PRIDE Community Services
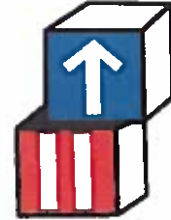
HEAD START ANNUAL REPORT

PY 2015-2016

PRIDE Community Services, Inc.

2015-016

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PART ONE: PROGRAM INFORMATION

PRIDE Community Services, Inc. Programs

PRIDE Community Services, Inc. is a non-profit community action agency providing the following services in Logan County: Head Start, Weatherization, Seniors, Community Services Block Grant (CSBG), In-Home Care Services, Case Management, Child and Adult Care Food Program, Residential Energy Assistance Program (REAP), Community Housing Development Organization – Single Family Housing Program, Supportive Services for Veterans and Families, and The Century Program.

Promise of Community Action

"Community Action changes people's lives, embodies the spirit of hope, improves communities and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other."

Program Description:

Deep in the heart of Appalachia, in the Southern West Virginia coal fields, is Logan County, where nearly a third of children under age 18 lives in poverty, according to the U.S. Census Bureau. Logan County covers 456 miles of rugged terrain accessed by one four lane highway, Route 119. The population in 2015 was 34,707, a 5.5 percent drop from 2010. Meanwhile the percentage of children under age 5 (6.1%) increased 1 percent. Nearly 18 percent of families remain below the poverty line. The median household income as of 2014 was $37,312.

Logan County has five incorporated municipalities, Chapmanville, Logan, Man, Mitchell Heights and West Logan. Logan is the county seat and has the largest population. These areas provide the locations for medical facilities, supermarkets and other basic needs and services. In Kids Count Data Book 2015, West Virginia ranked 39th in the country in kids' well-being. Of its 55 counties, Logan ranked 52 (11). West Virginia statistics improved except low birth rate babies and children living in poverty. The odds are stacked against children in Logan County.

Roger Horton, of Citizens for Coal, in SNL Energy Report Analysis (2015) said the effects of job losses from coal are rippling through the coal fields, specifically Logan, Boone and Mingo counties. He said the loss of jobs has led to the closing of restaurants, shops and other coal mine vendors. Economic diversification is needed but there is little to no infrastructure for new business. People are no longer shopping for vehicles, they can't make mortgage payments, and the economy is in decline. This means a drop in the tax base that helps government, the school system and others. A poor county gets poorer.

Nearly two-thirds of children under the age of 6 in Logan County live with parents who are not in the labor force. Job losses are mounting up. Between 2011 and 2015, Logan County was among the top 20 in the nation in coal mining job losses with 557, according to a report from West Virginia Public Broadcasting and SNL Energy. Some of this country's most desperate children are here suffering and permanently falling behind in a poor county and poor state that have been dealt one setback after another. The outlook is grim.

Laura Gandee, interim executive director of West Virginia Kids Count, was quoted in the Charleston Gazette-Mail after the 2015 statistics were released. "I think the biggest challenge we face is getting policymakers to look at the importance of long-term investments," she said.

The bottom line is that West Virginia is consistently near the bottom of state rankings in education, health and economic well-being. Logan County is consistently among the worst counties in the state in these categories. Losing mining jobs by the hundreds just continues to pile onto the plethora of residual problems. The one thing the state has discovered is that accessible, high-quality care for children makes a difference. The state foots the bill providing universal Pre-K for all 4 year-olds. Investing in the youngest children in West Virginia is the one thing that is making a measurable difference.

PRIDE Community Services, Inc. is a collaborative partner with the Logan County Universal Pre-K program. Head Start is a comprehensive early childhood development program serving mostly low-income children who range in age from birth through age five and their families. Head Start is a federally funded program that is operated by local entities. PRIDE Community Services is the grantee for Head Start serving 3-5 year olds in the entire geographical region of Logan County.

PRIDE Community Services in Logan County has one of the first and oldest Head Start programs in the nation. It began as a six week summer program in May 1965 administered by Logan County Schools. After two years, the grant was completely owned by PRIDE Community Services. As early childhood development trends have changed, so has Head Start. Since its inception, the emphasis has shifted from children in all grades living in poverty or needing an educational boost to children ranging in age from birth through five. The Head Start program has grown from having no educational requirements for staff to now requiring degreed staff members with an emphasis on ongoing training.

PRIDE Head Start programs provide comprehensive educational activities in classrooms led by teaching staff in an attempt to meet the holistic needs of all children enrolled. Other services include: social, nutritional, health and mental health, as well as transportation for children and their families. In order to accommodate the needs of the area's families, the Head Start in Logan County implements center based classes. Since 2006, Head Start has operated in collaboration with Logan County Board of Education. Children are served in a total of 23 classrooms, seven Head Start collaborative classrooms and sixteen Local Education Agency (LEA) collaborative classrooms in Logan County. Two additional Head Start classrooms are allocated for three-year old children only. Locations of the classrooms are:

Head Start Collaborative Classrooms (7)		LEA Collaborative Classrooms (16)		Head Start Only Classrooms (2)	
Site	# of classrooms	Site	# of classrooms	Site	# of classrooms
Chapmanville Center	1	Buffalo Elementary	1	Dehue Center	1
Dehue Center	2	East Chapmanville Elementary	2	Mill Creek Center	1
Lorado Center	1	Holden Elementary	2		
Man Elementary	1	Hugh Dingess Elementary	1		
South Man Elementary	1	Justice Elementary	1		
Omar Elementary	1	Logan Elementary	1		
		Man Elementary	1		
		Omar Elementary	1		
		South Man Elementary	1		
		Verdunville Elementary	2		
		West Chapmanville Elementary	3		

For 2015-2016 school year, these classrooms were in operation Monday through Thursday, with program hours varying by site. Children in classrooms with Head Start teachers attended a total of 140 days. Each site operates educational activities for children for a minimum of 6 hours/day, four days/week. Teachers utilize time on the fifth day each week for: planning, professional development, assessments, parent/teacher conferences, IEP/SAT meetings, cleaning, PLC meetings with kindergarten teachers, coaching, etc.

