Nicholas County Head Start Annual Report 2018-2019

Nicholas County Head Start started the school year with full funded enrollment (122 children). Full funded enrollment was maintained throughout the school year as well as a wait list. The number of children on the wait list currently is 27.

The Head Start program will continue to recruit eligible students and compare data numbers with the Board of Education and collect data on the changing population in Nicholas County. Service options may be adjusted to meet the needs of the families Head Start serves in response to the changing demographics.

Nicholas Community Action Partnership, Inc.

Head Start History/Facts

Tiffany Montgomery, Head Start Director

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

In January of 1964, President Lyndon B. Johnson declared the War on Poverty in his State of Union speech. Shortly thereafter Sargent Shriver took the lead in assembling a panel of experts to develop a comprehensive child development program that would help communities meet the needs of disadvantaged preschool children. Among these experts were Dr. Robert Cooke, a pediatrician at John Hopkins University and Dr. Edward Zigler, a professor of psychology and director of the Child Study Center at Yale University.

Part of the government's thinking on poverty was influenced by new research on the effects of poverty, as well as on the impacts of education. This research indicated an obligation to help disadvantaged groups, compensating for inequality in social or economic conditions. Head Start was designed to help break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. A key tenet of the program established that it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other donations as nonfederal share.

In September of 1995 the first Early Head Start grants were given. In October of 1998, Head Start was reauthorized to expand to full-day and full-year services. A comprehensive Head Start timeline is available on the ECLKC website.

Head Start was most recently reauthorized again in 2007 with bipartisan support. The improving Head Start for School Readiness Act of 2007 has several provisions to strengthen Head Start quality. These include alignment of Head Start school readiness goals with state early learning standards, higher qualifications for the Head Start teaching workforce, State Advisory Councils on Early Care and Education in every state, and increased program monitoring, including a

review of child outcomes and annual financial audits. The Head Start training and technical assistance system was redesigned to support programs through six National Centers and a state-based system to ensure success.

The statute also included a provision that regulations be promulgated to move programs from an indefinite project period to a five-year grant cycle. Programs would be required to demonstrate they are of high quality or a competitive grant opportunity would be made available within the community.

Head Start has served over 32 million children since 1965, growing from an eight-week demonstration project to include fully day/year services and many program options. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico and the U.S. territories including American Indian, Alaskan Native and Migrant/Seasonal Communities.

Head Start promotes School Readiness by offering comprehensive early childhood education which includes nutritional, health, social and mental health services. Three and four-year old children and their families who fall below the federal poverty guidelines are served. Head Start also offers parent support and opportunities for personal growth toward their education, literacy and employment goals.

Nicholas Community Action Partnership Inc., Head Start Program receives its federal funding allocation directly from Region III in Philadelphia, PA. This region also oversees all Head Start/Early Head Start Programs in West Virginia as well as those in Delaware, Pennsylvania, Virginia, and Washington D.C.

Nicholas County Head Start is federally funded to serve 122 students in Nicholas County. Nicholas County partners with the Nicholas County Board of Education and childcare partner Friends R Fun. Students are served in eleven classrooms and all are collaborative classrooms with Nicholas County Board of Education.

Nicholas County Universal Pre-K Program Classroom & Centers

Birch River Early Learning Center

Cherry River Early Learning Center

Gauley River Early Learning Center 1 & 2

Mt. Lookout Head Start Center

Panther Creek Early Learning Center

Panther Creek Head Start Center

Summersville Early Learning Center 1, 2, 3, & 4

Child Care Partner Friends-R-Fun

Head Start Facts

Nicholas County Head Start utilizes the Child Plus Database to track information, monitor and provide follow-up to services. Child Plus also produces the annual Program Information Report for the program. Annually this report is generated and shared with governing bodies, parents and community members. The past reports and this year's report are analyzed to show trends and make improvements to services provided to children and families.

Enrollment Statistics for 2018-2019

141 Children served

133 Families served

42% of children that received services from Nicholas Community Action Partnership, Inc. Head Start were at or below 100% of the federal poverty guidelines

10% were foster children

12% received TANF, SSI

11% of children were experiencing Homelessness

16% of students enrolled at 100-130% of federal poverty guidelines

7% of students were enrolled as over-income

18% of children served had some type of disability

86% Is the average monthly attendance

Medical & Dental Exam Statistics

Nicholas County Head Start is dedicated to ensuring that all Head Start children have a medical and dental home. Families that enter the program without a medical or dental home are referred to local physicians and dentists. Families without Medicaid or dental insurance are assisted with enrollment in Medicaid or CHIPS.

