

North Central WV Community Action Head Start/Early Head Start Annual Report



2023-2024

Please accept this release of the PY58 Head Start/Early Head Start Annual Report for the period of July 1, 2023 through June 30, 2024. This is released on behalf of North Central WV Community Action Association, Inc. (NCWVCAA) Grantee for Head Start and Early Head Start and its Head Start Delegate, Monongalia County Board of Education.

NCWVCAA Early Head Start provides comprehensive services in center-based and home-based settings to prenatal families and families with children ages birth to three. Early Head Start was created to ensure that during these early years of a child's life, families were receiving what was needed for healthy growth and development. Health, mental health, education, nutrition, social, and family services are provided by NCWVCAA EHS to support this growth and development.

NCWVCAA Head Start and the Delegate Head Start Programs promote school readiness of preschool children ages three to five years of age in center-based classrooms. Individually and in collaboration with the County Board of Educations, NCWVCAA Head Start strives to improve quality education and comprehensive services that support children, families, and staff in our communities. Head Start children and families receive health, mental health, nutrition, and social services support. This system encourages parent involvement so that the children and families are prepared for a lifetime of learning.

Respectfully,

Roberta DeMarco

Roberta DeMarco

Children Services Director

Head Start and Early Head Start

NCWVCAA

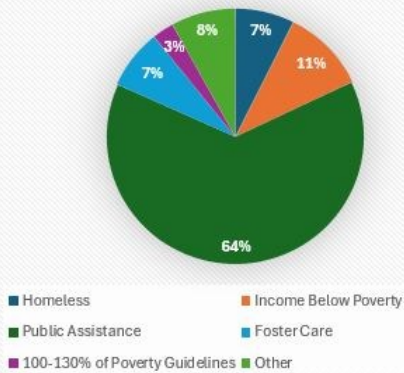
Please visit our new Head Start website with the QR code below or [Head Start / Early Head Start – NCWVCAA](#)



Enrollment

North Central West Virginia Community Action Association Inc. (NCWVCAA) Head Start/Early Head Start serves Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, Tucker, and Webster Counties. NCWVCAA is the Grantee for one Delegate serving Monongalia County. The Grantee is funded to serve 545 Head Start Children and 76 Early Head Start Children while the Delegate is funded for 191 Head Start Enrollees.

Types of Eligibility Head Start



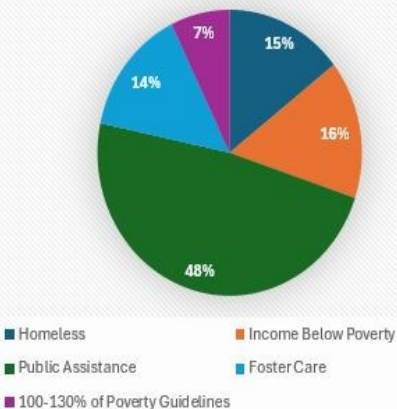
Head Start
596 Children
547 Families
Served

Delegate (HS)
215 Children
198 Families
Served

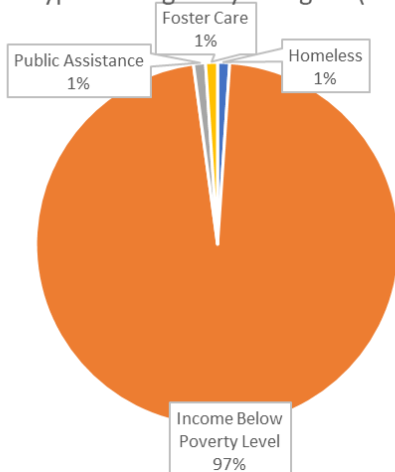
Early Head Start
83 Children
7 Pregnant Women
63 Families
Served



Types of Eligibility Early Head Start



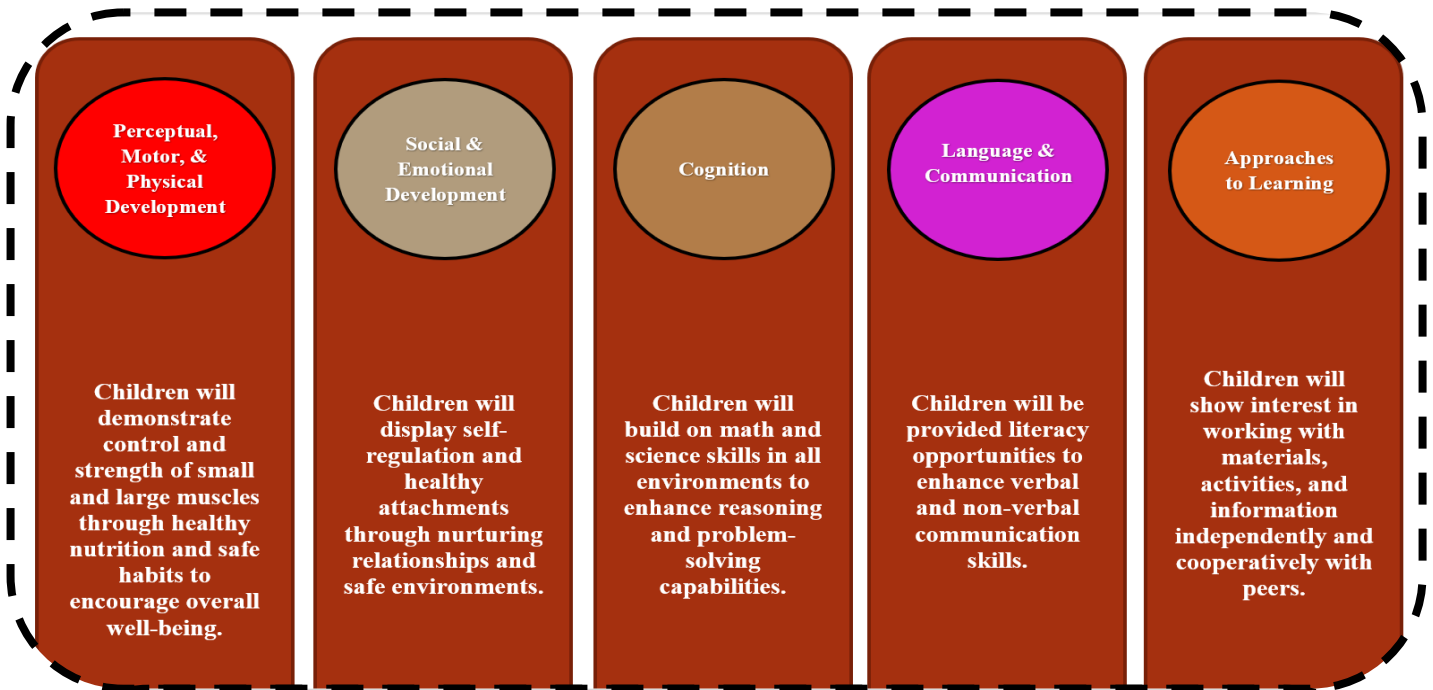
Types of Eligibility Delegate (HS)



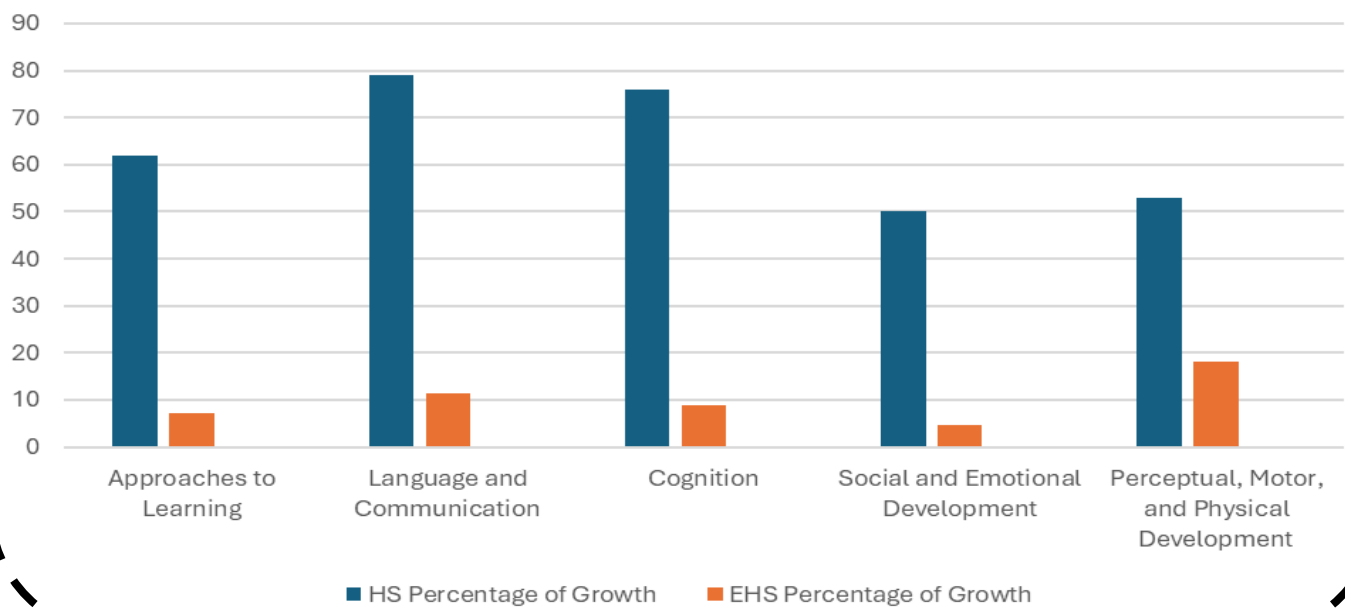
Mission

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 changes of tomorrow.