Collaboration with Logan County BOE: In 2002, legislation passed that required all 55 counties in West Virginia, by the year 2012, to provide a Universal Pre-K space to all age eligible four-year-olds and three-year-olds with diagnosed disabilities. Policy 2525, which governs West Virginia's Universal Pre-K program, requires that a minimum of 50% of pre-k classrooms be collaborative with community partners. Statewide, in 2016, West Virginia was at 81% collaboration rate and 76% four-year-old participation rate. In addition, West Virginia is one of only six states in the nation to meet all 10 benchmark for quality pre-k programming, as determined by the National Institute for Early Education Research (NIEER).

For the 2015-2016 program year, Logan County achieved 80% four-year-old participation rate, slightly higher than the state average. There were a total of 24 pre-k classrooms, and all 24 of those classrooms are Universal Pre-K Collaborative classrooms, cinching a 100% collaboration rate. (See Appendices for visuals.)

Head Start: There are four major components to Head Start:
- Education: Providing a variety of learning experiences to help each individual child grow intellectually, socially, and emotionally. Plans for learning incorporate School Readiness Goals and are determined by the child's developmental level and early childhood best

practices as set forth by Head Start Performance Standards, WV Early Learning Standards Framework, and Creative Curriculum Goals and Objectives.

- Health: Providing mental health and nutritional services, as well as general health services, such as immunizations, and dental and medical screenings that assist in early identification of health problems.
- Parent Involvement: Involving parents in the planning and implementation of activities. Head Start recognizes that parents are the child's first teacher. Parents serve on policy councils and committees that make administrative decisions; participate in classes and workshops on child development; and volunteer in the program.
- Social Services: Provide outreach to families to determine what services they need, which may include transportation. Families are supported in assessing their own strengths and identifying areas of interest regarding goals for their family. Parent training opportunities are provided throughout the year.

Staffing in the classrooms includes a mix of both Head Start employees and Board of Education employees. Teaching staff is qualified and credentialed to teach preschool aged children, either through an appropriate degree (MA; BA; AA) and state certified or working toward state certification and degree. Training is ongoing for all staff in order to ensure that the most current child development practices are infused into children's daily activities.

Every child, staff, and volunteer is provided a breakfast, lunch, and a nutritious snack whose components meet USDA Child and Adult Care Food Program guidelines. The federal grant that funds Head Start is on a five-year project period, where specific components of our program are reviewed annually by the Federal Government. In addition to these reviews, we must maintain licensure through the West Virginia Department of Health and Human Resources, follow state Health Department Code, adhere to fire marshal regulations, meet USDA Child and Adult Care Food Program guidelines, as well as meet Policy 2525 guidelines for Universal Pre-K.

Purpose:
The purpose of Head Start is to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. Head Start aims to equip every child, regardless of circumstances at birth, with the necessary tools to succeed both in the classroom and in society.

Vision:
PRIDE Community Services will serve as a driving force in creating a community where people are empowered with resources and opportunities to reach their greatest potential.

Mission:
PRIDE Community Services makes a positive impact on the lives of those in need by bringing together educational, financial, and human resources that support self-sufficiency.

PART TWO: GOALS

Program Goals:

Short Term Goals	Status
Plan more male involvement activities.	*Male involvement activities have been established, however, we will continue to initiate intentional opportunities to involve more males. This goal will remain active during PY 2017.*
Utilize data information for strategic planning purposes.	*This goal will remain active during PY 2017.*
Develop and utilize more strategies to assist parents in becoming more involved in their child's education. This includes: incentives for volunteering in the classroom, attending Parent and Policy Council meetings, and participating in their child's health and dental screening.	*Opportunities are being provided for parents. We plan to expand on these. This will remain active during PY 2017.*
Utilizing the knowledge of the participating members of the Health, Education, and Nutrition Advisory Board, Logan County Head Start will provide parents access to and information about preventative and treatment services for addiction, including drugs, alcohol, gambling, etc. The health facilities in the county schools are added resources to the county.	*The information obtained at the Health Advisory Meetings, in addition to data collected throughout the county and state, serves as evidence that addiction continues to be a problem in this community. Head Start will continue to gather and distribute information, in addition to link families to necessary resources. This goal will remain active during the PY 2017.*
To address the growing rate of obesity and related incidents of heart disease and diabetes in Head Start children and their peers, as well as family members, collaboration with other agencies has increased throughout the state.	*Health issues that are a result of obesity continue to be a growing concern in southern West Virginia. Knowing this, physical development/health/nutrition has been incorporated into required School Readiness Goals. Information continues to be disseminated to parents and staff. This goal will remain active during the PY 2017.*
Educate parents about the curriculum and the activities provided for their children to obtain emotional and educational growth.	*Information concerning curriculum and classroom activities is given to parents during program orientation, home visits, and parent conferences. This goal will remain active during PY 2017.*

Long Term Goals (2015-2018)	Status
Apply for Early Head Start when expansion funds are available	*Achieved - Application submitted August 2016*
Secure an adequate number of fully equipped	*A new bus has been purchased and all*

vehicles with communication systems and qualified drivers and/or substitutes to ensure quality transportation for children and families.	*buses are equipped with communication systems. Efforts continue to recruit and retain qualified drivers.*
Meet the Head Start mandate for all Teachers to have a Bachelor's Degree in Early Childhood Education, Teaching Assistants to have an Associate Degree, and continue to follow WV Department of Education certification process.	*This goal will remain active during PY 2017.*
Collaborate with other appropriate agencies to further develop partnerships and create more opportunities/resources for children and families.	*This goal will remain active during PY 2017.*
Based upon the growing number of children entering Head Start with disabilities or drug related issues, make all Head Start centers user friendly by installed doors and other structural modifications to meet their needs.	This will continue to take place on an as needed basis.

