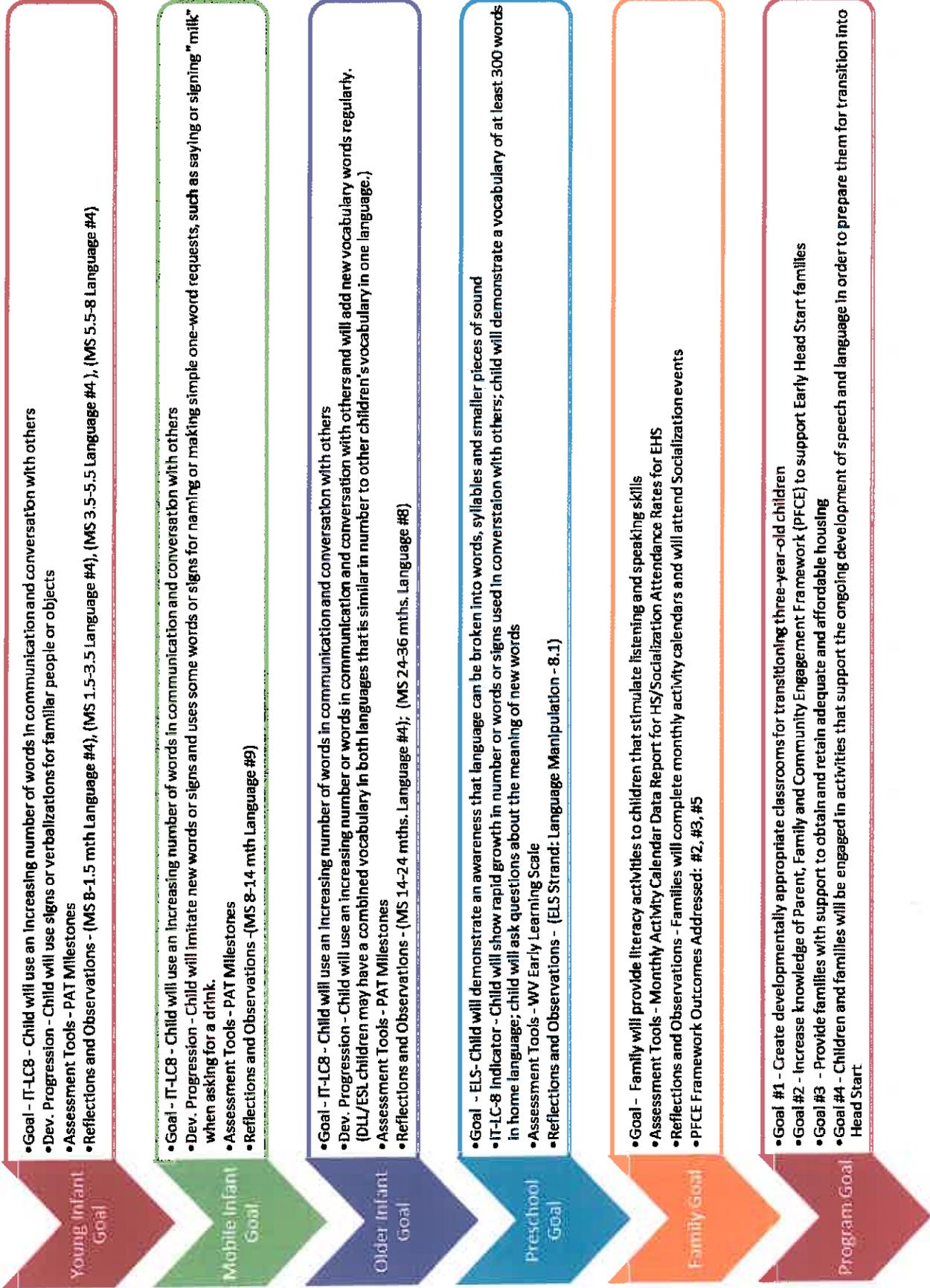
Family Goal

- 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

Program Goal

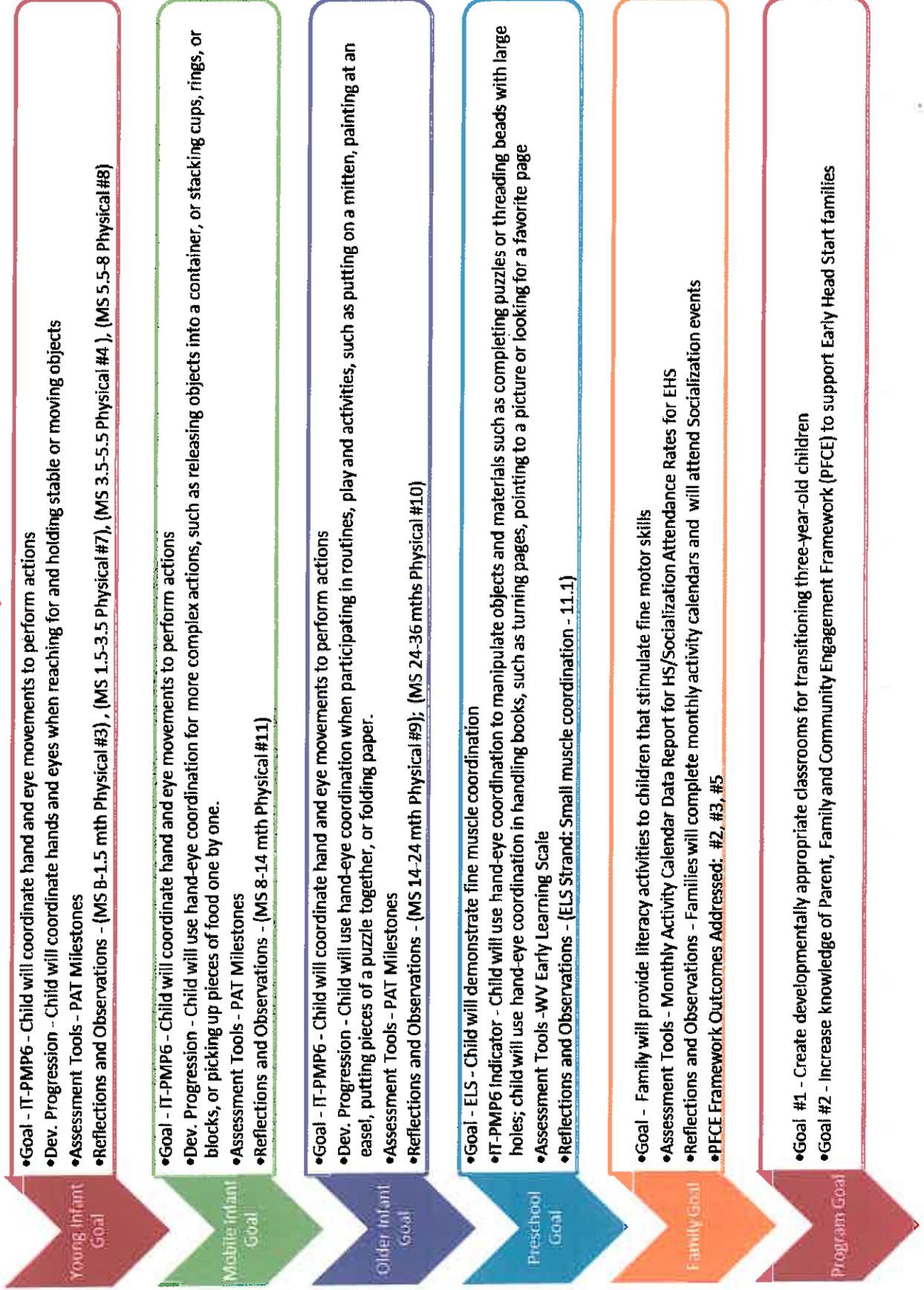
*Montgomery County Board of Education Delegate  
Preparing Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Cont)*