100% of children enrolled in the Head Start Program had an ongoing source of continuous, accessible health care.

100% of children served had a medical home

97% of children served had a dental home

100% of children served had health insurance

100% of children served had up to date immunizations

Nicholas County Head Start believes that parents are the most important teachers in children's lives. Parental involvement is a cornerstone of the Head Start program. Head Start utilizes the Parent, Family, and Community Engagement Framework. Head Start strives to educate parents on the important role they play in being involved with their child's education. Nicholas County Head Start has a research-based parenting curriculum "Family Interaction Training" that is offered to children and families. Family Interaction Training is offered in a series of workshops in the Fall and materials are distributed to families monthly. All parents were invited to attend and learn positive parenting skills. Attendance has been low, but the parents who have attended the workshops report the content delivered was very beneficial to them.

Nicholas County employs three family service coordinators for the program each with their own specialty. One Family Service Coordinator is an expert in Early Childhood Education and utilizes practiced based coaching to support the Education staff. One Family Service Coordinator oversees mental health services to children, families, and staff. One Family Service Coordinator oversees parent involvement for the program. Each Family Service Coordinator is assigned preschool classrooms/centers in Nicholas County to provide linkage, referrals, educational information, trainings, and health services information to the families.

One need identified was grandparents/family members raising children. Nicholas County Head Start initiated the "Guardians Unite" support group (grandparents, uncles, aunts, relatives) dedicated and interested in assisting children needing support. This group meets once a month.

Head Start provides additional monthly trainings for parents based upon their interests/needs that are gathered from surveys at the beginning of the school year. 43 parent trainings were offered in 2018-2019. Twenty-three trainings were offered to all parents at the Head Start office on various days of the week. The remaining trainings were held during Parent Center Committee Meetings at various schools in the county. Content was based on parent interest. Mr. and Mrs. Claus also visited our families in December. Over 100 people were in attendance.

100% of classrooms participated in various activities such as building bird houses, having car races, making stepping-stones and many other activities. Parents attending Parent Center Committee Meetings did an awesome job planning these activities. Most of the classrooms had at least 90% participation from male role models.

During program year 2018-2019 mental health services were provided. 17 children had high ASQ scores or Teacher/parents' recommendation. Each classroom was observed in the Fall and Spring by the Head Start Mental Health Coordinator. Two students were referred. There were three classroom observations performed by Licensed Psychologist Rebecca Stone of Seneca along with the Head Start Mental Health Coordinator. Teacher-Child Interaction Therapy was implemented this year. A total of 5 classrooms participated. Classrooms included: SES 1, SES 2, Panther Creek ELC, Panther Creek Head Start, and Birch River.

Transportation

The Head Start program currently has a fleet of nine buses. Seven are used to provide transportation to all preschool students in the county and 2 are used for back-up buses.

The program provided transportation to approximately 141 Head Start students during program year 2018-2019. Head Start strives to provide busing to all preschool students when possible. Sometimes parents must meet the bus at designated areas. Most buses make two bus runs in the morning and two in the afternoon to the rural areas served. All buses are equipped with a harness for each student and a bus monitor rides on each bus. Safety is a priority.

School readiness

The curriculum used in Nicholas County Pre-K classroom beginning school year 2018-2019 is nationally known for its research-validated curriculum and allows teachers to individualize to each child's different developmental levels. The High Scope Curriculum is recognized as a model that "works" by the US Department of Education and has a strong professional development component.

The curriculum gives clear guidance for Teachers in the areas of adult-child interaction, the classroom and the daily routine. The curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem-solving. Research indicates that high-quality programs prepare students to succeed in school and later in their adult life.

Student reports are generated three times a year. Fall, Winter, and Spring reports are completed and shared with parents during Parent/Teacher conferences allowing for parent input. Child Outcome Reports are shared with Education advisory Committee, Policy Council, and the Nicholas Community Action Partnership, Inc., Board of Directors. This gives stakeholders an opportunity to have input in determining the school readiness goals for the program. These reports show students accomplishments and/or where whey may be falling short.

