

## Nicholas County Head Start Annual Report 2022-2023

Nicholas County Head Start started the school year with full funded enrollment (122 children). Full funded enrollment was maintained throughout the school year.

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 eleven classrooms are collaborative classrooms with Nicholas County Board of Education. In addition, childcare partner Friends R Fun has one classroom that serves children; however, no Head Start children are enrolled there.

**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. This report is generated annually 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 2022-2023**

136 Children served.

125 Families served.

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

8 were foster children.

49 received TANF, SSI

8 children were experiencing Homelessness.

18 students enrolled at 100-130% of federal poverty guidelines.

11 students were enrolled as over-income.

22 children served had some type of disability.

83% 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.

96% of children enrolled in the Head Start Program had an ongoing source of continuous, accessible health care.

96% of children served had a medical home.

93% of children served had a dental home.

99% of children served had health insurance.

92% 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 to preschool classrooms/centers in Nicholas County to provide linkage, referrals, educational information, trainings, and health services information to the families.

### **Parent Involvement**

Approximately 35 parents were approved to volunteer in the Head Start classrooms. This is a lower-than-normal percentage due to COVID restrictions.

#### **Parent and Training:**

October 2022: Nicholas County Head Start hosted a Literacy Fair. All children enrolled in the Head Start/Pre-K program were invited to attend and wear their favorite story character. Various vendors from the community volunteered to hand out information about their program, novelties, and healthy snacks. Those attending received age-appropriate books and ideas / materials to plan activities at home that would get their children interested in reading and enhance their reading skills. A total of 141 people participated.

12 Businesses attended to hand out treats.

105 people (parents and children) participated.

8 Pre-k/Head Start staff dressed up and handed out treats.

Total of 141 Participants

Family Interaction Training (F.I.T.) was offered to all Head Start families and collaborative partner families. Training was also offered on a one-on-one basis and online through Class Dojo notification.

December 5, 2022: A visit with Mr. and Mrs. Claus occurred for families. The Grinch also made an appearance. The children received books and played games. There were approximately 1115 people in attendance.

March 29, 2023: Parents were invited to attend a training "Science Fair" in person. Participants received information, books, and materials to teach science at home in an age appropriate and fun way. STEM activities/games were available to play. Children received "goodie" bags with various learning materials. Funding for the event was partially paid for with "points" the

education manager earned for ordering from Lake Shore. Door prizes were paid for with “points” earned from Quill for ordering supplies.

**Attendance Incentive:** Due to the attendance of the children in the classroom being lower than in previous years an attendance incentive was implemented. The classroom with the highest attendance for the month of April was Cherry River. They received the \$50 incentive to purchase materials for the classroom.

Head Start provides monthly training for parents based upon their interests/needs that are gathered from surveys at the beginning of the school year. Parent training was offered in 2022-2023. Training was offered to all parents at the Head Start office on various days of the week. The remaining training was held via Microsoft teams or conference call. The content was based on parent interest.

First Aid/CPR training and certification was offered monthly during program year 2022-2023

During the program year 2022-2023 mental health services were provided. 11 children had high ASQ scores or Teacher/parents’ recommendation. There were five classroom observations performed by (Seneca) MSW, LICSW along with the Head Start Mental Health Coordinator. Classrooms observed were Birch River and Gauley River. There was one referral/recommendation to the school psychologist. Several meetings were held for the children at GRE and BRELC.

### **Transportation**

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

The program provided transportation to approximately 133 Head Start students during program year 2022-2023. 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 2022-2023 is Creative Curriculum nationally known for its research-validated curriculum and allows teachers to individualize to each child’s different developmental levels. The curriculum gives clear guidance for Teachers in the areas of adult-child interaction, classroom, and 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 they 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 to increase student readiness for kindergarten. Child Outcome Reports show the progress from the beginning checkpoint in the fall to the ending spring checkpoint. The area that was best overall was Social Emotional/Social Studies. The area with the least progression was Mathematics and Science.