**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 2017-2018 (Can't)*

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



*Montgomery County Board of Education Delegate  
Preparing Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Cont.)*

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

**Young Infant Goal**

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

**Mobile Infant Goal**

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

**Older Infant Goal**

- Goal - IT-SE6 - Child will learn to express a range of emotions
- Dev. Progression - Child will express a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (M14-24 mth Soc. #10) ; (MS 24-36 mth Soc.-Emot.#7)

**Preschool Goal**

- Goal - ELS - Child will attempt to follow social problem solving processes independently to resolve conflict
- IT-SE6 Indicator - Child will express a variety of emotions through facial expressions, sounds, gestures, or words; child will use words to describe some feelings or emotions that reflect an awareness of other people's emotions.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Social Problem Solving - 5.A)

**Family Goal**

- Goal - Families will participate in individual parent interventions and parent trainings to address social emotional concerns
- Assessment Tools - Parent Meeting Sign In Sheets and STEPS Mental Health Report
- Reflections and Observations - Families will attend mental health consultations and parent meetings as scheduled
- PACE Framework Outcomes Addressed: #1, #2, #4, #6

**Program Goal**

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of parent, family and community engagement framework (PACE) 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 2017-2018

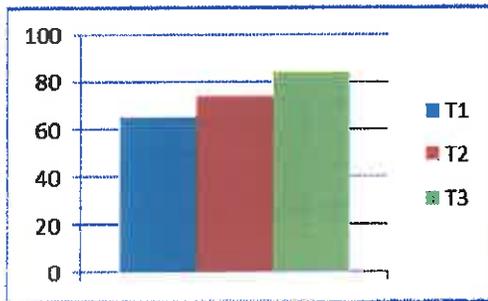
**Information Submitted by:** Debra Jones, Director of Early Childhood

Student/child data play a vital role in our program goals and direction. The School Readiness Team is responsible for gathering, analyzing data in specific goal areas, as well as, overall results across the scope of the program. Based upon the data, the team is also responsible for making recommendations and proposed changes in the areas of assessment, data collection, and disaggregation/analysis of student data. In addition, it is also important for our staff and teachers to look closely at the results of the individual child to meet his or her unique needs. As a program, we strive to provide activities and programs that will strengthen and support each child. With this data, our teachers plan and provide individualized educational experiences to meet these needs.

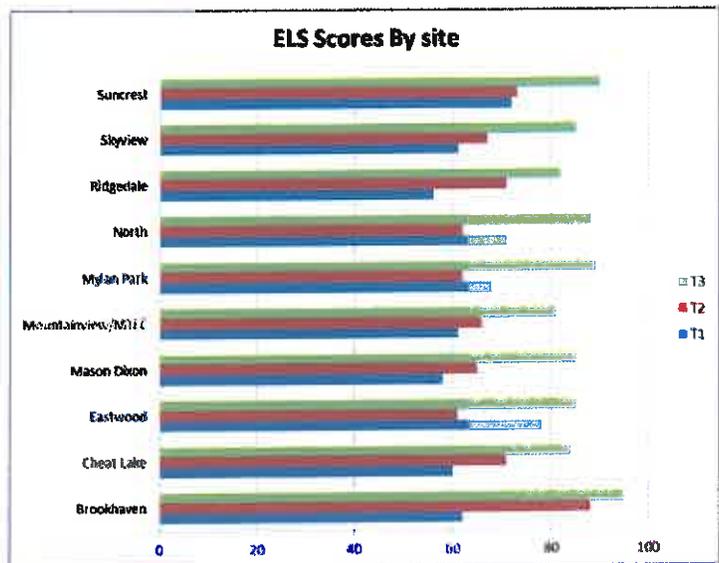
In the area of Early Head Start, data is compared across centers based upon milestone data, and through attendance in socializations, family fun night(s), etc. In the Head Start area, data is obtained through the ELS “Early Learning System” which is assessed 3x per year, parent engagement data which includes: family engagement calendars, parent volunteers, parent trainings, etc. From this data, any minor modifications in the goals, data collection activities, etc. are formulated. Results of the 2017-2018 program year data are as follows:

### Goal 1: Approaches to Learning - Cooperation Annual Comparison Data- July 1, 2017 – June 30, 2018

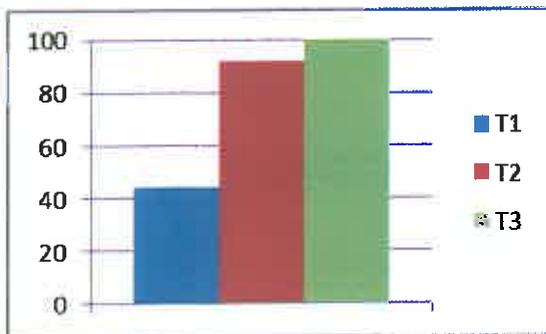
**Head Start:**



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

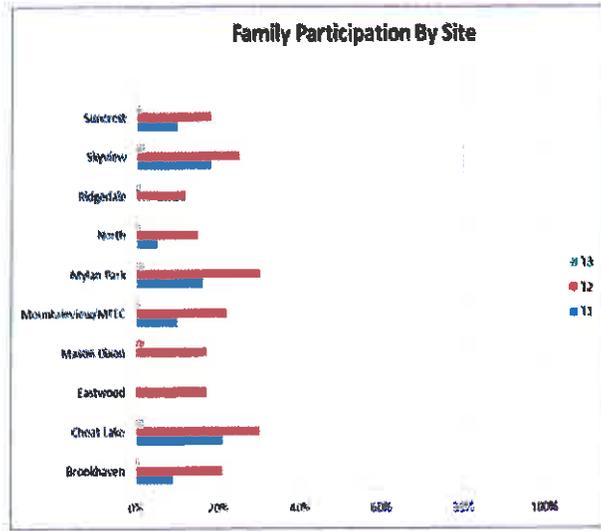


**Family Participation:**



# Monongalia County Board of Education Delegate Preparing Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Con't)

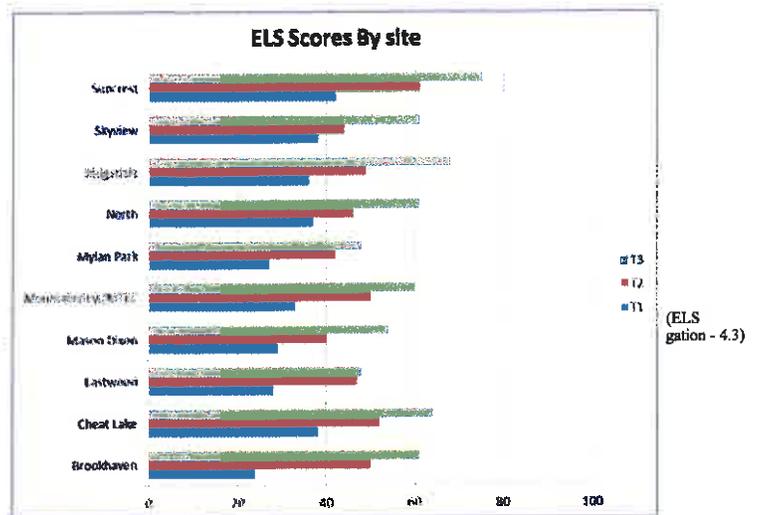
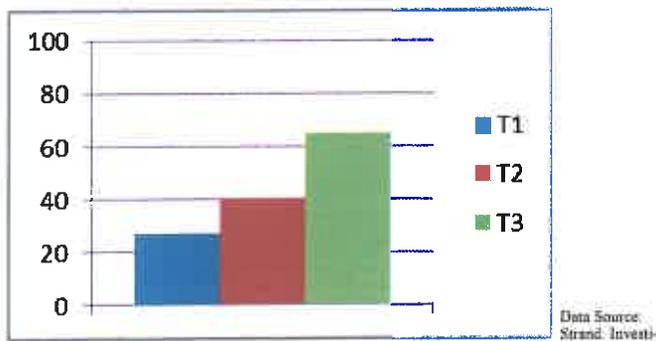
Information Submitted by: *Debra Jones, Director of Early Childhood*