School Readiness Goals



NCWVCAA HS/EHS PY58 Child Outcome Growth of School Readiness Goals



Transitions to Kindergarten:

- Bump Up Day – Preschool children participate in a typical Kindergarten school day.
- Teacher Swap - The Kindergarten teachers share a literacy experience.
- Kindergarten Transition Meeting – The Kindergarten and PreK teachers share information.

⇒ **A new Transition Tab has been added to the Child Plus Database System that follows the states *Ready! Set! Go! Framework***

Monitoring Data:

CLASS:

- 32 of 35 (91%) of CLASS scores showed high fidelity in behavior management.

File Review:

- 164 of 175 (94%) files reviewed show an ongoing assessment system is in place.

NCWVCAA Head Start/Early Head Start Parent Engagement Activities

During the PY58 (2023-2024) school year, the Family and Community Engagement Framework continued to serve as a road map for engaging children, families, and the community in the Head Start and Early Head Start programs.



Parent Committees

Each county/center/classroom held a minimum of 2 Parent Committee Meetings.

Representatives were elected for several leadership positions including Parent Committees, Policy Council, Advisories, and Leadership Teams.

Parent Committee members voted on such matters as planning Parent Engagement Events, choosing how to spend Parent/Child Activity monies, Policy Council Representatives, and other program activities.

Policy Council

Policy Council Members continued to be actively involved in all aspects of the program.

Their participation was vital during meetings for the review and approval of monthly financial statements, revised Policies and Procedures, Self-Assessment, Strategic Planning, the Community Needs Assessment, and other program planning goals and objectives.

Member attendance remained strong throughout the program year!

Advisories and Leadership Teams

The program continued to offer parents and community members the opportunity to participate on Education, Health, and Family and Community Engagement Advisories twice a year.

Members assisted the Program Specialists in the development/revision of Policies and Procedures and the analysis of service area data.

The School Readiness Leadership Team and Early Childhood Positive Behavior Implementation Support Leadership Team continued to have parental involvement throughout the year.

PY58 POLICY COUNCIL EXECUTIVE COMMITTEE

Sara Dawson – Chairperson
Tammy Crue– Vice Chairperson
Lena Swiger- Secretary



Parent & Family Engagement



Head Start and Early Head Start parents and caregivers were invited to attend several Parent Engagement Events held throughout the program year!

Positive Parenting Skills

Family Bonding

Healthy Eating

Fatherhood Engagement

Budgeting

Stress Management

Child Development

Family Well-Being
Community Resources



Parents Are Their Child's First Teacher

Head Start Family Resource Coordinators (FRCs) continued to offer parents/caregivers the opportunity to participate in a research-based parenting curriculum that encourages promoting children's learning and development alongside a positive behavior approach. The Parent Powered curriculum was encouraged by FRC's while Early Head Start Family Educators (FEs) incorporated the Parents as Teachers curriculum into their weekly home visits with families.

Why NCWVCAA Chose Parent Powered!

- ◆ It breaks down the complexity of engaged parenting into small steps that are easy to achieve within everyday routines.
- ◆ Includes 3 messages per week continuously; school year + summer (52 weeks).
- ◆ Text messaging can boost language and literacy scores.
- ◆ Increase teacher satisfaction, and even help chronic absenteeism.



"The texts help me feel more supported by understanding what my child may be feeling physically/emotionally after a long day of school and the best ways to handle that at home and with most effectiveness. Gives good ideas of stuff to do with your kids. Gave us way more chance and ways of bonding, gave us things to talk about." - NCWVCAA Parent



North Central West Virginia Community Action Agency

- **With ParentPowered, we were able to engage families of 571 children in their children's learning this school year.**
- **We served families of children 1 through 5 years old in the following 3 languages: English, Spanish, and Vietnamese.**
- **Our families received a total of 35,422 text messages.**
- **Overall, families received 45 resources including links to healthcare, food access and housing.**



Parent Powered Family Survey Results





The Parent, Family, and Community Engagement (PFCE) Framework and School Readiness Goals continued to be the driving force behind the Family and Community Engagement service area for PY58. Data collected from the Family Outcomes Assessment indicated that the program continued to meet the needs of Head Start and Early Head Start children and families.

The Family Outcomes Assessment is a scaled assessment tool used to collect data about HS/EHS families in the following areas:

Family Well-Being – Housing, Health, Transportation, Financial Security, Employment, Food, Clothing

Positive Parent/Child Relationships – Nurturing Relationships, Child Development, Parenting Skills

Families as Lifelong Educators – Family Education at Home, School Readiness, Promoting Primary Languages

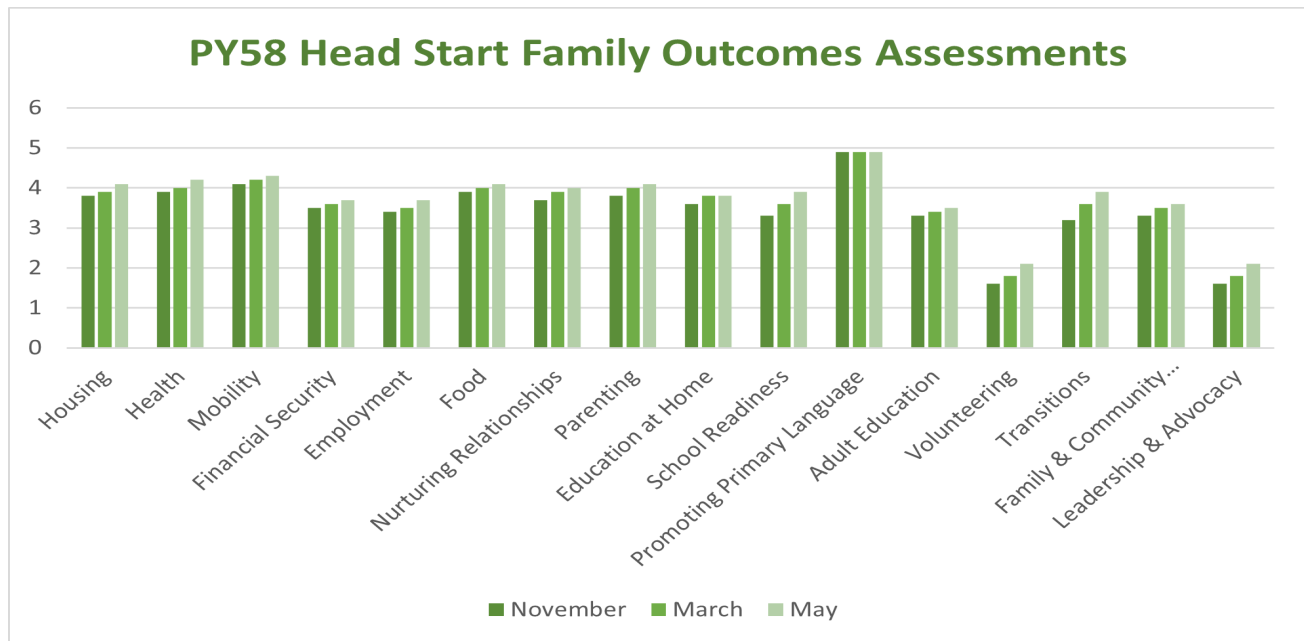
Families as Learners – Education, Training, Life Goals, Volunteering