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

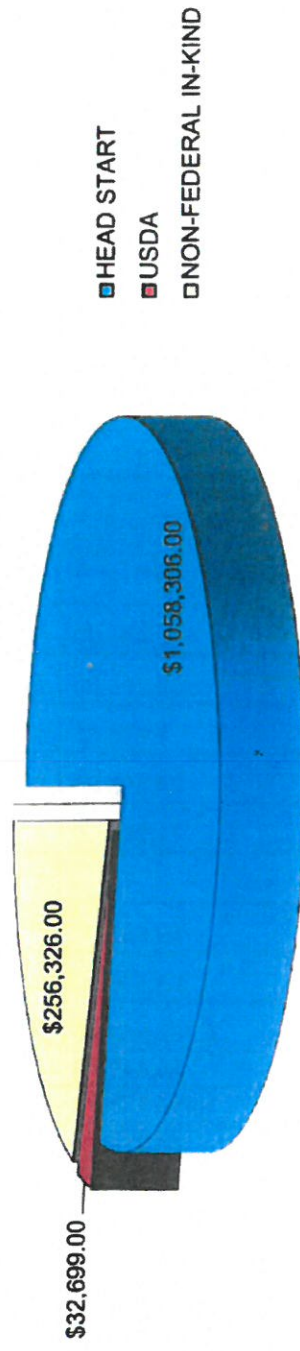
A Transition Plan is developed with Nicholas County Board of Education/Pre-K members to be followed and materials are distributed to families at the last home visit to explain the transition process and what to expect with the Kindergarten Move-Up day in the Spring of each year. Head Start works not 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.





HEAD START FUNDING		
PY- June 1, 2022 to May 31, 2023		
	BUDGET	RECEIVED
FEDERAL		
HEAD START FUNDING	\$ 1,058,306.00	\$ 1,058,306.00
USDA	\$ 32,699.00	\$ 32,699.00
LOCAL		
NON-FEDERAL IN-KIND	\$ 256,326.00	\$ 256,326.00
TOTAL	\$ 1,347,331.00	\$ 1,347,331.00
HEAD START BUDGET VS EXPENDITURES		
	BUDGET	EXPENDITURE
PERSONNEL	\$ 612,481.00	\$ 612,481.00
FRINGE BENEFITS	\$ 163,709.00	\$ 163,709.00
TRAVEL	\$ 5,626.00	\$ 5,626.00
SUPPLIES	\$ 24,298.00	\$ 24,298.00
OTHER	\$ 72,299.00	\$ 72,299.00
	\$ -	\$ -
ADMINISTRATION	\$ 69,865.00	\$ 69,865.00
INDIRECT COSTS	\$ 93,579.00	\$ 93,579.00
TOTAL OPERATING - PA 4122	\$ 1,041,857.00	\$ 1,041,857.00
TOTAL T&TA - PA 4120	\$ 16,449.00	\$ 16,449.00
TOTAL FEDERAL	\$ 1,058,306.00	\$ 1,058,306.00
USDA	\$ 32,699.00	\$ 32,699.00
TOTAL NON-FEDERAL	\$ 256,326.00	\$ 256,326.00
TOTAL	\$ 1,347,331.00	\$ 1,347,331.00

## HEAD START PY-2022/2023





ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [ecikc.ohs.acf.hhs.gov](mailto:ecikc.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Mrs. Mary Igo  
Nicholas Community Action Partnership Inc.  
1205 Broad Street  
Summersville, WV 26651 - 1805

**From: Responsible HHS Official**

**Date: 05/05/2022**

**Dr. Bernadine Futrell**  
**Director, Office of Head Start**

From March 28, 2022 to April 1, 2022, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of the Nicholas Community Action Partnership Inc. Head Start program. This report contains information about the recipient'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. Based on the information gathered during this review, we have found your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

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

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

Ms. Brenda Hewitt, Regional Program Manager  
Mrs. Angela Williams, Chief Executive Officer/Executive Director  
Mrs. Tiffany Montgomery, Head Start Director

### Glossary of Terms

<b>Area of Concern (AOC)</b>	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
<b>Area of Noncompliance (ANC)</b>	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 recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) 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"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(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</li> <li>(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;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



## **Program Management and Quality Improvement**

### **Program Management**

The recipient establishes a management structure consisting of staff, consultants, or contractors who ensure high-quality service delivery; have sufficient knowledge, training, experience, and competencies to fulfill the roles and responsibilities of their positions; and provide regular supervision and support to staff.