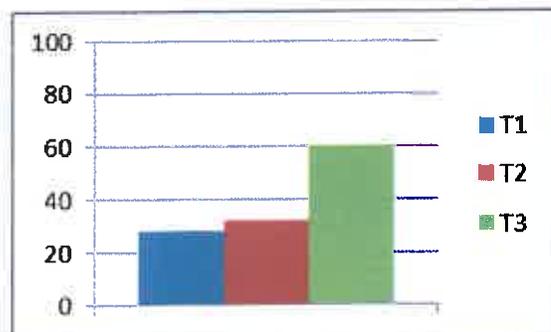
Data Source: Family Activity Calendars

## Goal 2: Cognitive Development - Scientific Inquiry Annual Comparison Data- July 1, 2017 – June 30, 2018

### Head Start:

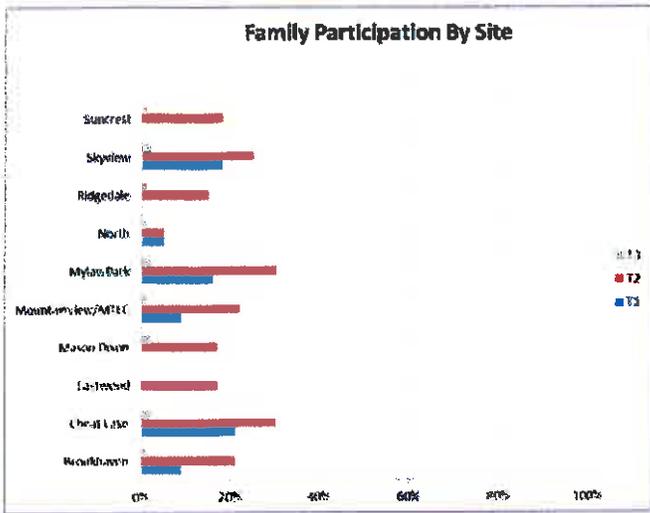


### Family Participation:



*Monongalia County Board of Education Delegate Preparing  
Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Con't)*

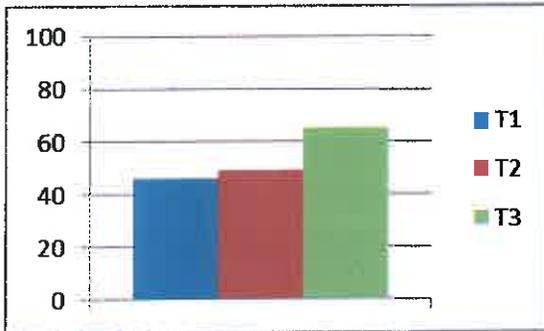
*Information Submitted by: Debra Jones, Director of Early Childhood*



Data Source: Family Activity Calendars

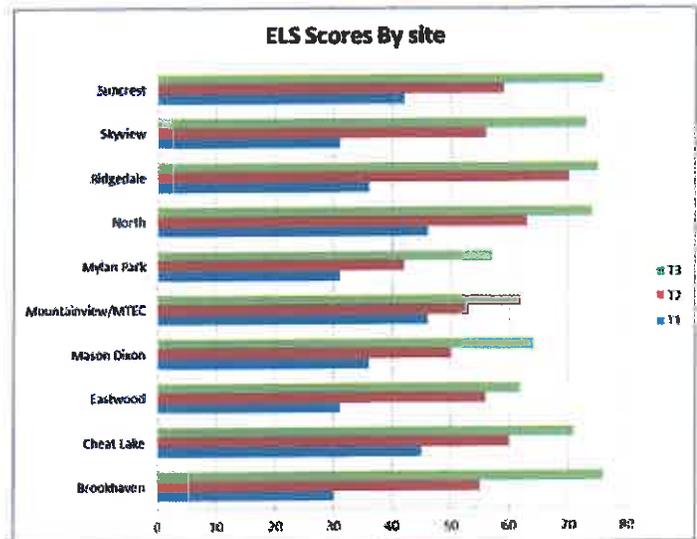
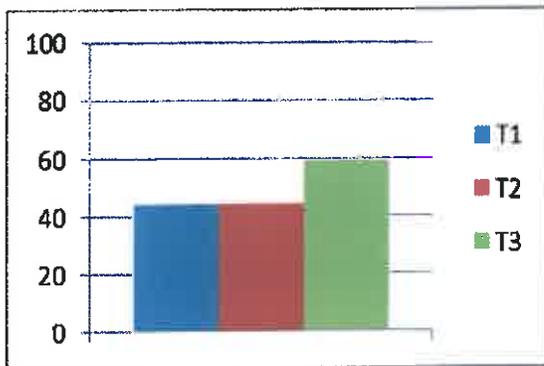
**Goal 3: Language and Literacy - Phonological Awareness  
Annual Comparison Data-  
July 1, 2017 – June 30, 2018**

**Head Start:**



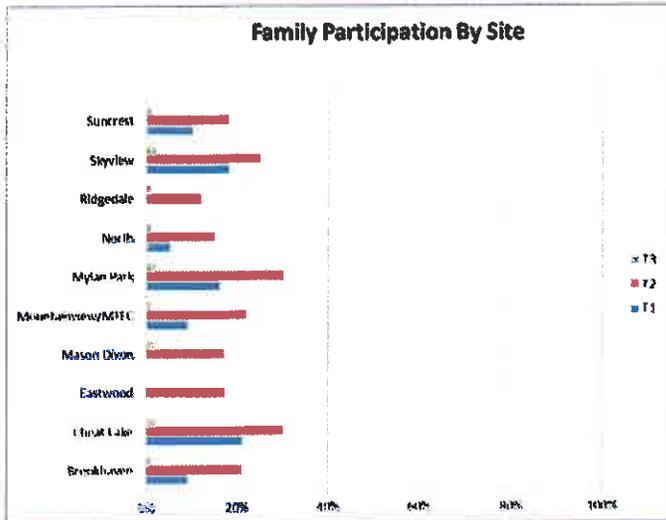
Data Source: (ELS Strand: Language Manipulation - 8.1)

**Family Participation:**



*Monongalia County Board of Education Delegate Preparing  
Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Con't)*

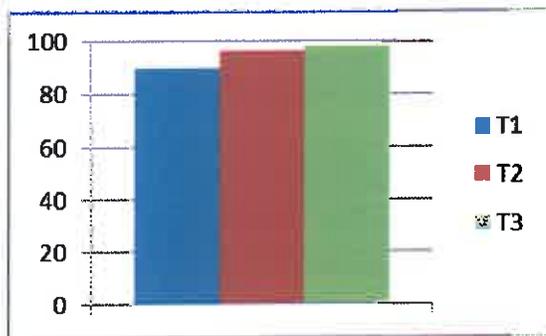
*Information Submitted by: Debra Jones, Director of Early Childhood*