Short Term Financial Goals	Status
Seek additional funding to hire safety riders so that teaching staff do not have to serve as bus monitors.	*Funding was not available, therefore, goal was not met. This goal will remain active during PY 2017.*
Obtain funds for a training program for CDL and all other licensure requirements.	*Funding was not available, therefore, goal was not met. The Facilities/Transportation Manager will continue to provide hands-on training for CDL's.*

Long Term Financial Goals (2015-2018)	Status
Provide cross training of CFO duties.	*This goal will remain active during PY 2017.*
Provide financial assistance to teaching staff to meet the requirements of the School Readiness Act of 2007.	*Progress has been made in credentialing teaching staff. Continued funding will be used to complete degrees. This goal will remain active during PY 2017.*
Obtain additional funding for Family Development Facilitators to continue their pursuant of a two year degree in human services field, such as education or social work.	*Progress is being made, however, this goal will remain active during PY 2017.*
Obtain additional funding to ensure facilities meet IDEA.	*Progress is being made, however, this goal will remain active during PY 2017.*

School Readiness Goals:

School Readiness means having the ability to learn and cope with the school environment, without undue stress. Transition to kindergarten is a journey. Regardless of a child's individual developmental level, Universal Pre-k offers numerous opportunities to assist children on their journey.

Universal Pre-k identifies goals for school readiness based on Early Child Development, Head Start's Early Learning Framework, State Early Learning Standards and where the Creative Curriculum and Early Learning Reporting System (ELRS) align. Along with these variables, school readiness is also impacted by other resources prior to and during the school term through home, family and community.

Universal Pre-k provides a developmentally appropriate preschool program for children 3-5 years of age. Our program engages the child through differentiated learning in the following areas:

Social Emotional
- The skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate ones behavior and emotions, and develop a healthy concept of personal identity.
     A. Self-Concept
          a. Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics and performance.
          b. Demonstrate age-appropriate decision making regarding activities, materials, routine and tasks.
     B. Social Relationships
          a. Each child will progress in developing and demonstrating pro-social behaviors.
          b. Communicates and cooperates with familiar adults and peers.
          c. Responds appropriately to the feelings of others and has the ability to demonstrate empathy and sympathy.
          d. Uses socially appropriate behavior with peers and adults.
     C. Self-Regulations
          a. Expresses a range of emotions appropriately and refrains from disruptive and aggressive behavior.
               a. Follows simple rules, routine, and directions.
               b. Adapts to new environments with appropriate emotions and behaviors.

Physical Development/Health/Nutrition

- In the state of WV, childhood obesity ranks number 3 in the nation. According to the American Heart Association, for the first time in history it is believed that parents will outlive their children by five years or more. (Information obtained from Kids Count)

1. Provide families with valuable information through workshops, pamphlets, recipes, News Letter and classroom activities.
2. Provide balanced meals and nutritional snacks that meet the USDA guidelines.

A. Gross Motor
   a. Each child will progress in performing gross motor tasks with proficiency, balance and control. A minimum of 1 hour of gross motor activity will take place each day.
      i. Demonstrates motor skills to move with direction and coordination, such as walking, running, hopping, jumping, hitting or bouncing balls, riding and steering a tricycle.

Cognitive Development/Mental Health

- Cognitive development includes reasoning, memory, problem solving, and thinking skills that help young children understand and organize their world.

A. Logical thinking and problem solving
   a. The ability to recognize, understands, analyze a problem and draw on knowledge or experience to seek solutions to a problem.
      i. Children will learn to organize their thoughts by classifying, comparing, predicting, measuring, counting and graphing objects.
      ii. Children will use past knowledge to build on new knowledge to solve problems and make connections.

B. Symbolic Representation
   a. The use of symbols or objects to represent something else.
      i. Engages in socio-dramatic roles.
      ii. Represents people, places, or things through drawings, Uses movement, and three dimensional objects.

Approaches to Learning

A. Initiative & Curiosity
   a. Each child will develop motivation for learning:
      1. Asks questions and seeks new information
      2. Demonstrates eagerness to learn
      3. Demonstrates flexibility, imagination, and inventiveness in activities.
B. Persistence & Attentiveness
   a. Ability to begin and finish activities :
      1. Maintains interest, develops and follows through plans.
      2. Increase ability to maintain concentration over a reasonable amount of time despite distractions and interruption.
      3. Ability to complete multiple tasks in a project.
C. Cooperation
   a. Interest and engagement in group experiences:

1. Joins in cooperative play
2. Plans, initiates and completes learning activities with peers
3. Helps, shares, and cooperates in a group.

Language & Literacy

A. Language
   a. Emerging abilities in receptive and expressive language
      1. Increase complex and varied vocabulary.
      2. Increase understanding of sounds with written words.
      3. Increase ability to understand and use language to communicate information.
      4. Engages in storytelling.
      5. Engages in conversations with peer and adults.

B. Literacy
   a. Uses emergent reading skills
      1. Ask and answer questions and makes comments about print materials
      2. Increase interest in reading experiences group and independently
      3. Increase ability to recognize a word as a unit of print
      4. Recognizes some letters of the alphabet and the sounds associated with the letters.
   b. Phonological awareness
      1. Uses letter/sound recognition
      2. Identifies rhyming, patterns and syllables in words.