Family Engagement in Transitions – Transitions to Kindergarten or other agencies

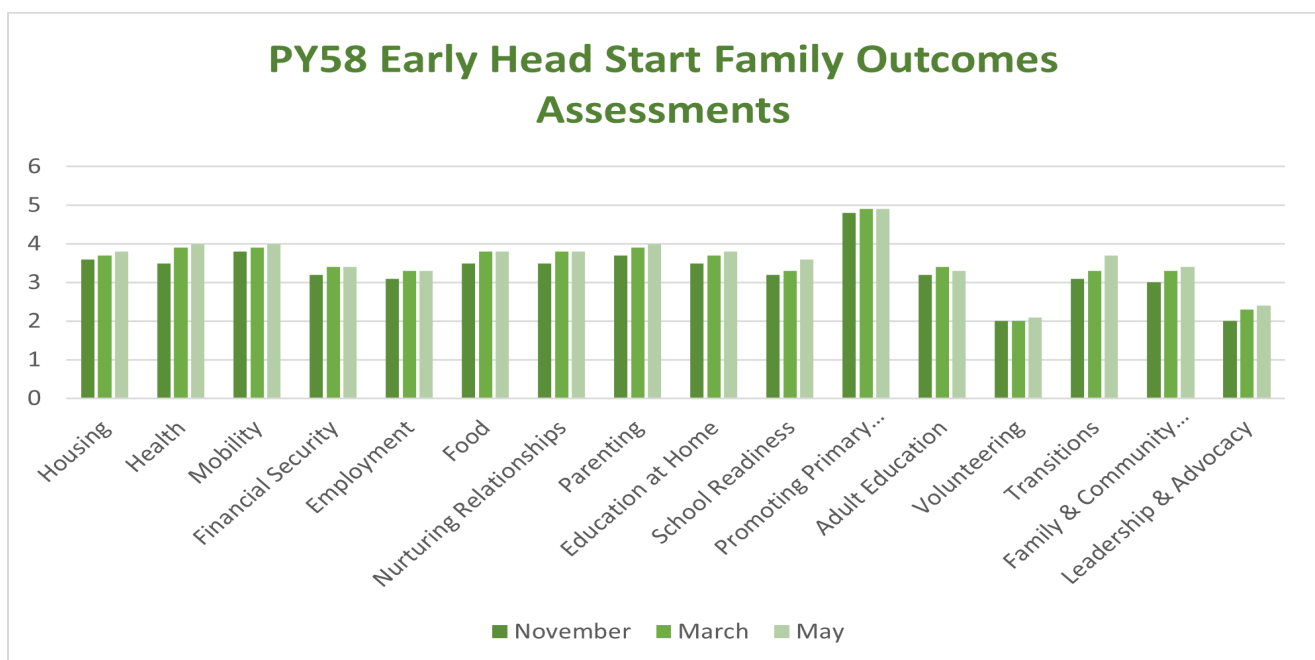
The assessment is completed three times per program year and analyzed on a five-point scale system to determine if a family falls below the prevention line indicating vulnerability or is moving towards stability by utilizing the following system: Vulnerable (1), In Crisis (2), Stable (3), Self-Sufficient (4), and Thriving (5). Gains are calculated by comparing results from the first and most recent assessments. Family and Community Engagement staff worked diligently throughout the year to ensure all families were reaching their highest potential!

Family Outcomes Updates

Head Start and Early Head Start families continued to grow and flourish during the year as evidenced by the results of the PY58 Family Outcomes Assessments. Head Start family scores showed an overall growth of 4.8 points throughout the year, and Early Head Start family scores showed an overall growth of 4.1 points!

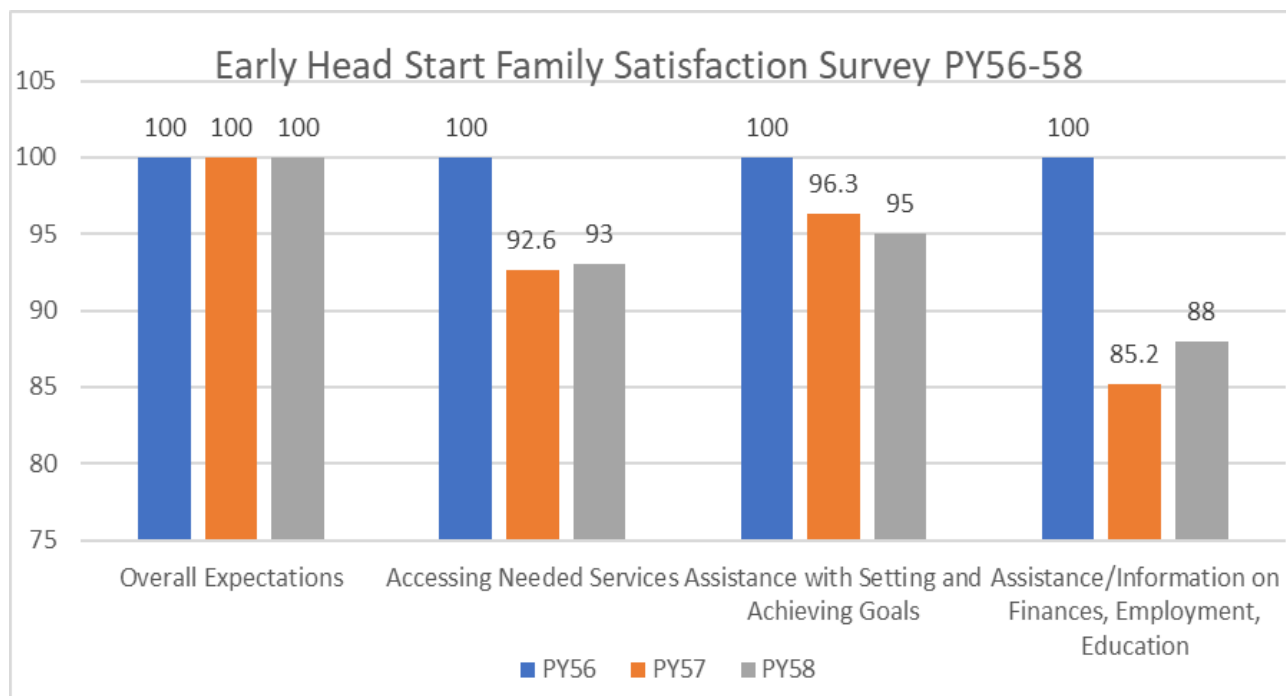
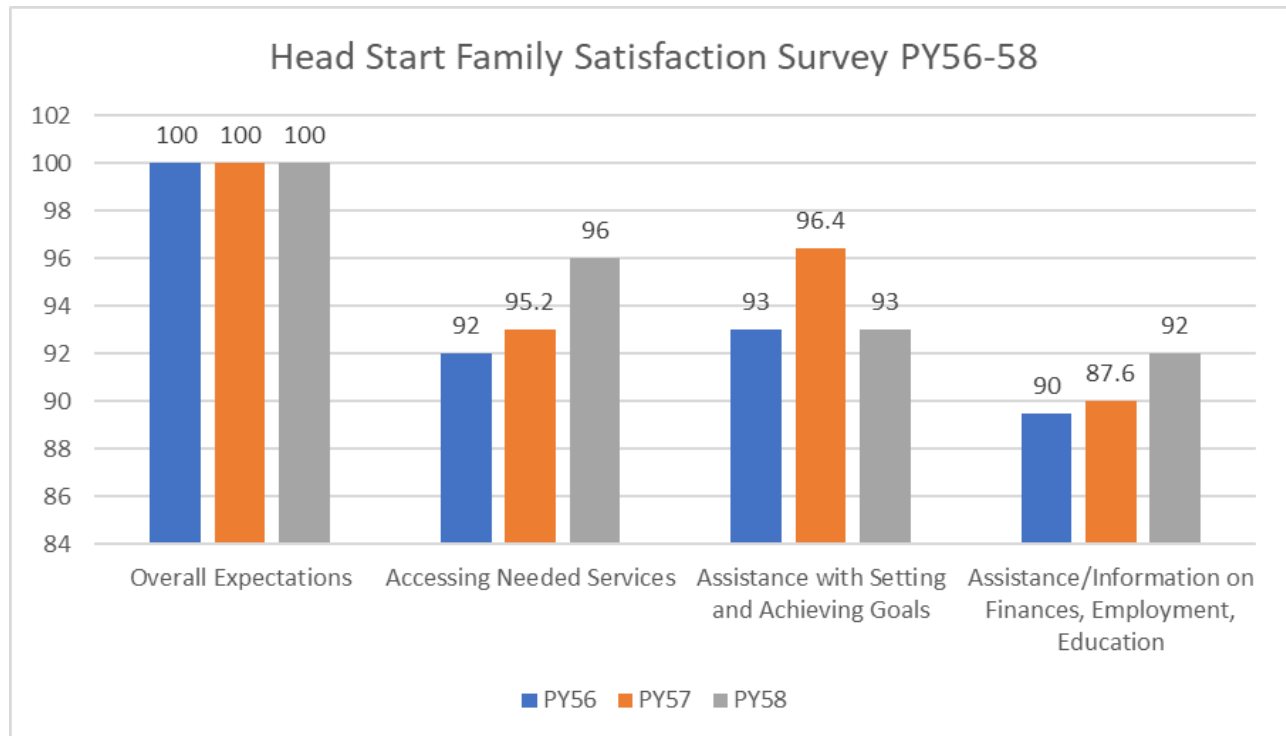


- ◆ **508 Average Family Assessments were recorded for Head Start during PY58 and 60 Average Family Assessments were recorded for Early HeadStart.**
- ◆ **Both Head Start and Early Head Start Family Assessment Averages showed an overall growth of over 4 points! With growth in all areas by the end of the year.**