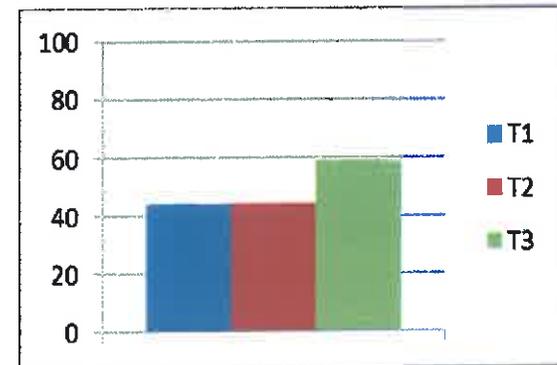
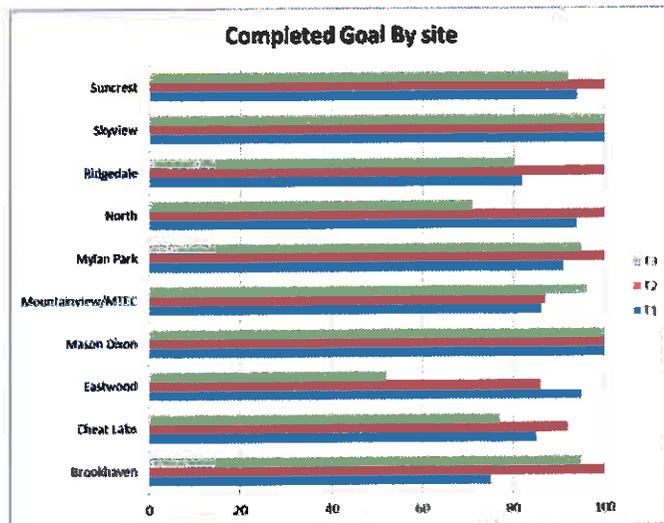
Data Source: Family Activity Calendars

**Goal 4: Physical Development - Fine Motor Development  
Annual Comparison Data-  
July 1, 2017 – June 30, 2018**

**Head Start:**



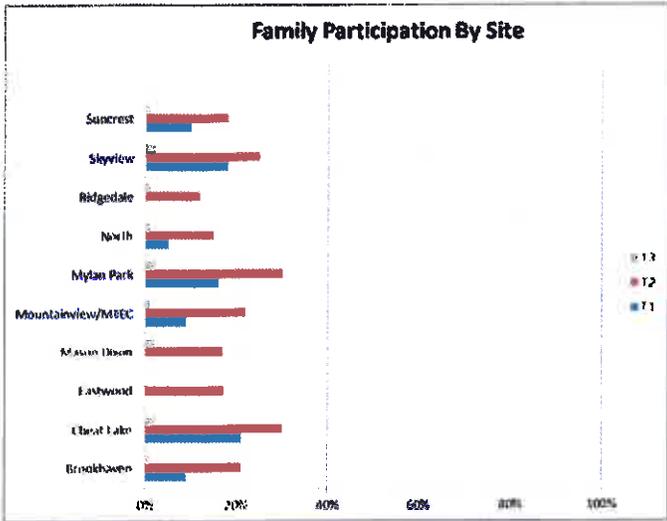
Data Source: ELRS Small muscle coordination



Data Source: Family Activity Calendars

*Monongalia County Board of Education Delegate Preparing  
Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Con't)*

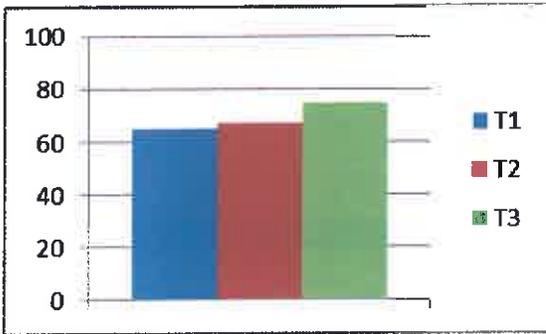
*Information Submitted by: Debra Jones, Director of Early Childhood*



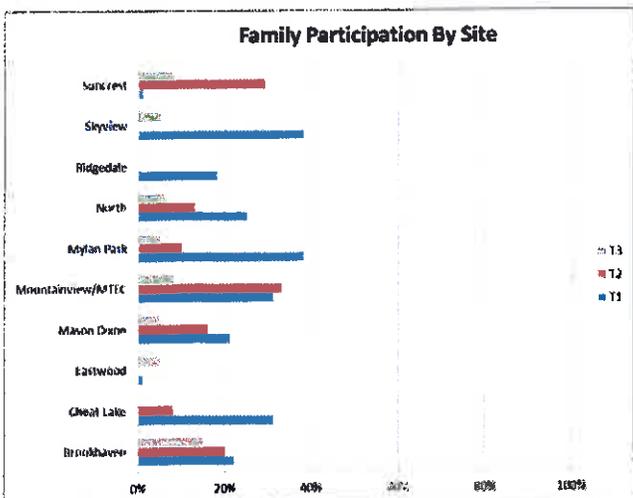
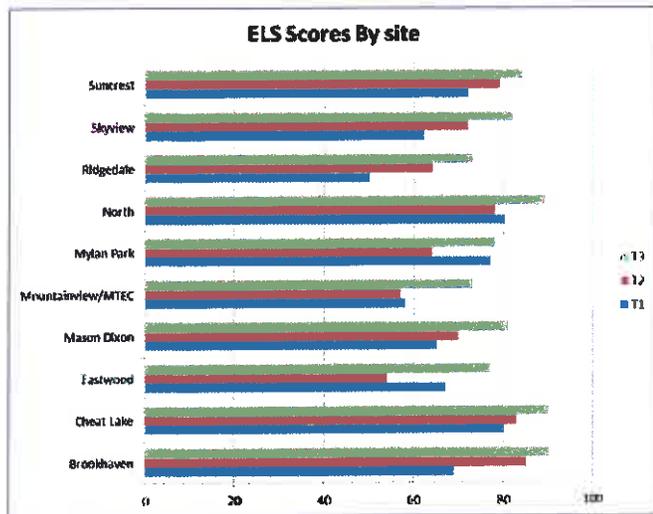
Data Source: Family Activity Calendars

**Goal 5: Social Emotional Development - Social Problem Solving  
Annual Comparison Data-  
July 1, 2017 – June 30, 2018**

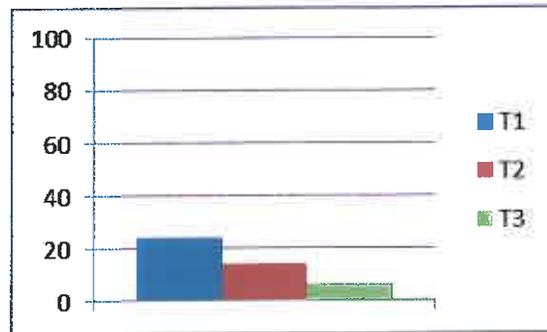
**Head Start:**



Data Source: (ELS Strand)



Data Source: Mental Health Consultation Records and Attendance Records



*Monongalia County Board of Education Delegate Preparing  
Head Start Children for Kindergarten Child Outcome Report for 2017-2018 (Con't)*

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

**Summary**

The Monongalia County Board of Education, and the Early Childhood Staff, continue to be proud of the progress that has been demonstrated in our children's performance across the developmental continuum. Upon review and analysis, we have determined that our children continue to need additional support in the areas of cognitive development (specifically the area of scientific inquiry and investigation), language, and literacy, and social emotional development. Our mission is to support our children in these areas by providing materials, supplies, professional development, and embedded coaching to further develop these specific areas.