Once Child Outcome Reports are reviewed, specific training needs are developed for teachers/classrooms to make certain areas of weakness are targeted and teachers have the tools to teach in order to increase student readiness for Kindergarten. Child Outcome Reports shows the progress from the beginning checkpoint in the fall to the ending spring checkpoint. The area that was best overall was physical health and development. The area with the least progression was mathematics/science. Functional Counting, Investigation, Algebraic thinking, and Language manipulation were the lowest sub domains.

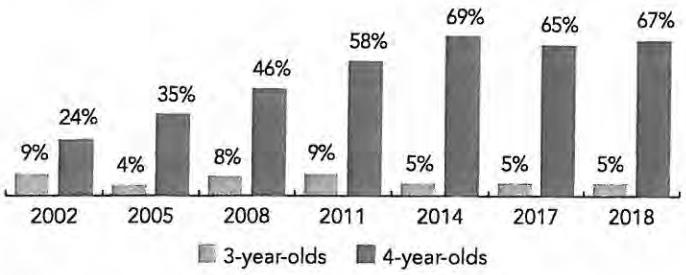
Teachers will receive more training in this area. Child Outcomes/High Scope Curriculum Goals/ELOF/School Readiness Plan and the WV Early Learning Standards are all aligned in order to prepare students for entry into Kindergarten.

A Transition Plan is developed with Nicholas County Board of Education/Pre-K members to be followed and materials are distributed to families at the last home visit to explain the transition process and what to expect with the Kindergarten Move-Up day in the Spring of each year.

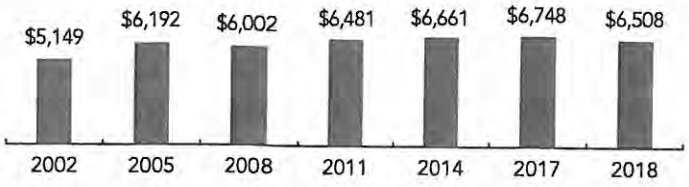
Head Start works not only with the child, but with families in the areas of health, education, nutrition, social and other services that are determined, based on the family needs assessment.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

West Virginia preschool enrolled 15,101 children in 2017-2018, an increase of 79 children from the prior year. State funding totaled $94,533,303 and $3,745,497 in TANF funds were also used to support the program, down $3,095,056 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $6,508 in 2017-2018, down $240 from 2016-2017, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Legislation was passed in 2017 to change the 4-year-old eligibility cut-off date for West Virginia's Universal Pre-K program from September 1 to July 1, effective with the 2018-2019 school year. Additionally, West Virginia's Universal Access to a Quality Early Education System was updated to include requirements that prohibit or severely limit the use of suspension in pre-K due to a child's behavior. Requirements include temporary suspension only as a last resort in extraordinary circumstances and program provisions for developing a multidisciplinary team, including efforts to engage parents and appropriate community resources, and a written plan to support children with challenges.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program, after the state allowed local school boards to serve children before kindergarten. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012.

Today, West Virginia's Universal Pre-K System provides prekindergarten programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private prekindergarten, or Head Start agencies to meet demand. During the 2017-2018 school year, the collaboration rate was 82%. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has focused on improving program quality. As of July 2013, all new lead teachers in nonpublic settings are required to have at least a bachelor's degree in Early Childhood or a related field and, as of July 2014, all assistant teachers are 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 also increased instructional days per year and hours per week to at least 1,500 minutes of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

The West Virginia Universal Pre-K program is undergoing 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 used to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	7

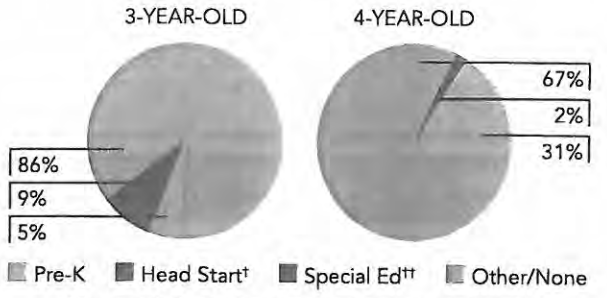
TOTAL BENCHMARKS MET
9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	15,101
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	2,770
Federally funded Head Start enrollment, ages 3 and 4	6,869
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† 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	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year; PD plans	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 9