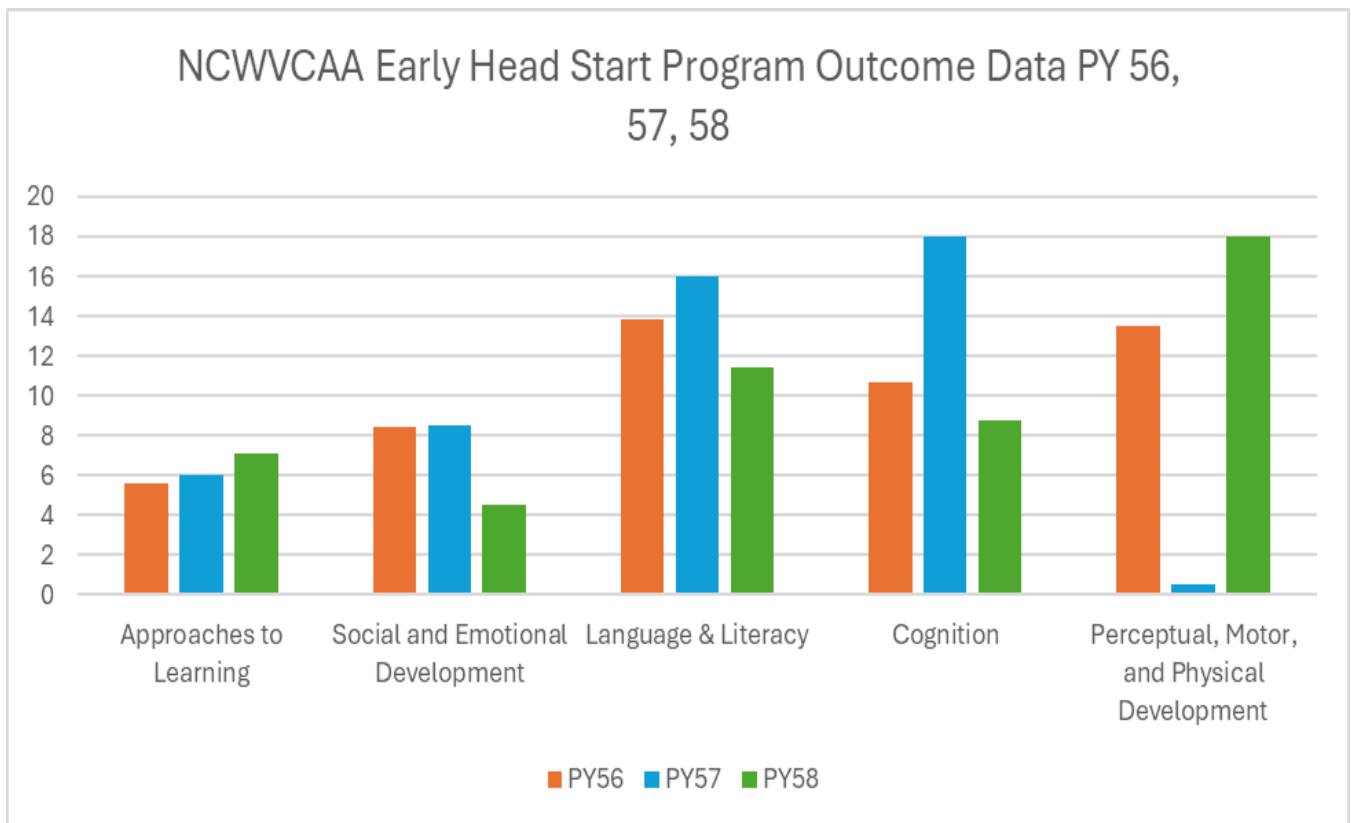
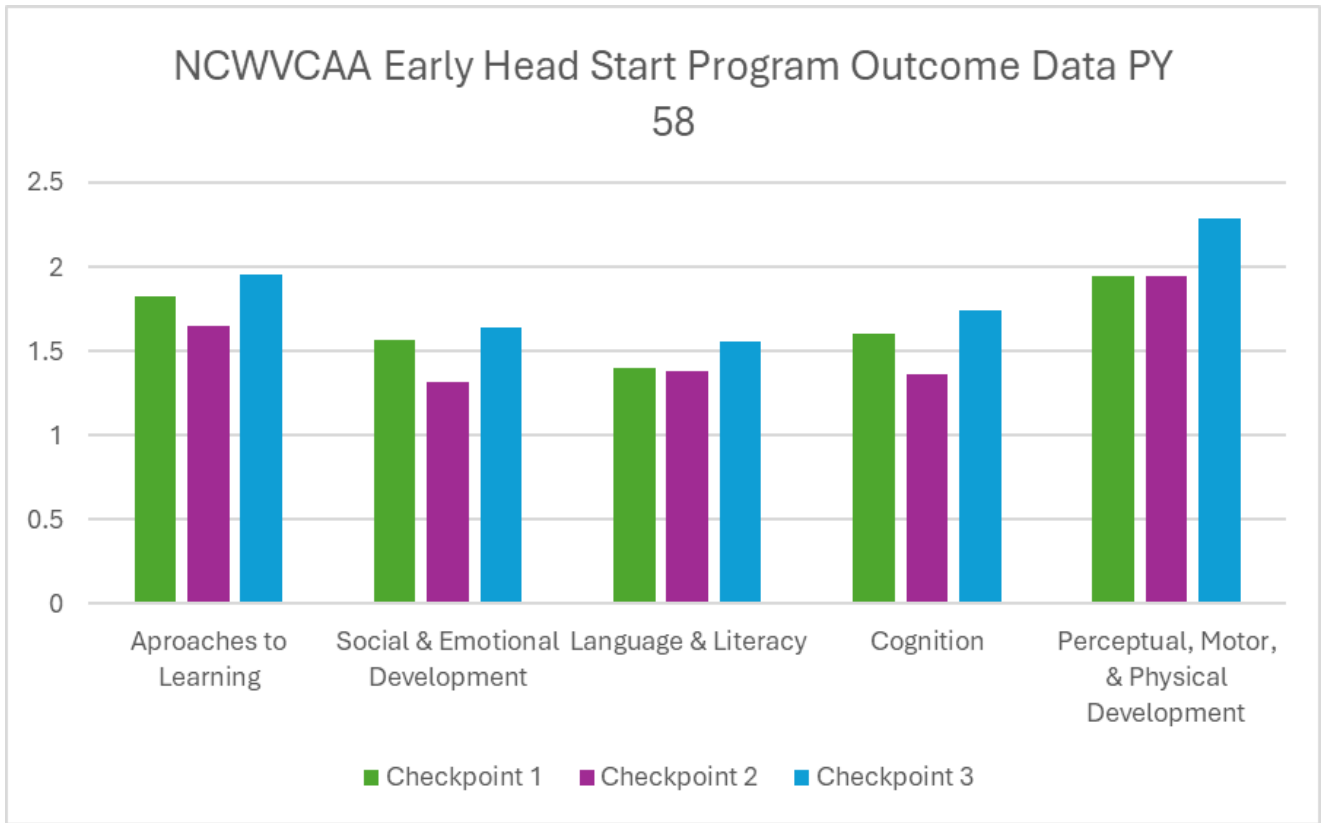