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



**HEAD START/EARLY HEAD START PERFORMANCE INDICATORS FOR LOCAL, STATE, AND NATIONAL 2017-2018**

PIR #	Description	State			National			
		HS Grantee	HS Delegate	EHS Grantee	HS	EHS	HS	EHS
101	Percentage (%) of children enrolled for multiple years.	19.3%	21.1%	18.7%	23.9%	41.2%	34.2%	42.8%
102	Percentage (%) of children enrolled less than 45 days.	1.7%	1%	8.1%	3.4%	5.3%	4.1%	5.6%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll.	9.0%	8%	23%	10.8%	30%	15.2%	30.5%
111	Percentage (%) of children with health insurance.	99.8%	99.8%	100%	98.8%	99.1%	96.8%	97%
112	Percentage (%) of children with a medical home.	99.8%	100%	99.2%	98.3%	98.2%	96.8%	95.7%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date.	99.8%	91.5%	85.7%	96.7%	90.5%	96.7%	91.8%
114	Percentage (%) of children with a dental home.	100%	93.5%	97.6%	94.2%	83.4%	92.3%	78.1%
121	Percentage (%) of children with an IFSP or IEP.	15.2%	24.6%	13.8%	18.4%	19%	12.8%	13.1%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule.	87.2%	88.3%	68.3%	84.9%	76.1%	84.6%	72.8%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment.	3.8%	20.6%	4.3%	5.8%	10.4%	10%	7.6%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment.	100%	60.7%	100%	87.8%	87.7%	91.5%	91.6%
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	98.9%	N/A	97.6%	N/A
132	Percentage (%) of preschool children completing professional dental exams.	91.0%	93%	N/A	83.5%	N/A	80.6%	N/A
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment.	16.2%	15.7%	N/A	14.6%	N/A	16.4%	N/A
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment.	55.7%	55.2%	N/A	68.6%	N/A	71.8%	N/A
141	Percentage (%) of families who received at least one of the family services reported in the PIR.	75.7%	86.6%	100%	65.9%	86.5%	65.2%	72.3%
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year.	23.9%	0%	38.1%	27.8%	26%	31.3%	33%
151	Percentage (%) of preschool classroom teachers that meet degree/credential requirements of Section 648A.C)(A) (BA or higher-early childhood) that become effective September, 2013.	96.6%	100%	N/A	93.6%	N/A	71.8%	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.	100.0%	100%	N/A	93.8%	N/A	88.8%	N/A
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) that became effective September, 2010.	N/A	N/A	100%	N/A	85.1%	N/A	84.5%



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [acife.ohs.acf.hhs.gov](http://acife.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 Lenehan* 5-6-16

Date

## Overview of Findings

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

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

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

### Distribution of the Head Start Review Report

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

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

### Overview Information

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

## Glossary

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

Term	Definition
<b>Compliance Measure (CM)</b>	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.
<b>Strength</b>	A new and/or unique way of reaching the community.
<b>Compliant</b>	No findings. Meets requirements of Compliance Measure.
<b>Concern</b>	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.
<b>Noncompliance</b>	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.
<b>Deficiency</b>	<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> <p>(A) A threat to the health, safety, or civil rights of children or staff;</p> <p>(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;</p> <p>(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</p> <p>(D) The misuse of Head Start grant funds.</p> <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>

**Summary of Findings**

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

**Comprehensive Services and School Readiness**

CM#	Compliance Measure	Compliance Level
CSSR 1.1.1	<p>Program staff engage in a process of collaborative partnership building with all parents to:</p> <ul style="list-style-type: none"> <li>• Demonstrate respect for each family’s structure, cultural, ethnic, and linguistic diversity</li> <li>• Establish mutual trust</li> <li>• Identify strengths</li> <li>• Identify necessary services and other supports</li> </ul>	<b>Compliant</b> 1304.40(a)(1, 5)
CSSR 1.1.2	As part of an ongoing partnership, the program must identify family needs and interests and offer parents opportunities to develop and implement individualized family partnerships with staff that address family goals, responsibilities, timetables, strategies for achieving these goals, and progress in achieving goals.	<b>Compliant</b> 1304.40(a)(2)
CSSR 1.2.1	The program explains the purpose and results of screenings, evaluations, and health and developmental procedures in a way that families can understand and obtains their authorization prior to conducting the screenings. This allows parents to participate in the need identification process and supports parents in how to familiarize their children with assessments/screenings they will receive while enrolled in the program.	<b>Compliant</b> 1304.20(e)(2-3)
CSSR 1.2.2	The program makes vigorous efforts to involve and educate parents about the Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) process and understanding their rights under the Individuals with Disabilities Education Act (IDEA).	<b>Compliant</b> 1308.19(f)(1-2, 4), 1308.21(a)(6, 10)
CSSR 1.3.1	The program, in collaboration with each child’s parent, performs or obtains the required linguistically- and age-appropriate screenings to identify concerns regarding the child within 45 calendar days (30 days for programs operating shorter durations) of the child’s entry into the program.	<b>Compliant</b> 1304.20(a)(2), 1304.20(b)(1-3)
CSSR 1.3.2	Children suspected of having a disability are promptly referred for further evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency (LEA) or early intervention services for infants and toddlers.	<b>Compliant</b> 1304.20(f)(2)(i), 1308.6(a)(3), 1308.6(e)(1), 645A(b)(11)
CSSR 1.3.3	<p>The program makes a determination about the preventive care status of each child by understanding:</p> <ul style="list-style-type: none"> <li>• Whether or not each child has an ongoing source of continuous, accessible health care.</li> </ul> <p>(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.)</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Compliant</b> 1304.20(a)(1)(i-ii), 1304.20(a)(1)(ii)(A-B), 1304.20(a)(2)

	dental, and assists parents in bringing the child up to date as needed within 90 days of entry into the program.	
<b>CSSR 1.3.4</b>	The program assists parents in understanding how to enroll and participate in a system of ongoing family health care.	<b>Compliant</b> 1304.40(f)(2)(i)
<b>CSSR 1.3.5</b>	The program has established procedures for tracking the provision of health services.	<b>Compliant</b> 1304.20(a)(1)(ii)(C)
<b>CSSR 1.3.6</b>	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.	<b>Compliant</b> 1304.20(b)(3)
<b>CSSR 1.3.7</b>	The program carries out ongoing developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities.	<b>Compliant</b> 1308.6(a)(2)
<b>CSSR 2.1.1</b>	The program has established and engages a HSAC to help ensure the program and its community partners address health needs.	<b>Compliant</b> 1304.41(b)
<b>CSSR 2.1.2</b>	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: <ul style="list-style-type: none"> <li>• Further diagnostic testing</li> <li>• Examination</li> <li>• Treatment from a licensed or certified health care professional</li> <li>• A follow-up plan to ensure required treatment has begun</li> </ul>	<b>Compliant</b> 1304.20(a)(1)(ii), 1304.20(b)(2), 1304.20(c)(1), 1304.20(c)(3)(ii), 1308.18(b)
<b>CSSR 2.1.3</b>	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.	<b>Compliant</b> 1304.40(b)(1)(i-iii)
<b>CSSR 2.2.1</b>	The program involves parents, consulting with them immediately when child health or developmental concerns are suspected or identified.	<b>Compliant</b> 1304.20(e)(1)
<b>CSSR 2.2.2</b>	Services provided to children with identified disabilities are: <ul style="list-style-type: none"> <li>• Designed to support the outcomes contained in their IEPs/IFSPs</li> <li>• 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</li> </ul>	<b>Compliant</b> 1308.18(a), 1308.19(k), 1308.6(d)
<b>CSSR 2.3.1</b>	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.	<b>Compliant</b> 1304.20(a), 1304.20(f)(1)
<b>CSSR 2.3.2</b>	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.	<b>Compliant</b> 1304.40(c)(5), 1304.40(i)(2)
<b>CSSR 2.3.3</b>	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	<b>Compliant</b> 642(f)(10)

	English language.	
<b>CSSR 2.3.4</b>	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.	<b>Compliant</b> 1304.40(e)(4)(f)
<b>CSSR 2.4.1</b>	The program provides educational opportunities for parents to enhance their parenting skills and overall functioning that include: <ul style="list-style-type: none"> <li>• Understanding the educational and developmental needs of their children</li> <li>• Sharing concerns and observations about their children with program staff</li> <li>• Understanding how to strengthen and nurture supportive environments and relationships in the home and at the program</li> <li>• Identifying the appropriate responses to their children's behaviors</li> </ul>	<b>Compliant</b> 1304.24(a)(1)(iii-iv), 1304.40(e)(2-3)
<b>CSSR 2.5.1</b>	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"> <li>• Staff and parent education on mental health</li> <li>• Engaging parents in discussion regarding concerns about their child's mental health</li> <li>• Activities promoting children's mental wellness</li> <li>• Timely identification and intervention to address children's mental health concerns</li> </ul>	<b>Compliant</b> 1304.24(a)(1)(i), 1304.24(a)(2), 1304.24(a)(3)(ii)
<b>CSSR 3.1.1</b>	The program has a system and processes in place to: <p>Aggregate and Analyze the following:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Use the results to inform services.</li> <li>• Analyze individual, ongoing child-level assessment data for all children birth to age five.</li> <li>• 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.</li> </ul> <p>Determine Progress:</p> <ul style="list-style-type: none"> <li>• Use aggregated child-level data in combination with other program data to determine the level of progress towards meeting goals.</li> <li>• 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.</li> </ul> <p>Use School Readiness Data to:</p> <ul style="list-style-type: none"> <li>• Individualize experiences, instructional strategies, and services to best support each child.</li> <li>• Assess the fidelity curriculum implementation.</li> <li>• 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.</li> <li>• Inform parents and the community of the program's progress in achieving school readiness goals.</li> </ul>	<b>Compliant</b> 1307.3(b)(2)(i-ii)
<b>CSSR 3.1.2</b>	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.	<b>Compliant</b> 1307.3(b)(1)(i-iii)