RESOURCES

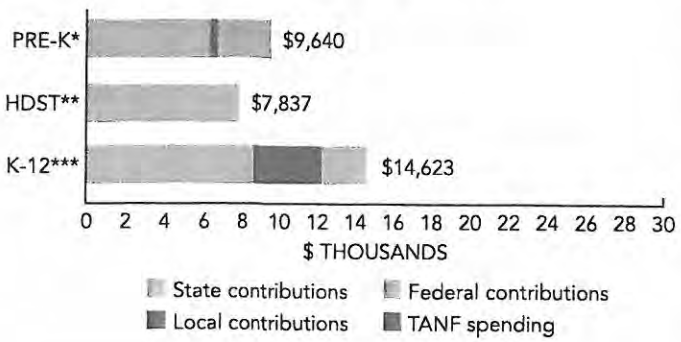
Total state pre-K spending	$98,278,800
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$6,508
All reported spending per child enrolled*	$9,640

* 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



PY 2018 SCHOOL READINESS GOALS/PLAN

ELOF Domain: Cognition				
School Readiness Goal: Children will explore, express understanding, and knowledge of their natural environment.				
Strategy 1: Teachers will provide intentional opportunities for children to explore, use and demonstrate knowledge of their natural environment	*Strategy 2:* The program will provide families with strategies and ideas to support the use of their natural environment.	*Strategy 3:* Teachers will receive professional development opportunities to support their use of effective practices related to math and science.	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:* Head Start Director Education Manager Pre-K Coordinator Coach	*Who is responsible:*	*Who is responsible:*
Who will assist in implementation: Coach	*Who will assist in implementation:* Teachers	*Who will assist in implementation:* Outside Trainers (as needed)	*Who will assist in implementation:*	*Who will assist in implementation:*
Timeline: ongoing	*Timeline:*	*Timeline:*	*Timeline:*	*Timeline:*
How will this be tracked: • Lesson Plans • Supervisory Observations • Coaching Data • Child Outcomes Data	*How will this be tracked:* • Parent/Child Activity Calendar • Classroom Correspondence Notebook • Parent Meeting Minutes/Notes	*How will this be tracked:* • Training Agendas and Materials • Sign in sheets • Staff Development Forms • WV STARS Registry		

	• Education Advisory Meeting Minutes/Notes • Newsletters			

Objectives:

- Children will ask questions and gather information about objects, materials and events.
- Children will observe and describe objects, materials and events.
- Children will demonstrate problem solving skills.

Measureable Outcome:

Data sources: ELRS Indicators from the Mathematics/Science Domain: Observation and Reporting, Prediction and investigation.

PY 2018 SCHOOL READINESS GOALS/PLAN

ELOF Domain: Cognition				
School Readiness Goal: Children will demonstrate, practice, and implement math language and skills throughout their daily routine.				
Strategy 1: Teachers will provide intentional opportunities for children to use math language and skills during the daily routine	*Strategy 2:* The program will provide families with strategies to support the use of math language and skills	*Strategy 3:* Teachers will receive professional development opportunities to support their use effective practices related to math language and skills	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:* Head Start Director Education Manager Pre-K Coordinator Coach	*Who is responsible:*	*Who is responsible:*
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Timeline: ongoing	*Timeline:*	*Timeline:*	*Timeline:*	*Timeline:*
How will this be tracked: • Lesson Plans • Supervisory Observations • Coaching Data • Child Outcomes Data	*How will this be tracked:* • Orientation and home visit documentation • Parent/Child Activity Calendar • Classroom Correspondence Notebook • Parent Meeting Minutes/Notes	*How will this be tracked:* • Training Agendas and Materials • Sign in sheets • Staff Development Forms • WV STARS Registry		

	• Education Advisory Meeting Minutes/Notes • Newsletters			

Objectives:

- Children will count and sequence items
- Children will measure various items using standard and nonstandard instruments
- Children will identify, describe, compare, and compose shapes
- Children will recognize and understand the concepts of addition and subtraction

Measureable Outcome:

Data sources: ELRS Indicators from the Mathematics/Science Domain: Number and Numerical Operations, Classification and Algebraic Thinking, Geometry and Measurement

PY 2018 SCHOOL READINESS GOALS/PLAN

FLOF Domain: Approaches to Learning				
School Readiness Goal: Children will demonstrate increased independence with self help skills through the daily routine.				
Strategy 1: Teachers will provide intentional opportunities for children to demonstrate increased self help skills.	*Strategy 2:* The program will provide families with strategies or ideas to support children's self help skills.	*Strategy 3:*	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:*	*Who is responsible:*	*Who is responsible:*
Who will assist in implementation: Coach	*Who will assist in implementation:* Teachers	*Who will assist in implementation:*	*Who will assist in implementation:*	*Who will assist in implementation:*
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	• Education Advisory Meeting Minutes/Notes • Newsletters			

Objectives:

- Children will follow classroom rules and routines with increasing independence.
- Children will demonstrate initiative and independence.
- Children will manage actions, words, and behavior with increasing independence.