Family Satisfaction Survey

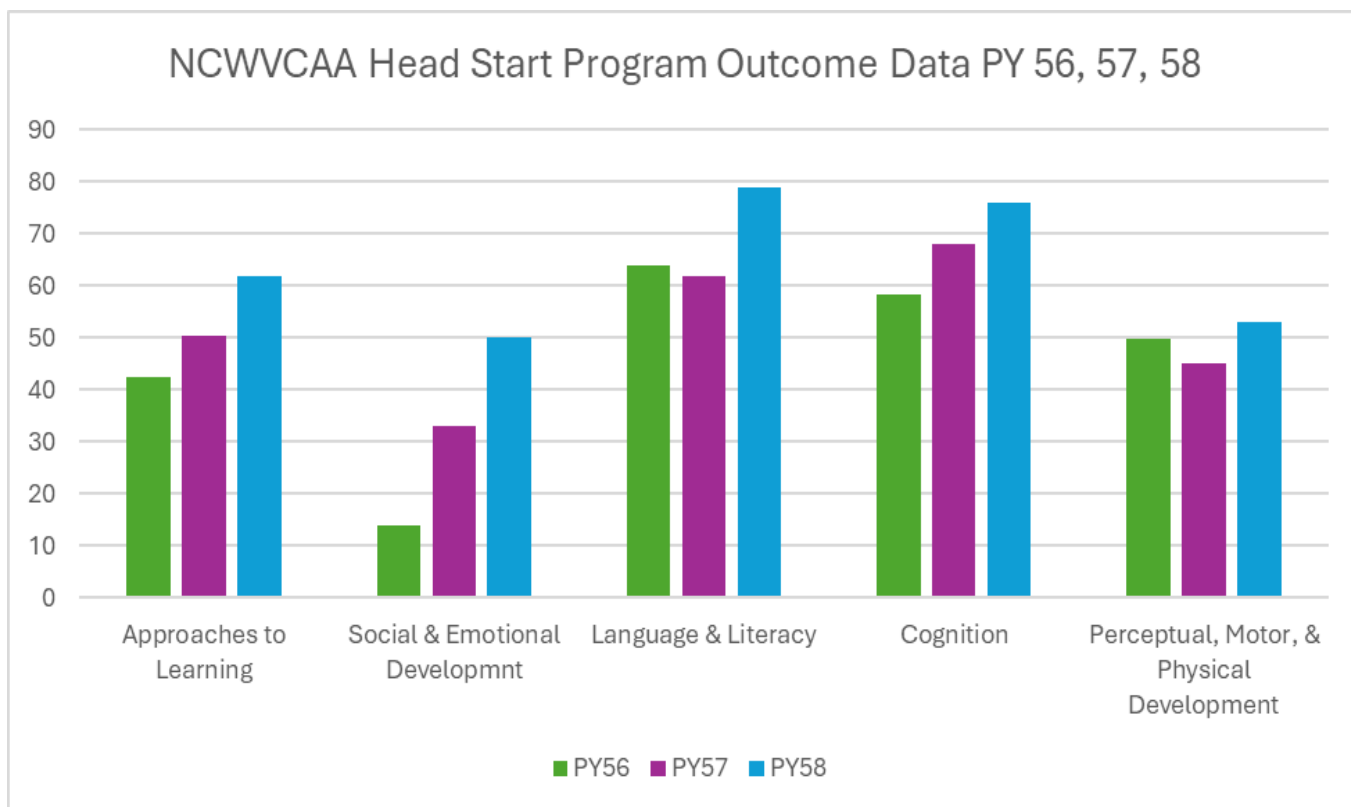
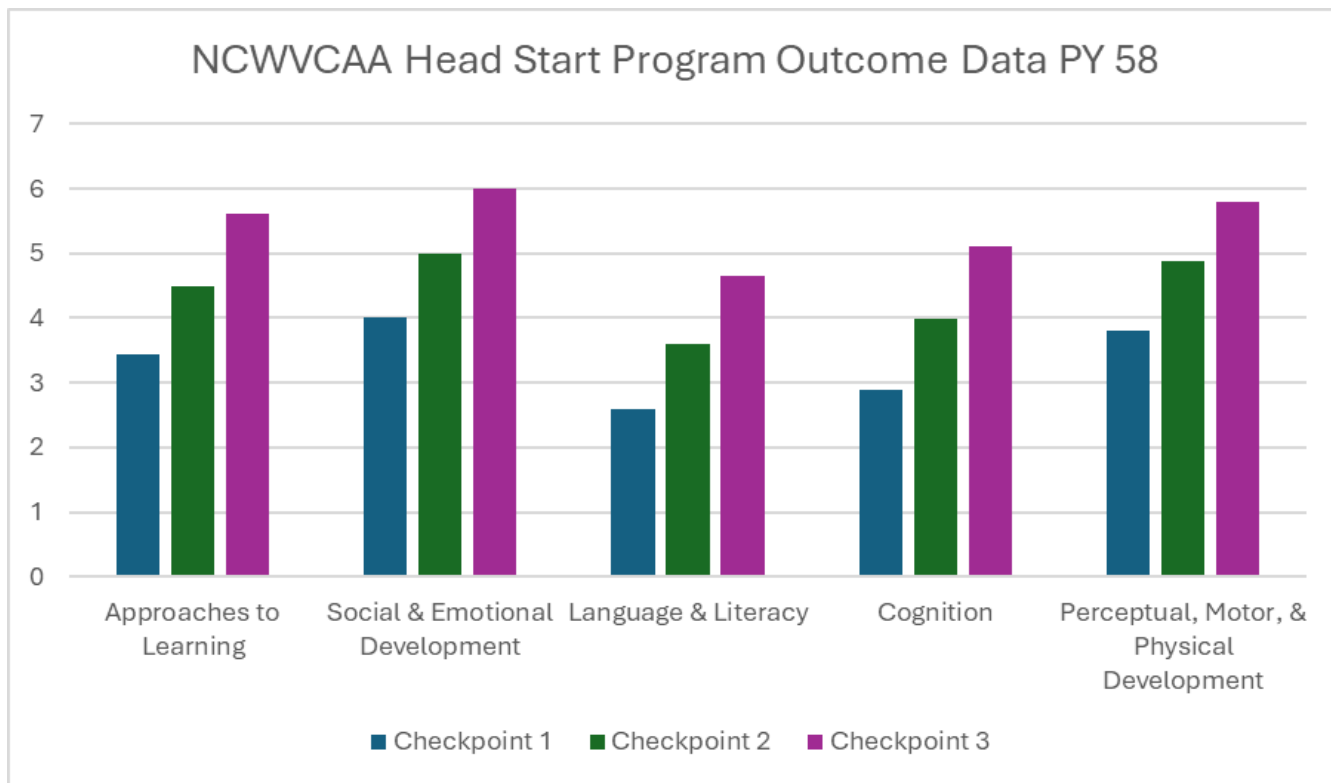
Family Satisfaction Survey data was collected for PY58 to ensure the program continues to meet the needs and interests of children and families in alignment with the PFCE Framework and School Readiness Goals. The following charts indicate the percentage of families reporting satisfaction in each category.



EHS Data



HS Data



Delegate Family and Community Engagement

During the 2023-2024 school year, the program continues to take a multifaceted approach to family and community engagement including hosting parent engagement events, conducting monthly Parent Policy Committee Meetings, providing parent trainings based upon parent interests, facilitating fatherhood events, and participating in community events. In order to meet the needs of all parents, the program held Parent Meetings and Parent Policy Committee Meetings with an in-person and virtual option.

The program offered multiple family engagement activities that encourage strong family attachment during the program year. The program hosted events as well as collaborated with community agencies to offer activities specific to fathers as well and the complete family experience. Such activities included a Pirate themed picnic, a tour of the Botanical Gardens, and a WVU baseball game.

<u>Parent Policy Committee</u> Monthly Meetings were conducted Trainings were provided upon parent interests Membership was made up of current parents for each center	<u>Fatherhood Events</u> Events provide an opportunity for male involvement Encourage fathers to become actively engaged in their children's education
<u>Family Engagement Events</u> Engagement in activities that encourage a strong family attachment Events included: Safety Palooza, Pirate Picnic, Botanical Gardens, WVU Baseball Game	<u>Parent Trainings</u> Training topics were determined by surveying parents interests Trainings included: Fiscal Literacy, Nutrition, Child Development, Social-Emotional Development, Housing

The program continues to use data to support programmatic decisions through the Continuous Quality Improvement process. Data such as the Family Satisfaction Survey and Family Outcomes Assessment are key pieces of information when determining staff professional development, establishing new community partnerships, providing services to families, etc.

Total Volunteers - 176 Fatherhood Involvement – 78 Fathers volunteered during the Program Year.
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Monongalia County

Head Start School Readiness Goals

Approaches to Learning	Social & Emotional Development	Language & Communication	Cognition	Perceptual, Motor, Physical
Subdomain: Cooperation Goal: The child will interact cooperatively with adults and other children. Measurement: Early Learning Scale Strand: Quality and Attributes of Cooperative Play 6.2	Subdomain: Social Problem Solving Goal: The child will attempt to follow social problem-solving processes to resolve conflict independently. Measurement: Early Learning Scale Strand: Social Problem Solving 5.4	Subdomain: Print Awareness Goal: The child will demonstrate that print carries meaning and is used for different functions. Measurement: Early Learning Scale Strand: Print Knowledge	Subdomain: Scientific Inquiry Goal: The child will use senses and a variety of tools to gather information, investigate materials, and observe relationships Measurement: Measurement Tool: Early Learning Scale Strand: Investigation 4.3	Subdomain: Physical Health Goal: The child will consistently display evidence of age-appropriate health and development practices and engage in appropriate safety practices. Measurement: Early Learning Scale Strand: Health Development