Transition Plan: In order to ensure children and families have a smooth transition into the public school system/kindergarten additional preparation for school Readiness will include:

1. Parents will receive a copy of the School Readiness Goals within the first 45 days of school.
2. Parent Conferences will take place three times during the course of the school year using the Early Learning Reporting System (ELRS), West Virginia's Universal Pre-K assessment tool, which encompasses the above goals through standards.
3. Weekly communication flyers will be sent home focusing on classroom activities.
4. Newsletters sent home semi-monthly will contain suggestions for parent/child activities to extend classroom learning to the home environment.
5. An end of the year workshop for transitioning will be scheduled, with an opportunity for each site to attend. (Presented by a Children Wellness Specialist, Kindergarten & Title 1 Teacher.)
6. The "What to expect in Kindergarten" packet will be distributed to families exiting preschool.

7. Parents are given a workshop survey to complete at orientation at the beginning of the school year. The top four workshops that parents select will be offered as parent workshops throughout the course of the school year.
8. All children & parents will have the opportunity to visit the child's home school.
9. Transfer of records from preschool teacher to the kindergarten teacher.
10. Transfer of assessment data via The WV Pre-K Child Assessment System Kindergarten Transition Report.
11. As scheduling permits, Pre-K teachers meet with Kindergarten teachers monthly the last five months of the school year to engage in Peer Learning Communities (PLC). The goal of these meetings is to share information that pertains to children exiting preschool and entering kindergarten to ensure a seamless transition.

PART THREE: YEAR IN REVIEW

Summary of the Year:

The 2015-2016 school year ran from 8/19/15-6/6/16. During the course of the year, transition has been a reoccurring theme for PRIDE's Head Start program in 2015. Three Head Start Management positions were vacated and filled. The retirement of former Director Linda Tweed brought in new leadership under the direction of Candice Mullins. Laura Herndon transitioned from Family Development Facilitator to the Health and Disabilities Manager. Anissa Thompson accepted the position of Office Manager. In 2015, the Head Start program focused a significant portion of grant funding on implementing technology in the classroom, allowing the purchase of iPads, children's tablets, apps, children's computers, and light tables for each of the nine Head Start collaborative classrooms. Head Start teachers have continued to receive training on the Reggio Emilia Approach, in an effort to embed the Reggio philosophy into all classrooms.

The Reggio Emilia Approach originated in the town of Reggio Emilia in Italy. It is unique to Reggio Emilia and is not a method. All preschools that are using adaptations of the approach specific to the needs of their community are considered Reggio-inspired. The Reggio Emilia approach to early childhood education views young children as individuals who are curious about their world and have the potential to learn from everything that surrounds them. The Reggio approach looks at the environment as the third teacher because of its inherent potential to inspire children. Reggio-inspired environments are filled with natural light, order, and beauty. They contain open spaces free from clutter, where spaces encourage collaboration, communication, and exploration. The space, maintained by children and adults, respects children as capable by providing them with authentic materials and tools.

The Reggio Approach follows four major principals:
- **Emergent curriculum** stems from the specific interests of children. Children are capable of constructing their own learning. Curriculum topics are derived from talking with children and their families, as well as from things that are known to be interesting to children, and also from completing observations.
- **In-depth projects** are thorough studies of concepts and ideas based on the information gathered about children's interests. Projects are often introduced to children as adventures and can last anywhere from a week or two to the entire school year. Teachers

act as advisors on these projects, or mentors/guides. They help children decide in which direction they would like to take their research, how they can represent what they learn, and what materials are best suited for their representations. The Reggio Emilia approach takes a child-led project approach. The details of each project aren't necessarily planned in advance, but rather emerge based on the child's interests. Teachers observe, listen to question and stories, find out about child interests, and then provide children with opportunities and materials to explore these interests further.

- **Representational development** takes into account Howard Gardner's theory of multiple intelligences. The Reggio Emilia approach refers to this as The Hundred Languages of Children. This is the belief that children use many different ways to show their understanding and express their thoughts and creativity – a hundred different ways of thinking, discovering, and learning – and they must all be valued and nurtured. The Reggio Emilia approach calls for the presentation of new ideas and concepts in multiple forms, such as print, art, drama, music, puppetry, etc. Varied representations ensure that all children have the chance to understand and connect with the concepts being explored.
- **Collaboration** is seen as necessary to further a child's cognitive development. Children form an understanding of themselves and their place in the world through their interactions with others. Both large and small groups are encouraged to work together to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Instead of viewing the adult as the "giver of knowledge," children seek out knowledge through their own investigations.

Results of 2015-2016 Monitoring Review: For the 15-16 PY, ACF conducted Fiscal and ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review. Based on the information gathered during the review, no area of noncompliance was found, meaning no corrective action plan was required. (See appendices for the complete review report.)

Independent Audit:
An independent audit of the agency's financial policies and procedures is conducted annually. The Certified Public Accountant office of Suttle & Stalnaker, PLLC is the audit firm contracted to ensure that procedures are compliant with federal standards. A complete copy of the audit and its components is available by contacting PRIDE Community Services, Inc.

Funding, In-Kind & Budgetary Expenditures
The Head Start program is funded by the U.S. Department of Human Services, Administration for Children and Families, Office of Head Start. The program also receives funding from the West Virginia Department of Education through collaboration with the Logan County Board of Education (LBOE). In addition, the U.S. Department of Agriculture (USDA) provides reimbursement for expenditures related to food costs through the Child and Adult Care Food Program (CACFP). Specific amounts and sources are as follows:

Funding	Federal/State
Regular Head Start	$1,644,049
Training & Technical Assistance	26,440
Generated Funding	55,249
Total	$1,725,738