Measureable Outcome:

Data sources: ELRS Indicators from Social Emotional/Social Studies: Independent Behavior, Regulation of Emotions and Behavior, Pro-Social Behavior, Social Problem Solving

PY 2018 SCHOOL READINESS GOALS/PLAN

ELOF Domain: Physical Health and Development				
School Readiness Goal: Children will identify and practice healthy and safety habits in the environment.				
Strategy 1: Teachers will provide intentional opportunities for children to use safety routines and practices	*Strategy 2:* The program will provide families with strategies to support the use and practice of personal safety knowledge.	*Strategy 3:*	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:*	*Who is responsible:*	*Who is responsible:*
Who will assist in implementation: Coach	*Who will assist in implementation:* Teachers	*Who will assist in implementation:*	*Who will assist in implementation:*	*Who will assist in implementation:*
Timeline: ongoing	*Timeline:*	*Timeline:*	*Timeline:*	*Timeline:*
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	• Education Advisory Meeting Minutes/Notes • Newsletters			
Objectives: • Children will follow adult guidance • Children will identify basic safety rules • Children will identify and avoid potential dangerous situations				
Measureable Outcome:				
Data sources: ELRS Indicators from the Physical Heatlh and Develoment Domain: Safety Practices				

PY 2018 SCHOOL READINESS GOALS/PLAN

ELOF Domain: Social Emotional Development				
School Readiness Goal: Children will resolve social conflicts with adult guidance				
Strategy 1: Teachers will provide intentional opportunities for children to use and practice problem solving skills to resolve conflict during the daily routine.	*Strategy 2:* The program will provide families with strategies to support their children in the use of problem solving skills in different environments	*Strategy 3:* Teachers will receive professional development opportunities to support their use of effective practices related to basic strategies for dealing with conflicts	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:* Head Start Director Education Manager Pre-K Coordinator Coach	*Who is responsible:*	*Who is responsible:*
Who will assist in implementation: Coach	*Who will assist in implementation:* Teachers	*Who will assist in implementation:* Outside Trainers (as needed)	*Who will assist in implementation:*	*Who will assist in implementation:*
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How will this be tracked: • Lesson Plans • Supervisory Observations • Coaching Data	*How will this be tracked:* • Orientation and home visit documentation • Parent/Child Activity Calendar	*How will this be tracked:* • Training Agendas and Materials • Sign in sheets • Staff Development Forms		

• Child Outcomes Data	• Classroom Correspondence Notebook • Parent Meeting Minutes/Notes • Education Advisory Meeting Minutes/Notes • Newsletters	• WV STARS Registry		
Objectives: • Children will make suggestions for solutions for conflict • Children will seek adult assistance during conflict • Children will demonstrate knowledge of basic strategies for dealing with conflict				
Measureable Outcome:				
Data sources: ELRS Indicators from the Social Emotional Domain: Independent Behavior, Pro-Social Behaviors, Social Problem Solving				

ELOF Domain: Language & Literacy				
School Readiness Goal: Children will engage in a variety of writing activities.				
Strategy 1: Teachers will provide intentional opportunities for children to explore and use a variety of writing activities.	*Strategy 2:* The program will provide families with strategies and ideas to engage children in a variety of writing activities.	*Strategy 3:*	*Strategy 4:*	*Strategy 5:*
Who is responsible: Teachers/Assistant Teachers Education Manager	*Who is responsible:* Education Manager Family Service Coordinators	*Who is responsible:*	*Who is responsible:*	*Who is responsible:*
Who will assist in implementation: Coach	*Who will assist in implementation:* Teachers	*Who will assist in implementation:*	*Who will assist in implementation:*	*Who will assist in implementation:*
Timeline: ongoing	*Timeline:*	*Timeline:*	*Timeline:*	*Timeline:*
How will this be tracked: • Lesson Plans • Supervisory Observations • Coaching Data • Child Outcomes Data	*How will this be tracked:* • Parent/Child Activity Calendar • Classroom Correspondence Notebook • Parent Meeting Minutes/Notes • Education Advisory Meeting Minutes/Notes • Newsletters	*How will this be tracked:*		