Delegate

Children – 215

Families Served – 198

Types of Eligibility

Income Below Poverty Level - 196

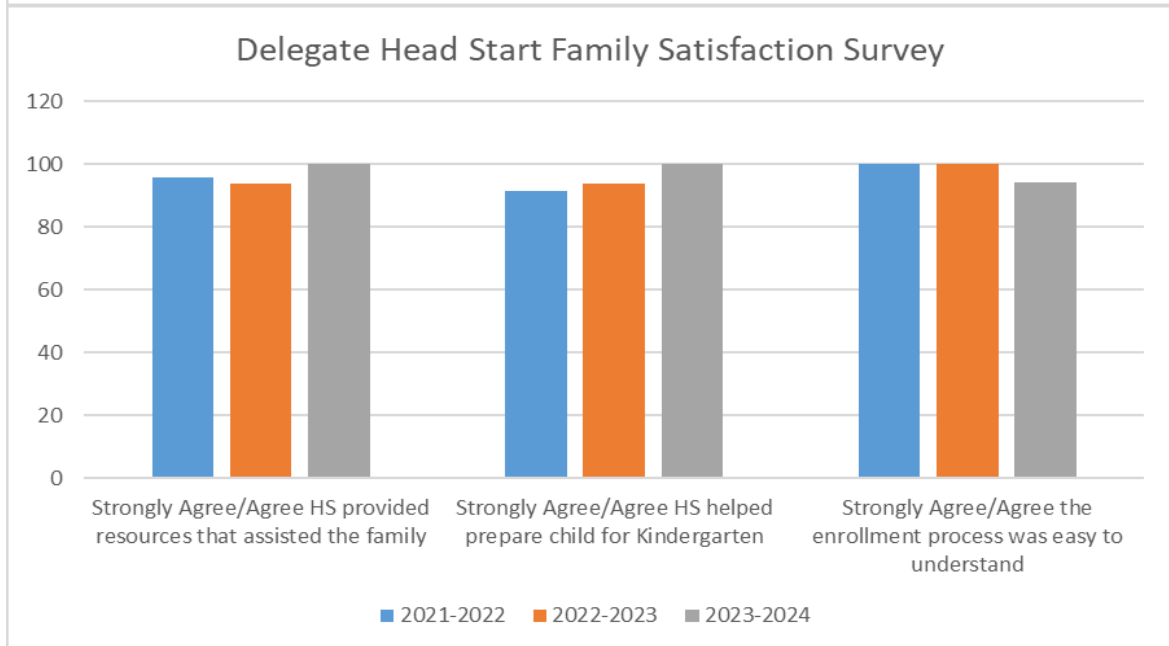
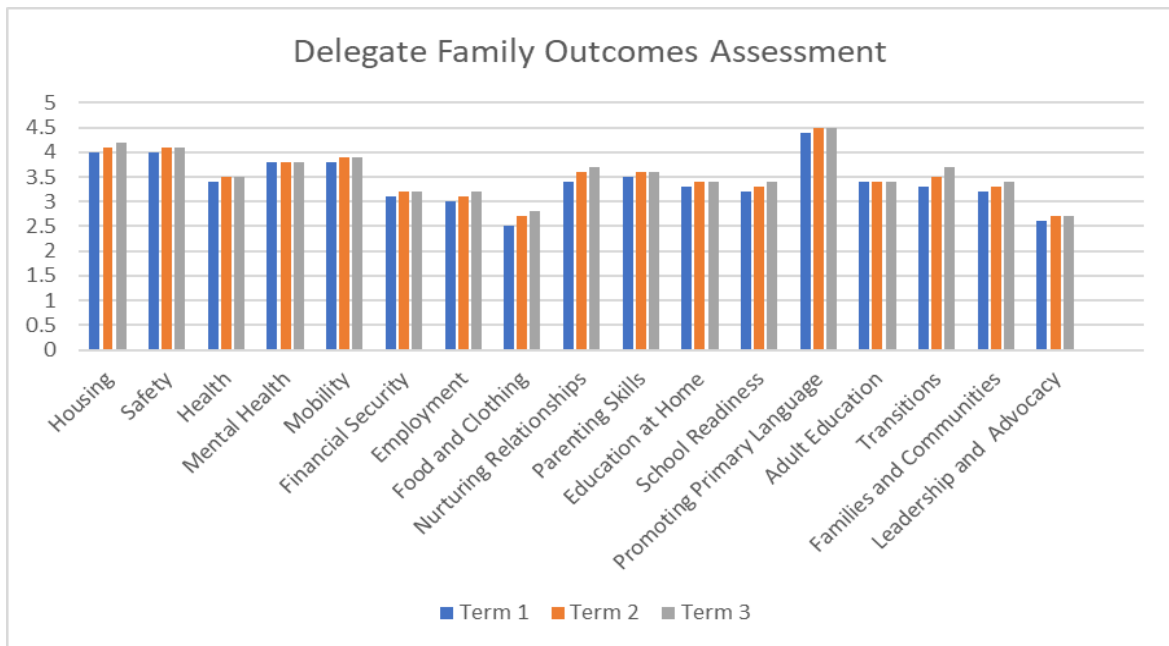
Foster Care - 4

Public Assistance - 4

Homeless – 6

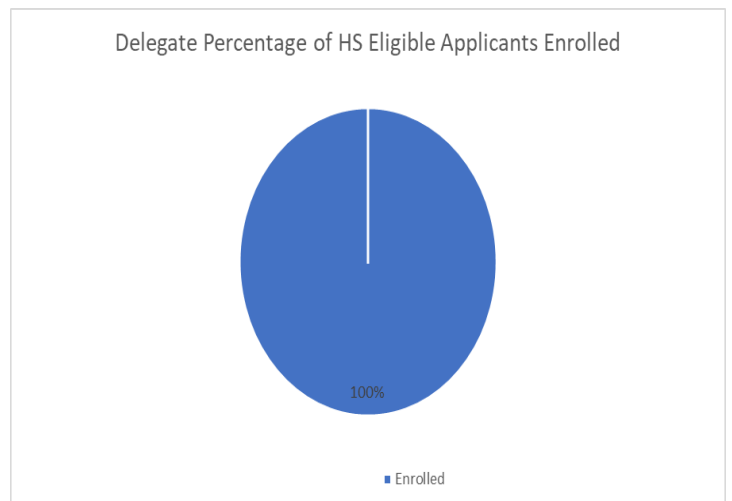
Income between 100-130% of Poverty Line – 2

Other - 3



Funding

Delegate 100% of HS Eligible Applicants Enrolled



Health & Wellness

Dental Exams

74.5% HS completed dental exams

78.5% Delegate (HS) completed dental exams

Medical Exams

67.1% EHS up to date on EPSDT

78.3% HS up to date on EPSDT

80.6% Delegate (HS) up to date on EPSDT

367 HS children at healthy weight

104 Delegate (HS) children at healthy weight

The program utilizes the Choosy “Move and Learn System” which is an innovative approach to enhance overall curriculum by using music as a teaching tool and lyrics as a literacy resource for promoting physical activity, healthy nutrition, and oral health. Components of the system include classroom activities, music videos with Choosy, adventure stories, quality questions for supporting conversations, and family engagement /staff wellness goals and suggestions.



NCWVCAA services 13 Head Start and Early Head Start classrooms that participate in the West Virginia Child and Adult Food Program (CACFP). When these sites were monitored 13 out of 13 (100%) sites reviewed were compliant in CACFP/USDA requirements. The program provided 19,073 breakfasts, 18,473 lunches and 3,948 snacks for Head Start and Early Head Start children for 2023-2024. The program purchased classroom nutritional and multicultural resources for children to explore different foods and children shopper set for each of the Head Start classrooms.

Our Program maintains 40 Playgrounds and Zero injuries have been reported due to unmaintained surfacing or equipment hazards.



Mental Health

Referrals

76 Total (46 closed)

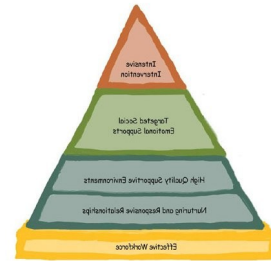
- * 4 EHS (2 closed)
- * 2 Family

Behavior Support

2 staff—assigned to 6 classrooms—4 counties

4 individual behavior plans created

Program Wide ECPBIS



Early Childhood Program-Wide PBS
Benchmarks of Quality data

Critical Elements in Place

54%

Critical Elements Partially in Place

41%

Practice Based Coaching

Social/Emotional Teaching Practices

PY 58

- * 1 Coachee completed 3 goals and increased their total TPOT Assessment Score from 84% to 91%
- * 1 Coachee completed 3 goals (2 teaching practices each) and increased their TPITOS Assessment Score from 89% to 100%

5
Coachees

100% of coachees who remained enrolled (3), completed their individualized goals.

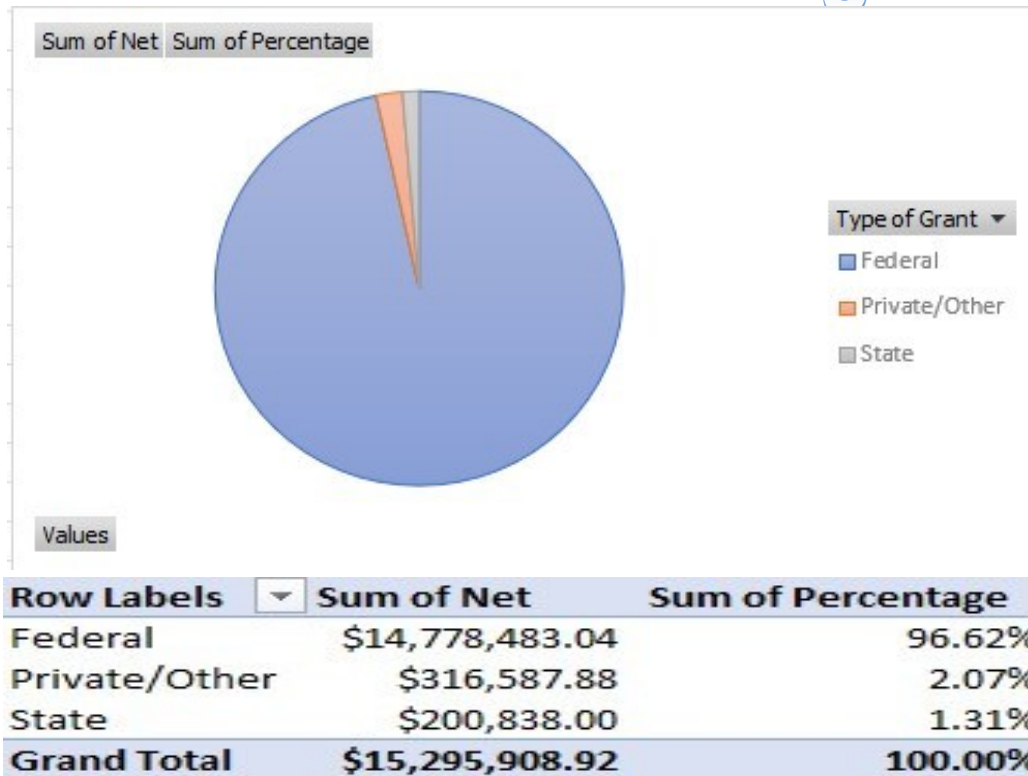


Success Stories

Isabella enrolled in the Head Start program as a 3 year old. While staff completed her vision screening using the PlusOptix screener, A “refer” result was received. This information was shared with the family with a recommendation for a full eye exam. The exam resulted in the prescription of corrective lens (glasses). Isabell’s vision has been corrected and she is functioning well in the Head Start classroom.