### **Ongoing Monitoring and Continuous Improvement**

The recipient uses data to identify program strengths, needs, and areas needing improvement; evaluate progress toward achieving program goals and compliance with program performance standards; and assess the effectiveness of professional development.

### **Program Governance**

The recipient maintains a formal structure of program governance to oversee the quality of services for children and families and to make decisions related to program design and implementation.

The policy council is engaged in the direction of the program, including program design and planning of goals and objectives.

## **Program Management and Quality Improvement Summary**

Nicholas Community Action Partnership, Inc. provides opportunities for individuals and families to move toward self-sufficiency. Located in West Virginia's rural Nicholas County, the recipient receives funds to serve 122 Head Start children in a center-based option. Through a partnership with the local education agency, most classrooms are located within public elementary schools.

The program leveraged its relationship with the local education agency to secure supplemental funds and enhance services. The state's Board of Education encouraged all preschool providers to use a designated web-based curriculum. The curriculum's alignment with statewide kindergarten readiness expectations supported smooth transitions for children leaving Head Start and entering public school. The recipient worked with its partner, the Nicholas County Board of Education, to share the cost of purchasing the curriculum, training staff on its use, and implementing it in classrooms to promote school readiness. By working with this partner, the program strengthened the education services available to children with minimal cost to the Head Start grant award.



## **Monitoring and Implementing Quality Education and Child Development Services**

### **Alignment with School Readiness**

The recipient's school readiness efforts align 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 recipient's teaching practices intentionally promote progress toward school readiness and provide high-quality learning experiences for children.

### **Supporting Teachers in Promoting School Readiness**

The recipient prepares teachers to implement the curriculum and support children's progress toward school readiness.

### **Home-based Program Services**

Not Applicable.

## **Education and Services Summary**

Nicholas Community Action Partnership, Inc. increased teacher support to strengthen the school readiness services available to children. Data from the self-assessment and internal monitoring helped the program identify multiple areas where education staff needed improvement, including applying classroom management strategies, documenting children's development, and understanding policies and procedures. The recipient implemented a coaching system to strengthen skills in these areas. Teachers developed a coaching contract informed by personal needs assessments, individual goals, and the program's expectations for children's development. Supports available to education staff ranged from peer mentoring to intensive, individualized, practice-based coaching interventions. The coaching aided teachers with increasing their knowledge, implementing the curriculum to fidelity, using child outcomes data effectively, and addressing children's challenging behaviors. The recipient's enhanced professional development supports helped children enter school ready to learn.



## Monitoring and Implementing Quality Health Services

### Child Health Status and Care

The recipient effectively monitors and maintains timely information on children's health status and care including ongoing sources of health care, preventive care, and follow-up.

### Mental Health

The recipient supports a program-wide culture that promotes mental health and social and emotional well-being, and uses mental health consultation to support staff.

### Oral Health and Nutrition

The recipient maintains and monitors for effective oral health practices and nutrition services that meet the nutritional needs and accommodate feeding requirements and allergies.

### Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments.

### Services to Expectant Families

Not Applicable.

## Health Services Summary

Nicholas Community Action Partnership, Inc. helped families access health services. A majority of respondents to a 2018 community survey indicated families struggled to obtain necessary medical care. The program partnered with a regional agency to combat this issue by making health services available at Head Start centers. Through this partnership, enrolled children and parents received immunizations, emergency first aid, and physical exams. The availability of these services within low-income neighborhoods also reduced travel times and decreased families' travel costs. By facilitating access to medical care, the program helped children stay healthy.

After the conclusion of this monitoring review and prior to the issuance of the report, incidents of potential threat to the health and safety of participants were reported by the recipient to the Regional Office. The Office of Head Start is conducting a separate monitoring review based on the incidents.



## **Monitoring and Implementing Quality Family and Community Engagement Services**

### **Family Well-being**

The recipient collaborates with families to support family well-being, parents' aspirations, and parents' life goals.