Objectives: • Children will create a variety of written products. • Children will recognize different and engage in different types of writing activities.				
Measureable Outcome:				
Data sources: ELRS Indicators from the Language and Literacy Domain: Composing and Production				

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

Mrs. Debbie Hill

NICHOLAS COMMUNITY ACTION PARTNERSHIP INC

1205 Broad Street

Summersville, WV 26651 - 1805

From: Responsible HHS Official

Date: 08/02/2019

Dr. Deborah Bergeron

Director, Office of Head Start

From April 29, 2019 to May 3, 2019, the Administration for Children and Families conducted a Focus Area 1 (FA1) monitoring review of the NICHOLAS COMMUNITY ACTION PARTNERSHIP INC Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards 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 and the assessment criteria used to understand grantee progress for each performance measure. 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

Mrs. Angela Williams, Chief Executive Officer/Executive Director

Mrs. Tiffany Montgomery, Head Start Director

Glossary of Terms

Area of Concern	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	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	As defined in the Head Start Act, the term "deficiency" means (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves (i) a threat to the health, safety, or civil rights of children or staff, (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations, (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management, (iv) the misuse of funds received under this subchapter, (v) 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 (vi) 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, (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities, or (C) an unresolved area of noncompliance

Program Design and Management

Program Design

Does the grantee's program design and structure take into account community strengths and needs?

Monitoring Results:

- The grantee described how the program took into account various characteristics such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families when designing the program. 1302.11(b)(1)
- The grantee described how the program selected option(s) and a location to meet the needs of children and families. 1302.20(a)(1)

Program Management

Does the grantee have an approach for providing effective management and oversight of all program areas and fiduciary responsibilities?

Monitoring Results:

- The grantee discussed how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
- The grantee described the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
- The grantee discussed how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
- The grantee described the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
- The grantee discussed how program leadership communicates progress to the program staff, policy council, and governing body. 1302.102(d)
- The grantee discussed how the program ensures budget and staffing patterns support provision of a full range of services. 1302.101(a)(3)

Program Governance

Does the grantee maintain a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees?

Monitoring Results:

- The grantee described the composition of the governing body and policy council and the grantee's strategy for leveraging their expertise. 1301.2(a)-(b); 1301.3(c)
- The grantee described how the governing body and policy council are equipped to meet their roles and responsibilities and to provide effective oversight. 1301.5

Designing Quality Education and Child Development Program Services

Alignment with School Readiness

Does the grantee's approach to school readiness align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and State early learning standards?

Monitoring Results:

- The grantee described how the program plans to align with the expectations of receiving schools, the HSELOF, and the State early learning standards. 1302.102(a)(3)
- The grantee described how the program plans to support successful transitions for children and their families moving out of Early Head Start. 1302.70(a)
- The grantee described why the program chose its curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
- The grantee described how the program supports parents as their children's lifelong educators. 1302.34(a)

Effective and Intentional Approach to Teaching Practices

Does the grantee have strategies to ensure teaching practices promote progress toward school readiness?

Monitoring Results:

- The grantee described the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
- The grantee discussed the program's strategies for providing nurturing and responsive environments for children including ensuring environments are communication and language-rich, promote critical thinking and problem solving, and encourage children's engagement. 1302.31(b)(1)(i)
- The grantee described the program's strategies to ensure the full inclusion of children with disabilities. 1302.61(a)
- For dual language learners, the grantee discussed its strategies to support bilingualism and biliteracy. 1302.31(b)(2)

Supporting Teachers in Promoting School Readiness

Does the grantee have an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness?

Monitoring Results:

- The grantee described the qualifications required for managers and staff, and how staff currently meet those requirements. 1302.91(a)
- The grantee described how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
- The grantee described how the program identifies strengths and areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-based Program Services

Not Applicable.

Designing Quality Health Program Services

Child Health Status and Care

Does the grantee have an approach for ensuring the delivery of high-quality health services?

Monitoring Results:

- The grantee described the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing sources of health care, preventive care, and follow-up. 1302.42(a); 1302.42(b)(1)(i); 1302.42(c)-(d)
- The grantee described how the program leverages the expertise of the Health Services Advisory Committee (HSAC), including Head Start parents, health professionals, and community members to learn about and support each child's physical and mental health needs. 1302.40(b)
- The grantee described how the program secured a mental health consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)

Health and Safety Practices

Does the grantee implement a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks?