Total Federal Funding

LBOE Funding
3.2%

Training & Technical
Assistance
1.5%

Regular Head Start
95.3%
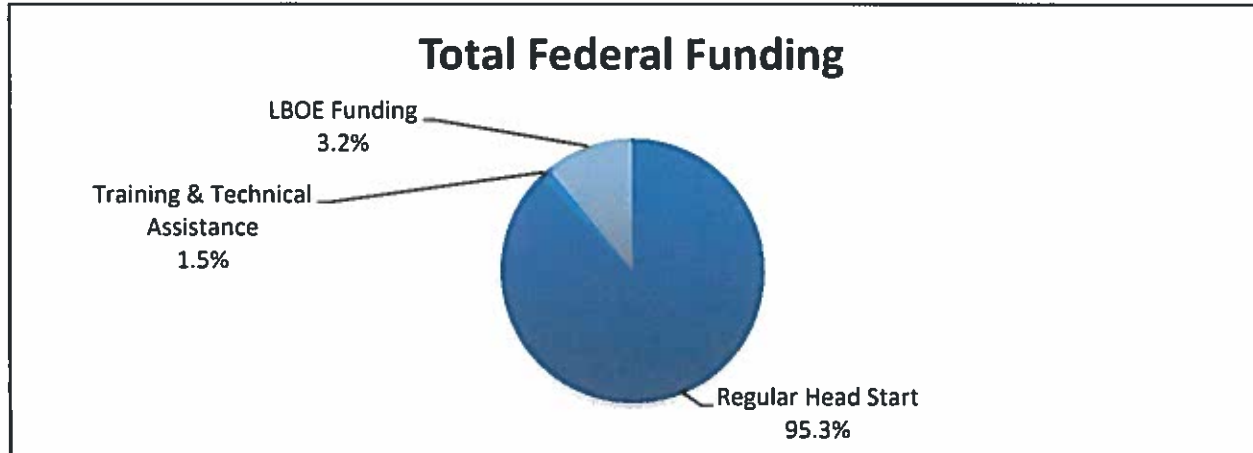
As a condition of the Head Start grant, the program is required to provide a local in-kind match of 20% for any federal funds received. This non-federal share of the grant award is provided through a variety of means that include, but are not limited to: parent participation in the program, space donations and partnerships with the local board of education. The minimum amount of non-federal share that is generated is:

Funding	Non-Federal/State
Regular Head Start	$411,012
Training & Technical Assistance	6,610
Total	$417,622

Total Non-Federal Share

Training &
Technical
Assistance
2%

Regular Head Start
98%
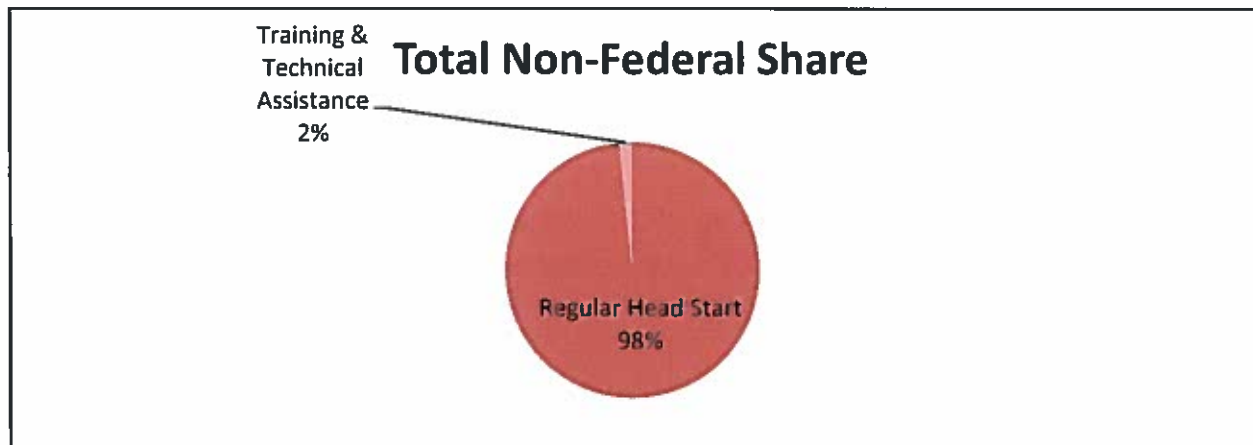
Budget Categories	Regular Head Start	T&TA	Generated	Total Budget
Personnel	$722,501	$0	$0	$722,501
Fringe Benefits	$284,139	$0	$0	$284,139
Travel	$6,429	$0	$0	$6,429
Telephone & Utilities	$82,900	$0	$0	$82,900
Supplies & Equipment	$164,833	$4,709	$0	$169,542
Contractual	$14,036	$0	$0	$14,036
Construction	$0	$0	$0	$0
Other	$189,081	$21,731	$55,249	$266,061
Indirect Costs	$180,130	$0	$0	$180,130
Total	$1,644,049	$26,440	$55,249	$1,725,738

Training and Technical Assistance Budget: $26,440

Training and Technical Assistance Plan: The Training and Technical Assistance Plan was developed from information gathered from regulatory requirements, including: Head Start Performance Standards, WVDHHR Licensing Regulations, WV Department of Education Policy 2525, and WV Child and Adult Care Food Program. The Training and Technical Assistance Plan was also developed after analyzing data from: CLASS observations, Observational Walkthroughs, ECERS, Health and Safety Checklists, Early Learning Scale scores, Program Information Report, and the Self-Assessment.

The advanced education and Teachers and Family Development Facilitators continues to remain a great priority. The allocation of $26,440 will be distributed in the following manner:

Parent Training - $2,400

Parents have the opportunity to participate in trainings to:

- Qualify for substitute positions and volunteers through Hands On Training Seminar (HOTS)
- Develop a healthy lifestyle
- Become more knowledgeable of parents as educators
- Educate parents on the curriculum

- Attend state trainings

<u>**Staff Training - $24,000**</u>

Staff training encompasses the entire PRIDE Community Services, Inc. Head Start staff – management, teaching staff, bus drivers, cooks, and family development facilitators. The allocation will be available to teaching staff (both teachers and teaching assistants) to meet the mandates of Policy 2525. Also, funds will be available for all staff to trainings to increase their job knowledge and obtain credentials. Funding for staff education and trainings will allow for tuition, presenters, training supplies, handouts, meals, and travel. Tuition will be provided to those who have exhausted all financial aid first.