Xander re-enrolled in the Head Start program for his 3rd year. While completing routine vision screenings at the beginning of the school year, using the PlusOptix screener, a “refer result was received. This information was shared with the family and Xander had a full eye exam. The exam resulted in the prescription of corrective lens (glasses). Xander’s vision has been corrected and he consistently wears his glasses. He is functioning well in the Head Start classroom and preparing to move on to kindergarten next year.

Grantee Funding

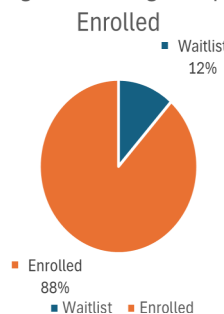


Direct Federally Funded Programs	State or Federal Flow Through Funded Programs	Private & Other Programs
Head Start	Weatherization	Group Work Camp
Early Head Start	Community Services Block Grant	United Way
Continuum of Care Program	Homeless Prevention & Rapid Re-Housing	Donations
Emergency Food & Shelter	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	

Percentage of HS Eligible Applicants



Percentage of EHS Eligible Applicants



Grantee Average Monthly Enrollment

Head Start 97.8% of Funded Enrollment

Early Head Start 56.41 % of Funded Enrollment

*All eligible applicants not enrolled were waitlisted at centers with no HS or EHS vacancies. EHS under enrollment due to staff vacancies.

NCWVCAA Head Start/Early Head Start Executive Team

Patricia McFarland, NCWVCAA Executive Director

Chris Burky, Finance Director

Kim Martin, Human Resource Director

Roberta DeMarco, HS/EHS Children Services Director

PY 58 BUDGET FOR ALL: HEAD START, EARLY HEAD START AND DELEGATE

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 5,382,436.00	\$ -	\$ 5,382,436.00
FRINGE BENEFITS	\$ 1,283,059.00	\$ -	\$ 1,283,059.00
TRAVEL	\$ 16,056.00	\$ 43,439.00	\$ 59,495.00
EQUIPMENT	\$ 90,003.00	\$ -	\$ 90,003.00
SUPPLIES	\$ 330,557.00	\$ 282.00	\$ 330,839.00
CONTRACTUAL	\$ 137,159.00	\$ 5,700.00	\$ 142,859.00
OTHER	\$ 658,938.00	\$ 33,749.00	\$ 692,687.00
INDIRECT COSTS	\$ 641,581.00	\$ -	\$ 641,581.00
TOTALS	\$ 8,539,789.00	\$ 83,170.00	\$ 8,622,959.00

PY 58 BUDGET FOR HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 3,987,674.00	\$ -	\$ 3,987,674.00
FRINGE BENEFITS	\$ 917,165.00	\$ -	\$ 917,165.00
TRAVEL	\$ 12,816.00	\$ 25,385.00	\$ 38,201.00
EQUIPMENT	\$ -	\$ -	\$ -
SUPPLIES	\$ 171,238.00	\$ -	\$ 171,238.00
CONTRACTUAL	\$ 122,900.00	\$ 5,200.00	\$ 128,100.00
OTHER	\$ 574,200.00	\$ 24,000.00	\$ 598,200.00
INDIRECT COSTS	\$ 544,437.00	\$ -	\$ 544,437.00
TOTALS	\$ 6,330,430.00	\$ 54,585.00	\$ 6,385,015.00

PY 58 BUDGET FOR EARLY HEAD START

	PROGRAM OPERATION	T&TA	TOTAL
PERSONNEL	\$ 467,380.00	\$ -	\$ 467,380.00
FRINGE BENEFITS	\$ 107,498.00	\$ -	\$ 107,498.00
TRAVEL	\$ 3,240.00	\$ 6,014.00	\$ 9,254.00
EQUIPMENT	\$ -	\$ -	\$ -
SUPPLIES	\$ 102,966.00	\$ 75.00	\$ 103,041.00
CONTRACTUAL	\$ 8,859.00	\$ 500.00	\$ 9,359.00
OTHER	\$ 66,180.00	\$ 4,825.00	\$ 71,005.00
INDIRECT COSTS	\$ 63,811.00	\$ -	\$ 63,811.00
TOTALS	\$ 819,934.00	\$ 11,414.00	\$ 831,348.00



INDEPENDENT AUDITOR'S REPORT

PO Box 458 | 1740 E Dupont Ave. | Belle, WV 25015 | (304) 220-2319 | DavidHowellCPAs.com

MEMBER OF THE: AICPA • Governmental Audit Quality Center • WVSCPA's

To the Board of Directors of the

North Central West Virginia Community Action Association, Inc. Fairmont, West Virginia

Report on the Audit of the Financial Statements Opinion

We have audited the accompanying financial statements of the North Central West Virginia Community Action Association, Inc. (the "Association") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Association as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with 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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Association and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Association's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Association's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of functional expenses, schedule of grant support, revenue and expenses - CSGB - compared to grant budgets to actual (Non-GAAP), notes to schedule of grant support, revenue and expenses - CSGB - compared to grant budgets to actual (Non-GAAP), schedule of revenues and expenditures of state awards, notes to the schedule of revenues and expenditures of state awards, schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and notes to schedule of expenditures of federal awards are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of functional expenses, schedule of grant support, revenue and expenses - CSGB - compared to grant budgets to actual (Non-GAAP), notes to schedule of grant support, revenue and expenses - CSGB - compared to grant budgets to actual (Non-GAAP), schedule of revenues and expenditures of state awards, notes to the schedule of revenues and expenditures of state awards, schedule of expenditures of federal awards, and notes to schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 28, 2024, on our consideration of the Association's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Association's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Association's internal control over financial reporting and compliance.



David L. Howell, CPA
Belle, West Virginia
March 28, 2024



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Michael Brantmayer

North Central West Virginia Community Action Agency 1304 Goose Run Road

From February 3, 2020 to February 7, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the North Central West Virginia Community Action Agency Head Start and Early Head Start programs. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns.

Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Ms. Brenda Hewitt, Regional Program Manager

Ms. Vicki Geary, Chief Executive Officer/Executive Director
Ms. Kim Martin, Head Start Director

Ms. Kim Martin, Early Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> a threat to the health, safety, or civil rights of children or staff; a denial to parents of the exercise of their full roles and responsibilities related to program operations; a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; the misuse of funds received under this subchapter; loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities;</p> <p>or</p> <p>an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

North Central West Virginia Community Action Agency's Head Start and Early Head Start planned, implemented, and provided program services in collaboration with its delegate partner, Monongalia County School District. The grantee served infants and toddlers in the center and home-based program options, and pre-school children in the center-based setting. The Early Head Start center-based classes were located on a local high school campus, with flexible hours of operation to meet the needs of parents. The delegate program served pre-school children in public school classrooms. The implemented program options provided low-income children and families with high-quality educational opportunities to support their needs.

The grantee and delegate programs used a variety of approaches to assist staff in providing quality services to children in all program options. Ongoing staff observations and annual evaluations ensured services were provided by highly qualified and motivated staff. They used a monitoring tool to assess areas of strength, concerns, and professional development. This process provided opportunities for feedback to plan ongoing training and supportive services. The management staff conducted center and classroom observations and provided direct feedback to staff. During monthly leadership team meetings, the managers provided observation summaries that allowed the team to provide oversight, develop action plans, and conduct data reviews to identify trends and to guide professional development opportunities. All delegate teaching staff were monitored and evaluated, based on the state's teacher support-staff evaluation process. The Board of Education policies determined the periodicity of observations and evaluations. As part of this process, new delegate staff members were assigned mentors who guided them throughout their first year of employment. Grantee service area staff monitored delegate program services and provided feedback to ensure continuous improvement program-wide. Staff received ongoing monitoring and support to provide quality services to children and families.