CSSR 3.2.1	The program hires teachers with the required qualifications, training, and experience.	<b>Compliant</b> 1304.52(h)(1), 645A(h)(1-2), 648A(a)(3)(B)(i-iii)
CSSR 3.2.2	The teacher's approach to Child Development and Education (CDE) is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.	<b>Compliant</b> 1304.21(a)(1)(i)
CSSR 3.2.3	<p>The program implements with fidelity a curriculum that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives.</li> <li>• Focuses on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development.</li> </ul> <p>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.</p>	<b>Concern</b> 642(D)(3)(A-D)
CSSR 3.3.1	The program provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	<b>Compliant</b> 1304.21(a)(1)(iv)
CSSR 3.3.2	The learning space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.	<b>Compliant</b> 1304.53(a)(3)
CSSR 4.1.1	<p>The program supports successful transitions for enrolled children and families, both into and out of Head Start programs, by:</p> <ul style="list-style-type: none"> <li>• Ensuring each child's relevant records are transferred from the previous setting to the child's next school or placement.</li> <li>• Initiating joint transition-related training for staff.</li> <li>• Building relationships with principals, teachers, social workers, and health staff to facilitate continuity of programming.</li> <li>• Discussing the developmental progress of individual children with parents and future teachers.</li> <li>• 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).</li> <li>• Developing parents' capacity to effectively communicate with teachers and other school personnel.</li> </ul>	<b>Compliant</b> 1304.40(h)(2), 1304.40(h)(3)(i-ii), 1304.41(c)(1)(i-iv)

— 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](http://eclkc.ohs.acf.hhs.gov)

**To: Board Chairperson**

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

**From: Responsible HHS Official**

*Dr. Blanca Enriquez*  
Director, Office of Head Start

*Blanca E. Enriquez*  
05/23/2016

## Results from CLASS® Observations

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

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

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

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

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

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

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

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

## About CLASS®

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

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

For all dimensions\*, the scoring principles are as follows<sup>1</sup>:

### ***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.

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

## A National Overview of Grantee CLASS® Scores in 2016

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

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

### National Statistics by Dimension

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

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

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

## National Statistics by Domain

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

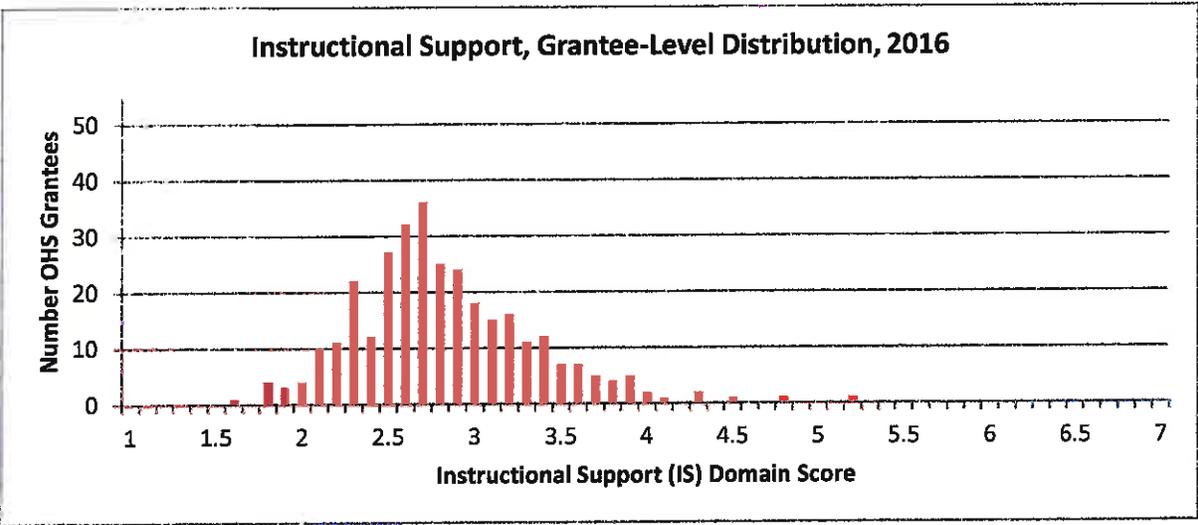
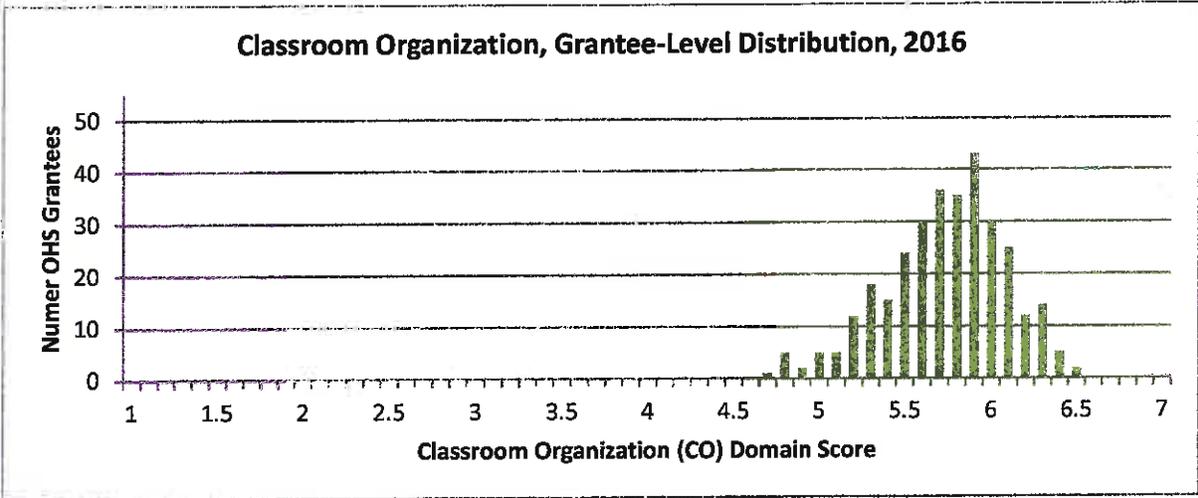
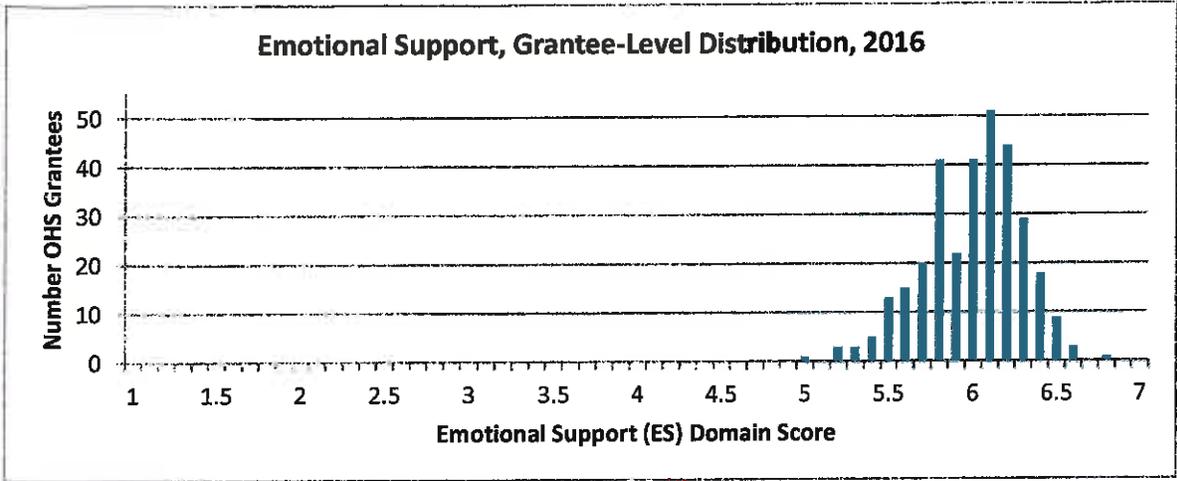
OHS CLASS® Descriptive Statistics, 2016 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.00	0.29	4.95	6.77
Classroom Organization	5.73	0.35	4.67	6.55
Instructional Support	2.83	0.52	1.62	5.17