- All Staff
  - Participate in selected trainings and college classes
- Teaching Staff
  - Degree completion
  - Training for new teaching staff
  - Reliability testing in Early Learning Reporting System (ELRS)

Enrollment

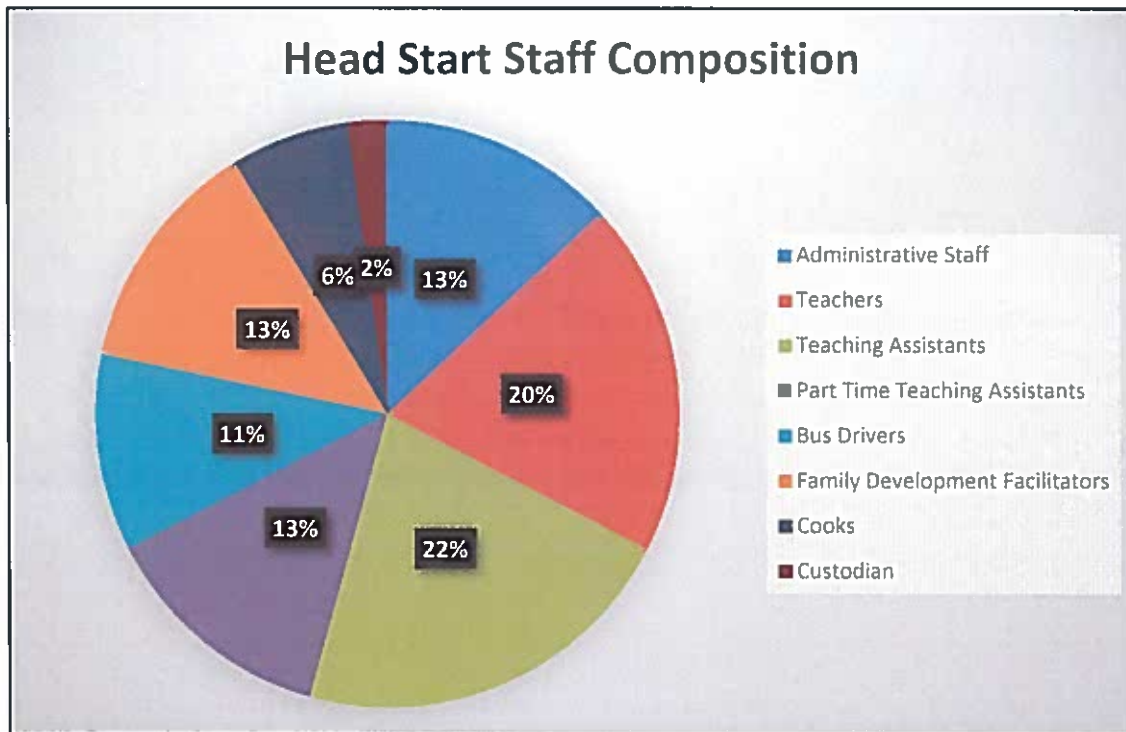| 251	Funded Enrollment
262	Cumulative Enrollment (96 – 3 year olds; 166 – 4 year olds)
499	# of applications received for Head Start services (This includes the 466 which are being served either through Head Start or BOE and 33 children who were on the waiting list.)
466	Cumulative number of children served as a result of Universal Pre-K agreement with BOE

Children in foster care
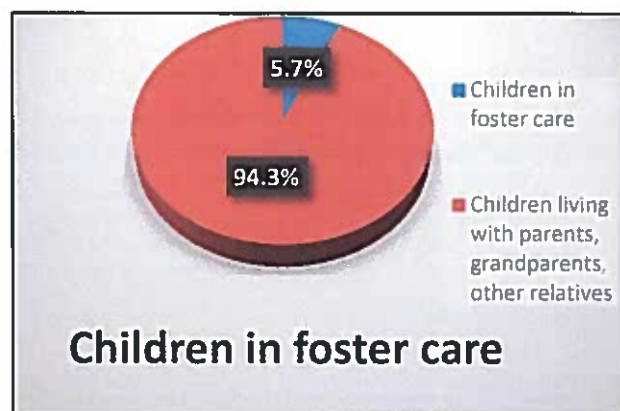
Children with diagnosed special needs

- 17% Children with an IEP
- 83% Children without an IEP
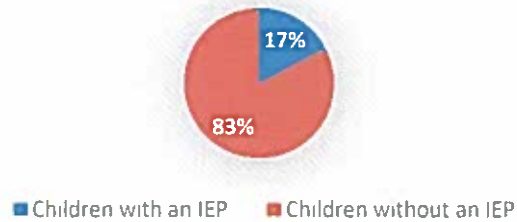
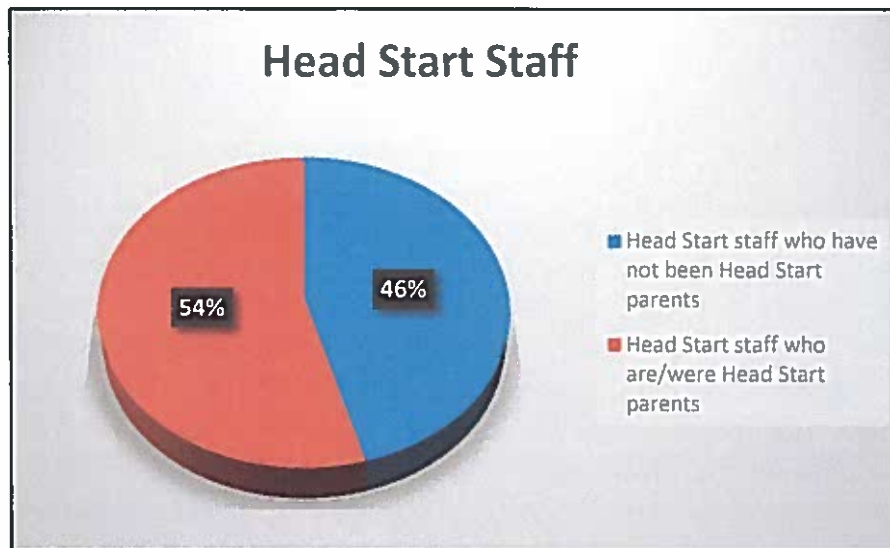Number enrolled with:

Income below 100% of Federal Poverty Level	215
Receipt of public assistance	24
Status as a foster child	15
Status as homeless	0
Over income	7

Head Start Staff:

Head Start Staff Composition

- Administrative Staff — 13%
- Teachers — 20%
- Teaching Assistants — 22%
- Part Time Teaching Assistants — 13%
- Bus Drivers — 11%
- Family Development Facilitators — 13%
- Cooks — 6%
- Custodian — 2%

Head Start Staff

Legend:
- Head Start staff who have not been Head Start parents — 46%
- Head Start staff who are/were Head Start parents — 54%

Administrative Staff:

	#of staff with degree
Advanced Degree	1
Bachelor's Degree	1
Associates Degree	1

Teaching Staff:

44.4% (4/9)	Percentage of preschool classroom teachers that meet the degree/credential requirements (BA or higher – ECE/related)
55.5% (5/9)	Percentage of preschool classes in which at least on teacher meets the teacher degree/credential requirements (AA or higher – ECE/related)
50% (5/10)	Percentage of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program

Cooks: Number of Head Start cooks - 3

Drivers: Number of Head Start bus drivers with a CDL – 5/5 – 100%

Family Development Facilitators: Of the family and community partnerships staff (Family Development Facilitators), the number with the following as the highest level of education completed:

A related advanced degree	0
A related Bachelor's Degree	0
A related Associate Degree	1
A family development-related credential, certificate, or license	0
None of the qualifications listed above	4

Parent Involvement: Parent Meetings and Policy Council Meetings are held monthly. Each center makes decisions at the local level and elects representatives to the program's Policy Council. Throughout the school year, the Policy Council carries out shared program governance with the Board of Directors. Male involvement activities included: pumpkin carving and painting in October. The Parent and Volunteer Banquet was held in April, Volunteer Month, to honor parents and volunteers who have served this program year. Parents who volunteered throughout the year earned Parent Bucks and were able to spend their Parent Bucks on a silent auction at the Parent Banquet. Family Fun Day was held at Chief Logan Park, with games, inflatables, face painting, snow cones, and food. Parents were also invited for: Read-to-Me Week, Mother's Day, Father's Day, Grandparents Day, Christmas in the Park, Transition Day activities, Pre-K Winter Showcase, and holiday activities.

Trainings/workshops are specific to parent's needs and requests as determined by a parent survey distributed at the beginning of each year. Parent workshops/trainings provided in 2015-2016 included: how to deal with children's stress, transitioning to kindergarten, and ensuring children's success in school.

Parents are welcome in classrooms at all times and encouraged to participate in all activities, including day-to-day classroom activities.

Community Partnerships:

Collaborative Agreements with the following agencies exist:

Community Partner	Brief Summary of Agreement
Coalfield Health Center	Conduct staff physicals, including CDL physicals
Logan County Board of Education	Universal Pre-K Collaborative Service Agreement
Logan County Health Department	Coordinate Food Handlers training and TB tests at designated facility for all staff at the beginning of each school year
Logan Mingo Area Mental Health	Will conduct mental health observations, provide training at parent workshops, provide staff training
Logan Pediatrics	Will provide physical exams for children; physician will participate on the Health, Education, Nutrition Advisory Council
McCoy Dental	Will provide dental exams and treatment for children; dentist will participate on the Health, Education, Nutrition Advisory Council
Necco	Priority placement in HS for children in foster care
NutriFit Enterprise	Help develop menus; review and analyze menus for nutritional components; assist with prenatal nutrition education
Southern West Virginia Community and Technical College	Provide space to allow students to conduct classroom observations
West Virginia Birth to Three	Work with services providers to meet individual needs of children diagnosed with special needs; help with the transition

	from IFSP to IEP; attend meetings to assist with transition to HS program
West Virginia Community Action Directors Association	Increase information sharing between Community Action Agencies and Head Start grantees to inform and coordinate services being delivered; increase communication to promote collaboration
West Virginia University Extension Services	Provide staff training and parent workshops; financial literacy; cooking/nutrition; life skills; STEAM training for staff
Women, Infants, Children (WIC)	Provide staff training and share pertinent medical information about children
West Virginia Department of Health and Human Resources (WVDHHR)	Training, education resources, referrals