The grantee leveraged the expertise of the grantee and delegate governing boards and policy councils. For example, when faced with the closing of a facility, which would significantly impact enrolled children, the member of the governing board with expertise in early childhood helped the staff identify alternate solutions. They collaborated to develop a plan for providing services with minimal disruption to children. The grantee and delegate Program Directors attended governing board and policy council meetings and served as liaisons for the programs. Through Information sharing and the use of professional expertise by members of the governing board and the policy council, children and families benefitted from the services provided by the Head Start and Early Head Start programs.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

The grantee has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Designing Quality Education and Child Development Program Services Highlight

The grantee developed and implemented a school readiness plan for its Head Start and Early Head Start programs that aligned with the Head Start Early Learning Outcomes Framework, the West Virginia early learning standards, and the expectations of the receiving schools. The High Scope Pre-School Curricular, Infant-Toddler Curricular, and related Child Observation Record Advantage assessment tools were used by the program and delegate teaching staff. They developed responsive teaching strategies that supported family cultures and the child and family's outcome goals. Education Program Specialists reviewed weekly lesson plans and conducted regular classroom observations to assess teaching practices and classroom environments. Teacher coaching and professional development plans were developed based on the results of classroom observations using the High Scope curricular scope and sequence approach, child outcomes, and staff input. The Early Head Start center-based classes used The Pyramid Infant-Toddler Observation Scale and completed an annual observation for assessing adult behaviors and interactions with children to determine whether the learning environment supported the social-emotional development of infants and toddlers. The program utilized the Home Visit Rating Scales and conducted an annual visit with parents to assess the quality of the home visitors' facilitation of parent-child interactions, caregiver responsiveness, and family relationships with caregivers. The implementation of an aligned school readiness plan by the program and staff assessments supported positive outcomes for enrolled children and families.

The grantee hired qualified teachers and home-based visitors for all program service options. The delegate teaching staff were employees of the Board of Education and were all dually certified in special education. The delegate leadership worked closely with school leadership to ensure children were served in developmentally appropriate learning environments on the school campus. The staff ensured that classrooms were designed to meet the needs of all children, including adaptive equipment for children with special needs when needed. The grantee and delegate hired and supported qualified staff to meet the needs of children and families in all program options.

The grantee implemented a policy that outlined its transition strategies for Early Head Start and Head Start children and families. The grantee planned its transition strategies, based on the West Virginia Department of Education (WVDOE) policy, which provided a school readiness framework for transitioning preschool-age children. The WVDOE policy detailed implementation timelines for transition activities, which included communications between current and receiving teachers, and child and family visits to the receiving schools. The grantee and delegate staff supported families in all transition activities by ensuring families received needed information and supports, such as transportation, for full participation. Children with Individual Education Program (IEP) or Individual Family Service Plans (IFSP) were supported by the transferring of their records from the Head Start program to the receiving school location. The policy also addressed internal steps for transitioning children within the program. Children and families were supported by family service staff to assist their transition from Early Head Start to Head Start. Home visits and regular communications helped parents prepare for their child's transition. The grantee ensured staff, children, and families were fully engaged in all planned activities to support successful transitions.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Highlight

The grantee supported families in accessing quality health, dental, and mental health care for enrolled children and families. Based on conversations with families during the application process, the staff identified children without a medical or dental home, those in need of insurance coverage, and children who were not current on their wellness checks. Family service staff assisted uninsured families with completing applications for insurance and provided referral information to providers. They also tracked health information and monitored preventive care appointments. Families without medical and dental homes were given referrals to appropriate health care providers. To make sure children received timely services, staff reviewed medical health status reports monthly to identify concerns. When preventive care was not up-to-date, staff contacted families to discuss the importance of ongoing health care. To support children's mental health, licensed Mental Health Consultants conducted observations in classrooms and homes, provided training at parent meetings, and developed behavior plans for children with identified concerns. North Central West Virginia CAA's delegate also participated in the West Virginia Early Childhood Positive Behavioral Interventions and Supports (WV-ECPBIS) program. WV-ECPBIS was designed to improve the social and emotional development and competence of enrolled children through an effective workforce, establishing nurturing and responsive relationships, providing high-quality supportive environments, engaging in targeted supports, and using intensive intervention when needed. All delegate Program Specialists, teachers, teaching assistants, and Family Service Specialists were trained in the ECPBIS modules. Through comprehensive health collaborations, the grantee and delegate supported families in obtaining necessary wellness care for enrolled children.

The grantee ensured learning environments were healthy and safe through ongoing monitoring practices and staff training. All staff members participated in annual training on safety practices and procedures to ensure the safety of children in the classroom and playground. Staff received training on safety policies and procedures for hygiene, medication administration, and other location-specific requirements. Additionally, they participated in required health and safety training topics, such as blood-borne pathogens, first aid, and rescue breathing. To maintain safe environments, staff completed daily safety checks and reported all maintenance needs to the appropriate staff. The daily safety checks were reviewed weekly by supervisors who followed up for the completion of submitted maintenance orders. The grantee utilized a Safety Committee, which met three times annually to review accident and incident reports and to develop solutions for ongoing maintenance needs. The program's monitoring efforts and staff training kept children, families, and staff members safe within the program.



Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Highlight

The program developed a collaborative approach to support family well-being through its family goal-setting process. Family Resource Coordinators and family educators initiated the family goal-setting process, using the original application and conversations with parents. Staff members worked with families to identify strengths and challenges and to establish goals, through the Family Partnership Agreement. Family goals, needs, and referrals, along with follow-up activities, were tracked by staff to support the family's progress. Staff members made regular contact with families to support goal attainment. Three times during the program year, an outcome assessment was completed to measure each family's progress towards their attainment of established goals. The program's analysis of the goals guided parent training opportunities and was shared with the governing boards and the policy councils. The integration of training opportunities and the ongoing monitoring of progress towards goal achievement supported the well-being of enrolled families.

Family services staff leveraged community partnerships to support the needs of children and families. During the enrollment process, each family received a community resource guide that detailed partners in each of the nine counties within the service area. Staff members supported families by providing referrals to service providers. For example, the grantee identified an increase in the number of grandparents raising grandchildren due to the opioid crisis, parent incarceration, or the inability to care for their children. To address this concern, the grantee participated in the Healthy Grandfamilies Initiative through West Virginia State University. The program provided resources, information, and support to grandparents who were raising their grandchildren at no cost. Topics included parenting and health literacy, technology, and texting. Collaborative community partnerships provided connections for families to support their immediate and long-term needs.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Highlight

The grantee, and its delegate, implemented a system to make sure they enrolled only eligible children for its Head Start and Early Head Start programs. Families completed applications either online or with the support of staff members during an in-person interview. Once completed, the application form was reviewed, and income information was verified using supporting documentation provided by the family. Based on the data, the staff member made an eligibility determination. A second-level review was conducted by family service worker supervisors, who verified the completeness of the application, the presence of supporting documentation, and confirmed the eligibility determination. Income determinations were rechecked by the Eligibility Recruitment Selection Enrollment and Attendance (ERSEA) Program Specialist or the delegate Fiscal Specialist. After quality assurance checks were completed, enrollment documentation for children and pregnant women was uploaded into the ChildPlus software, and applicants were notified of their enrollment status. The verification steps employed by the grantee and its delegate ensured eligible families were enrolled in the program.

The grantee and its delegate developed processes for determining enrollment vacancies and filling vacant slots. Participant's attendance was recorded daily by classroom teachers. When children were absent, staff members contacted families to determine the reason. The delegate program tracked attendance in alignment with the West Virginia school district requirements. By reviewing daily attendance, both grantee and delegate staff tracked absenteeism trends and concerns. In the grantee program, children who were absent for 30 or more days without parent communication, were unenrolled and the slot was considered vacant. The grantee's policy required any vacancy to be filled within 30 days, using the waitlist of children, ranked according to priority. Unenrollment actions were reported to the System Information Program Specialist, who entered information into the ChildPlus system, and reported on the end of month enrollment numbers in the Head Start Enterprise System (HSES). The grantee and delegate program systems ensured enrollment slots were filled by children and families who participated in daily program activities.

Members of the grantee's and delegate's governing boards and Management Team collaborated to provide effective financial oversight, and budget development and monitoring. The grantee and delegate implemented written accounting policies and procedures for each finance department. Both grantee and delegate programs used electronic financial software systems, Sage MIP Fund Accounting software, and the West Virginia Education Information System, respectively. The grantee and delegate finance directors reviewed all fiscal reports used for financial and decision-making by the governing board, before submission for their input and approval. Additionally, the grantee's finance committee of the board reviewed financial reports before full board meetings. The delegate's Chief Financial Officer, Fiscal Specialist, and delegate Program Director reviewed the financial reports before the full School Board meetings. Members of the grantee and delegate governing boards and policy councils received financial reports at regularly scheduled board meetings, that were presented by the Finance Directors. The annual

budget development for both grantee and delegate programs began with staff reviews of the program's goal progress, results of the Self-Assessment, and current program funding levels. Program Directors worked with the finance department leadership to draft a proposed report for review. The agency's Board of Directors and the policy council and the delegate's Board of Education and policy council received the draft budgets for analysis, discussion, and recommendations. Working in collaboration, the grantee and delegate governing boards, policy councils, and program leadership ensured fiscal oversight to safeguard Head Start funds.

-----End of Report-----