### **Strengthening Parenting and Parent-Child Supports**

The recipient provides services that strengthen parent-child relationships and support parents in strengthening parenting skills.

### **Family Engagement in Education and Child Development Services**

The recipient provides education and child development services that recognize parents' roles as children's lifelong educators and encourage parents to engage in their child's education.

## **Family and Community Engagement Services Summary**

Nicholas Community Action Partnership, Inc. adopted an electronic communication system to support continuous service delivery during the pandemic. Classroom closures and limited in-person contact required the program to use new methods to share information and assess families' needs. The electronic system allowed staff to share health information, details about community resources, lesson plans, at-home learning activities, and reminders about medical appointments and parent committee meetings. Depending on the content, staff shared information with an identified group or individual families. Despite pandemic-related challenges, the new technology helped the program maintain consistent contact with families.





## Monitoring and Implementing Fiscal Infrastructure

### **Budget Planning and Development**

The recipient develops and implements its budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.

### **Ongoing Fiscal Capacity**

The recipient plans and implements a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization.

### **Budget Execution**

The recipient's financial management system provides for effective control over and accountability for all funds, property, and other assets.

### **Facilities and Equipment**

The recipient complies with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

## Fiscal Infrastructure Summary

Partnering with the local public school district provided opportunities for the recipient to reassign funds and address identified areas of need. The district offered classroom space, classroom staff, and support services for children with special needs without impacting the Head Start award. These in-kind donations allowed federal funds to be allocated to meet identified needs. For example, the recipient was recently able to improve staff retention by increasing wages. The collaboration with the district strengthened the services available to children and families.



## **Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance**

### **Determining, Verifying, and Documenting Eligibility**

The recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

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

### **Enrollment Verification**

The recipient maintains and tracks enrollment for all participants including expectant mothers.

## **ERSEA Summary**

Nicholas Community Action Partnership, Inc.'s participation on a community-wide committee helped identify and enroll children with disabilities. Representatives from multiple agencies met to review case information for special needs children and refer families to services, including Head Start. The committee also assisted the program by providing additional support for children with disabilities enrolled in its classrooms. For instance, members of the committee shared information on classroom modifications, staff training opportunities, specialized equipment, and therapeutic services. The program recruited and enrolled children with special needs by working with the community.

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



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [edlkc.ohs.acf.hhs.gov](mailto:edlkc.ohs.acf.hhs.gov)

### Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

*Mrs. Amanda Barber*  
*Nicholas Community Action Partnership Inc.*  
*1205 Broad St*  
*Summersville, WV 26651 - 1805*

**From: Responsible HHS Official**

*Khari M. Garvin*

**Date: 04/26/2023**  
**Mr. Khari M. Garvin**  
**Director, Office of Head Start**

From February 22, 2023 to February 28, 2023, the Administration for Children and Families (ACF) conducted a monitoring review of Nicholas Community Action Partnership Inc. Head Start program to determine whether the previously identified findings had been corrected. The Office of Head Start (OHS) would like to thank your governing body, policy council, staff, and parents of your program for their cooperation and assistance during the review. This monitoring report has been issued to Mrs. Amanda Barber, Authorizing Official/Board Chair, as legal notice to your agency of the results of the program review.

Based on the information gathered during this review, we have closed the previously identified findings which are included in this report. For any previous findings that are not included in this report and remain open, the recipient will receive a future follow-up review to determine the compliance status of those findings.

Please contact your Regional Office for guidance should you have any questions or concerns.

#### **DISTRIBUTION OF THE REPORT**

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

Mr. Desmond Clayton, Acting Regional Program Manager  
Mrs. Angela Williams, Chief Executive Officer/Executive Director  
Mrs. Tiffany Montgomery, Head Start Director

### Glossary of Terms

<b>Compliant</b>	No findings. Meets requirements of Head Start Program Performance Standard.
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### Performance Summary

Service Area	Applicable Standards	Grant Number(s)	Primary Review Finding Status(s)	Timeframe for Correction	Follow-up Compliance Level
Supervision	1302.90(c)(1)(v)	03CH010638	DEF	N/A	Corrected

#### Supervision

**RAN**      **04/18/2022**      **DEF**      **1302.90(c)(1)(v)**      **Timeframe for Correction: 30 days**

1302.90 Personnel policies. (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the programs standards of conduct that: (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

The recipient did not ensure that no child was left alone or unsupervised while under the care of its staff. On March 23, 2022, a 4-year-old child exited the classroom at the Gauley River Center without the knowledge of staff and was located running in a field approximately 31 minutes later.