Monitoring Results:

- The grantee described the program's approach for ensuring routine safety in the learning environment (indoor and outdoor facilities, equipment, and materials). 1302.47(b)(1)(ix); 1302.47(b)(2)(v)
- The grantee described the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
- The grantee described how the program plans to ensure all staff abide by the program's standard of conduct. 1302.90(c)
- The grantee described the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)

Designing Quality Family and Community Engagement Program Services

Family Well-being

Does the grantee have an approach for collaborating with families to support family well-being?

Monitoring Results:

- The grantee described the approach for supporting family goal setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
- The grantee described the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)

Strengthening Parenting and Parent-Child Supports

Does the grantee have an approach for providing services that strengthen parenting skills?

Monitoring Results:

- The grantee described how the program plans to support parents in strengthening parenting skills and if they plan to use a parenting curriculum. 1302.51(a)

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

ERSEA

Does the grantee have strategies to identify and enroll children and families in the community most in need of services?
Monitoring Results:

- The grantee described how the program's recruitment strategy reflects the grantee's understanding of the characteristics and needs of the community's eligible children and families. 1302.13
- The grantee described how the program designed the selection criteria to identify and meet the needs of families most in need and described the program's plan for maintaining full enrollment. 1302.14(a)(1); 1302.12(i); 1302.15(a)

Fiscal Infrastructure, Capacity, and Responsiveness

Do the grantee's fiscal officer and the fiscal member or the advisor to the governing body have the qualifications needed to provide grant oversight?
Monitoring Results:

- The grantee described the qualifications (experience and education) of the fiscal officer primarily responsible for the grant award(s). 1302.91(c)
- The grantee identified the member or the advisor to the governing body with a background and expertise in fiscal management or accounting and how the program uses his or her expertise. 642(c)(1)(B)

Does the grantee have a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives?
Monitoring Results:

- The grantee described the budget development process. 642(c)(1)(E)(iv)(VII)(aa)-(bb); 642(c)(2)(D)(iii)-(iv); 75.308

Program Highlights

Program highlights include information about your program's unique or innovative service delivery.

Program Design

The grantee and the Local Education Agency (LEA) partnered and collaborated to provide high-quality education services to children and families. The partnership is beneficial to both parties, ensuring full enrollment, qualified staff, maximization of resources, and placement of children in the environment that will best serve them.

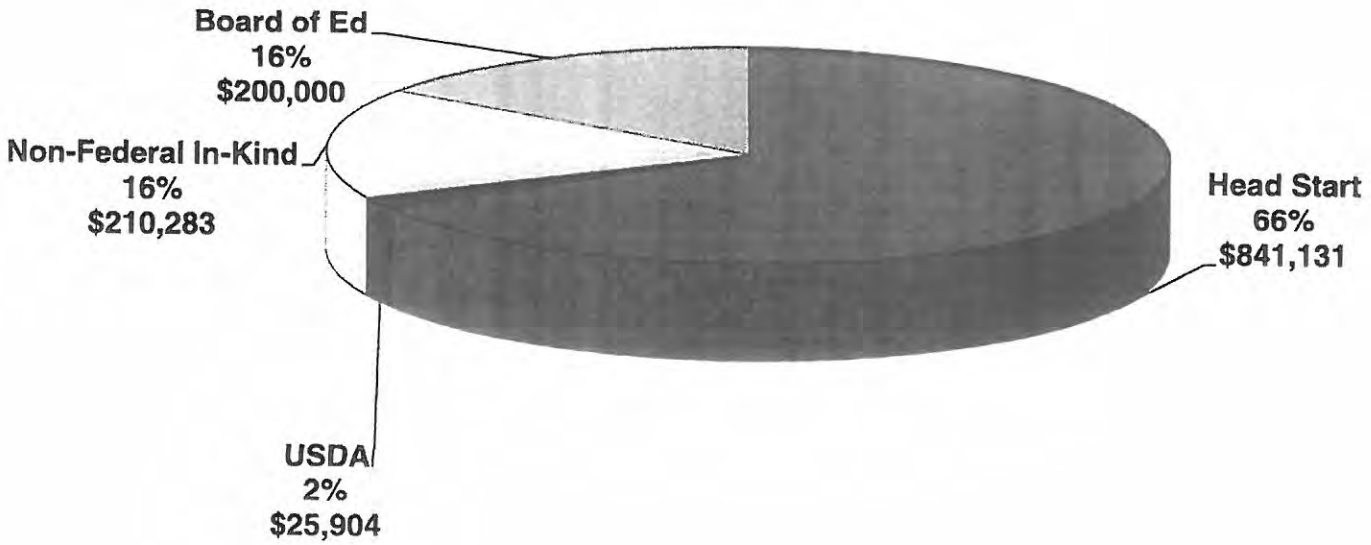
The agencies used a universal application that gathered information needed to ensure family and child needs drive placement. Applications are reviewed, and placement decisions are made jointly. Eligibility is determined first, and if the family is eligible for more than the Head Start program, other factors are used to determine the best placement. For example, a family may be eligible for Head Start and the state Pre-K program, and also, need childcare. The child is placed with the program that can either provide or transport to childcare. Another family with dual eligibility may have a child with a disability and need transportation. Again, placement is decided based on child and family needs. This process has helped both programs maintain full enrollment, and they rate the programs highly on convenience, quality, and overall satisfaction.