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

## Distribution by Domain

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

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



## 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**

2025 RELEASE UNDER E.O. 14176 | 440 Wood Branch Way | Springfield, VA 22153 | www.acf.hhs.gov | acf@hhs.acf.hhs.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*

*Blanca E. Enriquez*  
Date

## Overview of Findings

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

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

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

### Distribution of the Head Start Review Report

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

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

### Overview Information

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

## Glossary

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

Term	Definition
<b>Compliance Measure (CM)</b>	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.
<b>Strength</b>	A new and/or unique way of reaching the community.
<b>Compliant</b>	No findings. Meets requirements of Compliance Measure.
<b>Concern</b>	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.
<b>Noncompliance</b>	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.
<b>Deficiency</b>	<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> <p>(A) A threat to the health, safety, or civil rights of children or staff;</p> <p>(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;</p> <p>(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</p> <p>(D) The misuse of Head Start grant funds.</p> <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>

## Summary of Findings

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

## Environmental Health & Safety

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

	<ul style="list-style-type: none"> <li>• Federal, State, or Tribal criminal record check (CRC) covering all jurisdictions in which it provides Head Start services to children</li> <li>• Federal, State, or Tribal CRC as required by the law of the jurisdiction in which the program provides Head Start services</li> <li>• CRC as otherwise required by Federal law</li> </ul>	648A(g)(3)(A-C)
<b>EnvHS 3.2</b>	The program ensures the maintenance of appropriate class and group sizes based on the predominant age of the children.	<b>Compliant</b> 1304.52(g)(4), 1306.20(g)(1-2), 1306.32(a)(1-6)
<b>EnvHS 3.3</b>	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.	<b>Compliant</b> 1304.53(a)(9), 1306.35(b)(2)(vi)
<b>EnvHS 3.4</b>	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.	<b>Compliant</b> 1310.10(g)
<b>EnvHS 3.5</b>	Staff actively supervise children at all times.	<b>Compliant</b> 1304.52(i)(1)(iii), 1306.35(b)(2)(iv)
<b>EnvHS 3.6</b>	Staff use positive child guidance when responding to undesired behavior.	<b>Compliant</b> 1304.52(j)(1)(v)
<b>EnvHS 4.1</b>	The program's vehicles are properly equipped.	<b>Compliant</b> 1310.10(a)(1-4), 1310.12(a), 1310.12(b)(2)
<b>EnvHS 4.2</b>	At least one bus monitor is aboard the vehicle at all times.	<b>Compliant</b> 1310.15(c)
<b>EnvHS 4.3</b>	Each bus monitor, before duty, has been trained on: <ul style="list-style-type: none"> <li>• Child boarding-and-exiting procedures</li> <li>• Use of child restraint systems</li> <li>• Required paperwork</li> <li>• Emergency response and evacuation procedures</li> <li>• Use of special equipment</li> <li>• Child pick-up and release procedures</li> <li>• Pre- and post-trip vehicle checks</li> </ul>	<b>Compliant</b> 1310.17(f)(2)
<b>EnvHS 4.4</b>	The program ensures that persons employed to drive vehicles receive the required behind-the-wheel and classroom training before transporting children.	<b>Compliant</b> 1310.17(b)(1-7)

— END OF REPORT —

### FY 2016 Environmental Health & Safety Monitoring Report Appendix

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

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



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [oas.acf.hhs.gov](http://oas.acf.hhs.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: *ERSEA*  
Organization: *North Central West Virginia Community Action Agency*  
Program Type: *Head Start and Early Head Start*  
Field Lead: *Mrs. Kimberly Spriggs Wicker*  
Funded Enrollment HS: *824*  
Funded Enrollment EHS: *52*

**Glossary**

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

Term	Definition
<b>Compliance Measure (CM)</b>	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.
<b>Strength</b>	A new and/or unique way of reaching the community.
<b>Compliant</b>	No findings. Meets requirements of Compliance Measure.
<b>Concern</b>	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.
<b>Noncompliance</b>	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.
<b>Deficiency</b>	<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> <p>(A) A threat to the health, safety, or civil rights of children or staff;</p> <p>(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;</p> <p>(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</p> <p>(D) The misuse of Head Start grant funds.</p> <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>

**ERSEA**

CM#	Compliance Measure	Compliance Level
<b>ERSEA 1.1</b>	When monthly average daily attendance falls below 85 percent, the causes of absenteeism are analyzed, and the program initiates appropriate family support as needed.	<b>Compliant</b> §1302.16 (a)(2), §1302.16 (a)(2)(i-iv), §1302.16 (a)(3), §1302.16 (b)
<b>ERSEA 2.1</b>	Program staff verified each child's eligibility and included in each file an eligibility determination record that includes: <ul style="list-style-type: none"> <li>• A statement identifying the child's eligibility category and the documents examined to determine eligibility.</li> <li>• Documentation that an in-person or telephone-interview took place.</li> <li>• Documents or statements program staff used to verify eligibility, including documentation of zero income, self-declaration of income, or verification through third parties.</li> </ul>	<b>Compliant</b> §1302.12 (a)(1)(i-iii), §1302.12 (a)(2), §1302.12 (c)(1)(i-iv), §1302.12 (c)(2), §1302.12 (d)(1)(i-ii), §1302.12 (d)(2)(i-vii), §1302.12 (i)(1, 2), §1302.12 (i)(3)(i-iii), §1302.12 (j)(4), §1302.12 (j)(3), §1302.12 (k)(1), §1302.12 (k)(2)(i), §1302.12 (k)(2)(ii)(A-B), §1302.12(k)(2)(iii)(A-E), §1302.12 (k)(3)
<b>ERSEA 2.2</b>	The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements). Defined Eligibility Requirements include: <ul style="list-style-type: none"> <li>• Family income below the poverty line.</li> <li>• Family or child receiving public assistance (SSI and TANF).</li> <li>• Homelessness</li> <li>• Child's status as a foster child</li> </ul> Additional income-eligibility includes: <ul style="list-style-type: none"> <li>• Ten percent of children enrolled in the program may be over the income threshold</li> <li>• An additional 35 percent of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty</li> </ul>	<b>Compliant</b> 645(a)(1)(B)(ii)(I-II), 645(a)(1)(B)(iii)(II)(aa-bb)
<b>ERSEA 3.1</b>	Actual program enrollment is composed of at least 10 percent of children with disabilities.	<b>Compliant</b> §1302.14 (b)(1), 640(d)(1)
<b>ERSEA 3.2</b>	The program enrolled 100% of its funded enrollment and ensures an active and ranked waiting list is maintained at all times.	<b>Compliant</b> §1302.14 (c), 642(g)

— END OF REPORT —

October 8, 2014

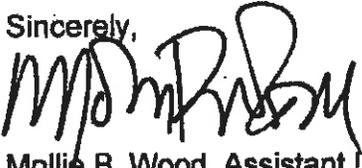
Vicki Geary  
North Central WV Community Action Association  
1304 Goose Run Road  
Fairmont, WV 26554

Dear Ms. Geary:

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

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

Sincerely,

  
Mollie B. Wood, Assistant Director  
Office of Child Nutrition

MBW/BL/bmr

### Review Information

Findings	Data
----------	------

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

<b>Review Findings (Corrective Action Plans)</b>
No findings for this review.