The Head Start director reported that on March 23, 2022, there were eight children with a lead teacher and a substitute teacher's aide in the classroom. The director reported the program estimated the child left the classroom at 1:35 p.m. A review of the surveillance camera showed the child holding the exit door open for 30 seconds, standing outside the door for a couple of minutes, running up the sidewalk, and playing for a few minutes in the grassy area before disappearing from the camera's view at 1:40 p.m. At 1:45 p.m. the lead teacher noticed the child was missing and began searching for the child in the center and notified the secretary that the child was missing. The secretary issued an all-hands-on-deck search for the child at 1:56 p.m.

The missing child's grandmother was on her way to pick up her grandchild when she noticed a child playing in a field. When she reached the school, she told a staff member that she saw a child in the field and drove back to the area she last saw the child. The grandmother reported the child was running down the middle of the road toward her car. The child was found .4 miles from the center in wet pants and with no shoes or socks on his feet.

A review of staff reprimand statements found the lead teacher and the substitute teacher's aide were terminated on April 25, 2022, for violation of safety practices and breach of company policy for not supervising a child at all times. The program reported the incident to the Regional Office on March 23, 2022.

The Head Start director stated the classroom door alarm was not functioning and the program did not have procedures to ensure it was working properly. The Head Start director also reported that due to staff shortages the teachers did not receive the ongoing coaching support that was needed in the classroom.

The recipient did not ensure that no child was left alone or unsupervised while under the care of its staff; therefore, it was not in compliance with the regulation.

#### Follow-up

**Corrected**

**Timeframe for Correction: N/A**

The grant recipient ensured that no child was left alone or unsupervised while under the care of its staff. The program revised policies and procedures, conducted training, and increased monitoring.

The program revised policies and procedures. A review of the revised standards of conduct included disciplinary actions if staff did not follow the standards. A review of signed standards of conduct statements found staff attested to reading and understanding the document.

The program strengthened onboarding for new staff and substitute staff to include active supervision. The human resources director then followed up with new staff in 30 and 60 days to discuss any issues. A review of completed new employee orientation and onboarding checklists found staff received training on the standards of conduct, discussed any concerns, and identified additional training needs.

Ongoing training was provided for all staff. A review of training agendas, monthly center meeting agendas, materials, and sign-in sheets found staff received ongoing training on the revised policies and procedures; positive behavior interventions; and strategies for active supervision, including during transportation and on the playground. In addition, a mental health service provider provided training and support services on trauma-informed care, behavior interventions, and referrals. The Head Start director reported staffing had been strengthened by emphasizing a culture of safety with all staff, including substitutes. The program provided monthly training and the substitute staff were now included in all training.

The program developed active supervision binders for each classroom. A review of a binder found it included policies and procedures; signed standards of conduct statements; and completed zoning plans for each classroom, playground, and transportation. Each month, center staff met to discuss topics such as new children, runners, and changes to zoning plans. A review of the Center Team meetings agendas and sign-in sheets found center staff, bus monitors, and bus drivers participated in the monthly meetings.

The program increased active supervision monitoring. A review of photographs of headcount boards, active supervision checklists, and active supervision monitoring plans found classroom staff were observed to ensure they were using the active supervision, including zoning, mapping, and headcounts.

Furthermore, alarms were placed at all exit doors. The health manager stated the bus monitors checked the door alarms every morning using the daily monitoring check form and let the health manager know immediately if any were not working.

The Head Start director reported no other supervision incidents had occurred.

The grant recipient ensured that no child was left alone or unsupervised while under the care of its staff. This area of deficiency is corrected.

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