The grantee also benefits financially, sharing costs and blended sites and Head Start classrooms in school buildings where maintenance and facilities costs are shared or used as non-federal share. Joint training for staff and sharing equipment provides cost savings as well. Each partner has a presence on the other's committees and meetings. For example, a Pre-K Coordinator from the LEA, who is an early childhood education and development expert serves as a liaison for both agencies. When the West Virginia Board of Education required programs to adopt an approved curriculum, coordinator facilitated the adoption process and persuaded Nicholas County to pay for the new curriculum. Along with the significant savings, the parties benefit from using the same curriculum and assessment tools, Creative Curriculum sixth edition, and Teaching Strategies GOLD (TSG), which facilitates data sharing and school readiness efforts.

The partnership supports successful transitions for children and families. Families are familiar with the LEA, its staff, and services before transition activities begin. Children are comfortable in the public school environment and also familiar with the kindergarten teachers and special education staff. The LEA has access to the child's TSG files, which are transferred to them as part of transition planning. School readiness goals are developed with input from the LEA regarding kindergarten expectations and knowledge of challenges. Head Start children and families may face after the transition. For example, communication between the partners provides the grantee with valuable information about children's skills that are lacking, which allows adjustments in teaching practices. The LEA is aware of children with social-emotional concerns and the services they have received before they enter kindergarten. The grantee and the LEA benefit from a strong and expanding collaboration that benefits their programs and agencies, the children and their families, and the community.

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

HEAD START FUNDING PY- June 1, 2018 to July 31, 2019		
	BUDGET	RECEIVED
FEDERAL		
HEAD START FUNDING	$ 841,131.00	$ 841,131.00
USDA	$ 25,904.00	$ 25,904.00
LOCAL		
BOARD OF EDUCATION	$ 200,000.00	$ 198,258.05
PI & BOE C/O	$ 25,717.00	$ 50.00
NON-FEDERAL IN-KIND	$ 210,283.00	$ 210,283.00
CSBG SUPPORT	$ 23,079.00	$ 23,079.00
TOTAL	$ 1,326,114.00	$ 1,298,705.05

HEAD START BUDGET VS EXPENDITURES		
	BUDGET	EXPENDITURE
PERSONNEL	$ 456,417.00	$ 465,677.00
FRINGE BENEFITS	$ 146,178.00	$ 146,178.00
TRAVEL	$ 12,067.00	$ 6,201.00
SUPPLIES	$ 19,991.00	$ 13,074.00
OTHER	$ 56,025.00	$ 69,192.00
ADMINISTRATION	$ 50,832.00	$ 55,508.00
INDIRECT COSTS	$ 83,994.00	$ 69,674.00
TOTAL OPERATING - PA 4122	**$ 825,504.00**	**$ 825,504.00**
TOTAL T&TA - PA 4120	**$ 15,627.00**	**$ 15,627.00**
TOTAL FEDERAL	**$ 841,131.00**	**$ 841,131.00**
USDA	$ 25,904.00	$ 25,904.00
TOTAL NON-FEDERAL	$ 210,283.00	$ 210,283.00
BOARD OF EDUCATION	$ 200,000.00	$ 198,258.00
PI & BOE C/O	$ 25,717.00	$ 50.00
CSBG SUPPORT	$ 23,079.00	$ 23,079.00
TOTAL	$ 1,303,035.00	$ 1,275,626.00

NICHOLAS CAP HEAD START BUDGET
PY-2018/2019