[< Back](#)



---

**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, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 19, 2019.

**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.



---

**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, 2018. 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, 2018.

### **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.*

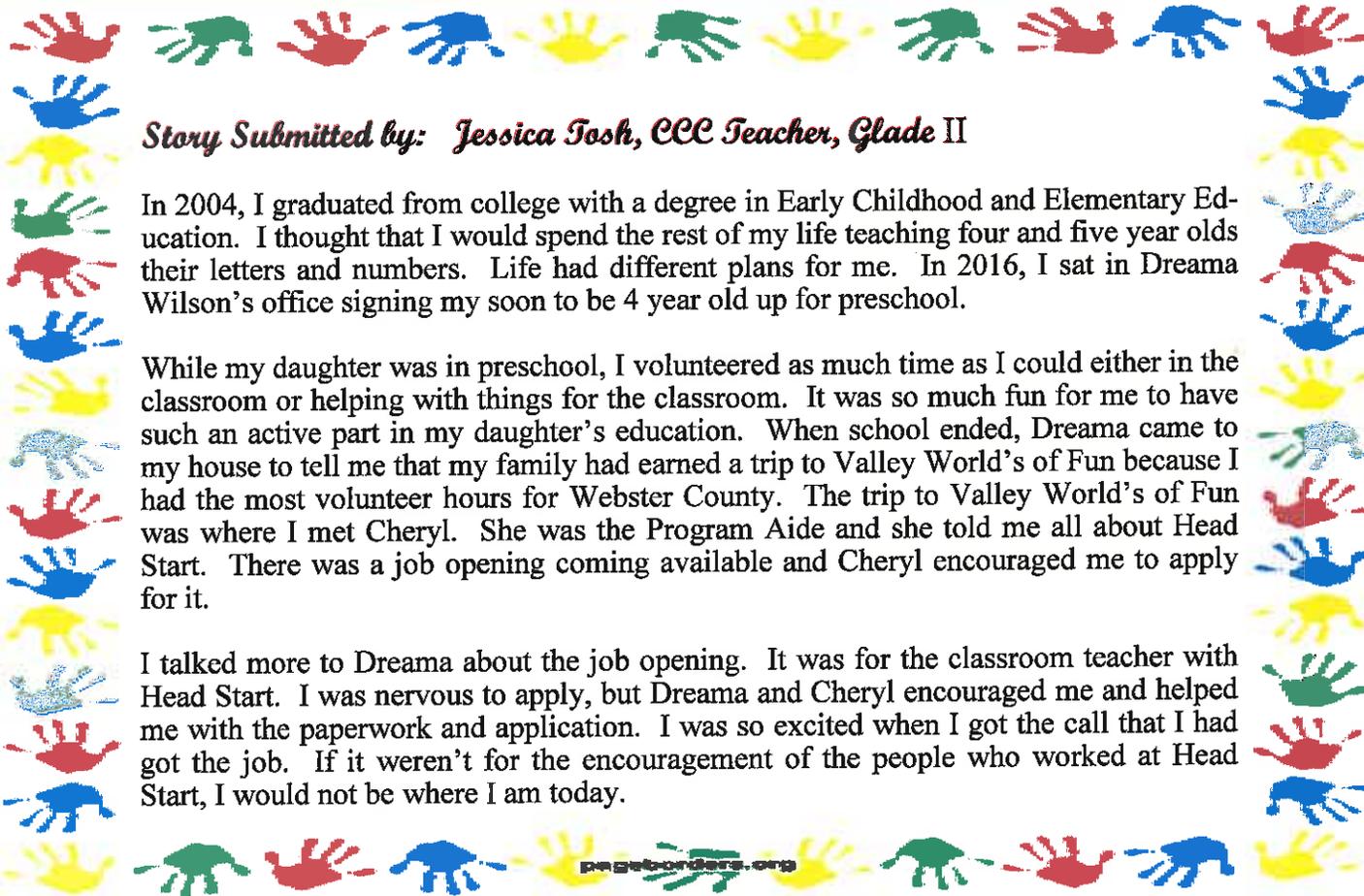
Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any 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  
March 19, 2019

## Head Start/Early Head Start Success Stories



*Story Submitted by: Jessica Tosh, CCC Teacher, Glade II*

In 2004, I graduated from college with a degree in Early Childhood and Elementary Education. I thought that I would spend the rest of my life teaching four and five year olds their letters and numbers. Life had different plans for me. In 2016, I sat in Dreama Wilson's office signing my soon to be 4 year old up for preschool.

While my daughter was in preschool, I volunteered as much time as I could either in the classroom or helping with things for the classroom. It was so much fun for me to have such an active part in my daughter's education. When school ended, Dreama came to my house to tell me that my family had earned a trip to Valley World's of Fun because I had the most volunteer hours for Webster County. The trip to Valley World's of Fun was where I met Cheryl. She was the Program Aide and she told me all about Head Start. There was a job opening coming available and Cheryl encouraged me to apply for it.

I talked more to Dreama about the job opening. It was for the classroom teacher with Head Start. I was nervous to apply, but Dreama and Cheryl encouraged me and helped me with the paperwork and application. I was so excited when I got the call that I had got the job. If it weren't for the encouragement of the people who worked at Head Start, I would not be where I am today.

[www.precursors.org](http://www.precursors.org)



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

Mikena started at Rivesville Head Start in August 2017 at the age of 3 years 3 months. At that time, she used very little oral language and had difficulty interacting with the staff and children in the classroom. Tasks such as eating with utensils, washing her hands and using the bathroom were a struggle. Transitions from one activity to another were traumatic for her.

Developmental and speech screenings were completed, and referrals were made for further evaluation. Following the eligibility and IEP meeting, Mikena started receiving special education services.

In the past 9 months, Mikena has made the following progress: she has become conversational with friends and staff. She not only responds to requests but initiates the contact. She is building relationships and playing with her friends. She is spelling her name, eating meals with utensils and having success with using the potty. Mikena's parents have commended on the changes they have seen in her through the school year.

**Story Submitted by: James “Beau” Murphy, Policy Council Chairperson**

James “Beau” Murphy is a father of four who has been participating in Head Start and Policy Council. He has served as Vice Chairperson and participated in numerous West Virginia Head Start Association Trainings and Conferences. He most recently served as the Policy Council Chairperson where his leadership and advocacy skills grew. Beau has become involved in his community by being a leader in the Adventure Club where he helped to plan community wide family events. As Beau’s term as the Policy Council Chairperson neared an end, his most recent accomplishment was to obtain full time employment as a Child Protective Service Worker trainee for the West Virginia Department of Health and Human Services. Beau is excited to continue to pursue his passion for helping children and families in his community.

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

I am very pleased with the progress my grandchildren have accomplished in the short time they have been at West Fairmont Head Start. I couldn’t have asked for a better outcome. I am very proud of them and what a difference it has been for them to attend West Fairmont Head Start.

Everyone has went out of their way to make my grandchildren feel welcome and to make them feel they can trust people.

I myself would not want to change anything for my family. The program has been a blessing.

Deborah Thompson



### 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](http://www.ncwvcaa.org)

*Layout and Design: Linda Bissett, Children Services Executive Assistant*