PART FOUR: PROGRAM RESULTS

Health Services

Number of children referred outside of Head Start for Mental Health referrals: 0
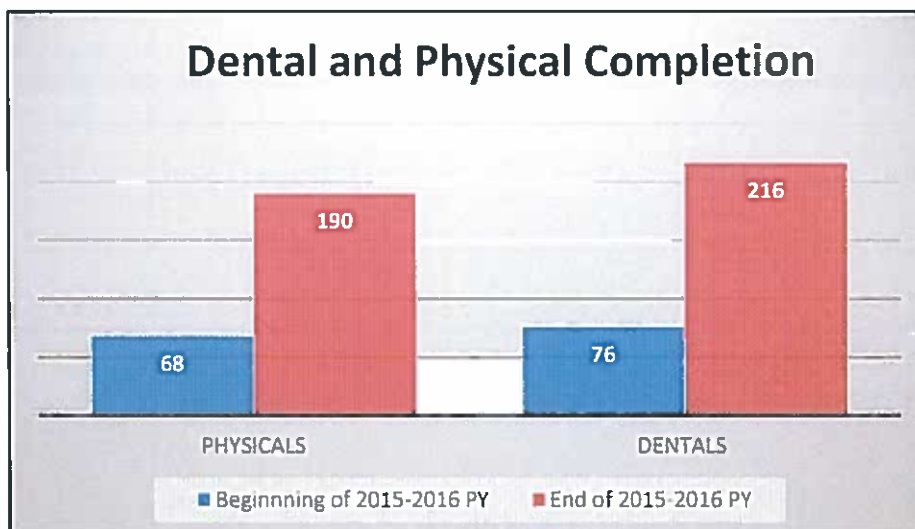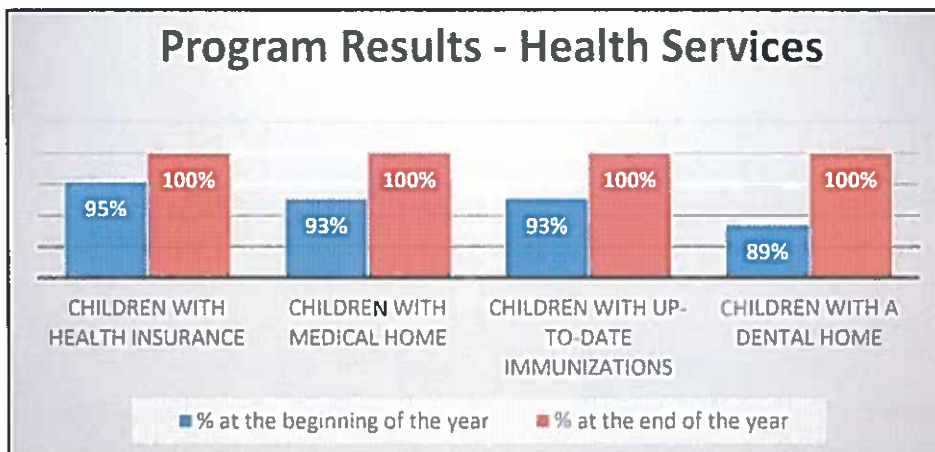
Early Learning Scale Data

The Early Learning Scale (ELS; Riley-Ayers, Boyd, & Frede) is a systematic assessment for preschool children conceptually derived from the New Jersey Early Learning Assessment System- Language Arts Literacy (ELAS-L; Wolock et al., 2003) and Math (ELASM; Whelan, Boyd, & Frede, 2007). It is designed for teachers to assess children's progress toward learning standards such as the Head Start Child Outcomes Framework and the State Learning Expectations. This assessment is a performance-based measure using student data collected through observation and work samples. Data is analyzed using research-based benchmarks and assigned a score on the 5-point continuum. This is a manageable system with 10 items that provide the teacher valuable data to inform instruction and improve student learning across domains. Since this assessment approach informs teaching, it can be easily used to communicate with parents in a meaningful way about their child's growth and development during the preschool years. In addition, since this system is based on state early learning standards and current research and is not curriculum-specific, the ELS can be used in any classroom.

The ELS examines three domains with a total of 10 items across the domains. Within each item are strands that further delineate the items for more focused observation. The 5- point continuum has indicators at levels 1, 3, and 5. Scores are reported for each of the 10 items. Domains and items that are included are measurable, develop on a continuum, and are critical to present and future learning. The ELS includes items in math/science, social emotional/social studies, and language arts literacy. The Early Learning Scale does not provide a continuum for the arts and physical development. At the preschool level, standards dictate children should begin to explore and develop an appreciation for the arts. However, a child's appreciation of something is difficult to observe and not appropriate to place on a continuum. Additionally, physical development is usually best assessed using a checklist rather than a continuum. The two domains are included because of their importance for teachers to notice and intervene when concerns arise. So, we provide the research base and a location to collect evidence, but these areas are not scored on the continuum.
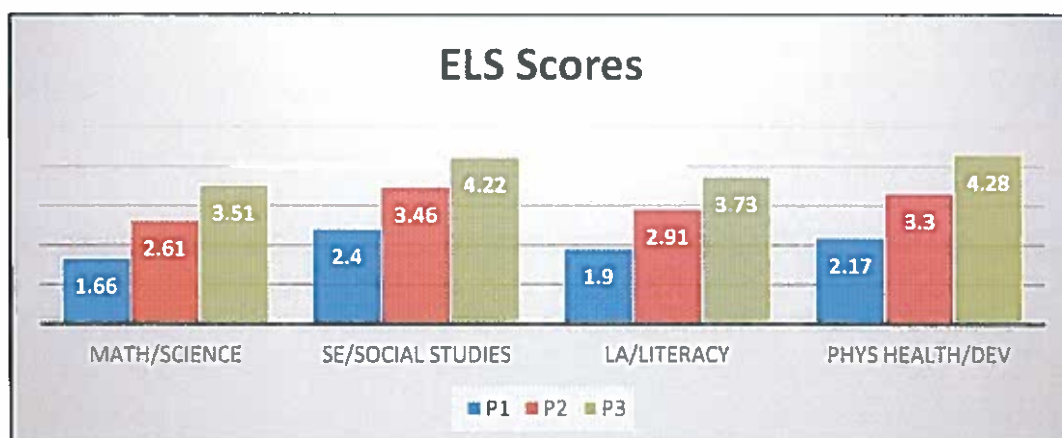
The Classroom Assessment Scoring System, CLASS, was developed as a way to measure teacher-child interactions to better understand what quality is and how it affects learning and growth. CLASS examines how teachers interact with children, how they use time and materials to get the most out of every moment, and how they ensure that children are engaged and stimulated.

Three domains are included in the CLASS observation tool:

1. Emotional Support – looks at positive relationships among teachers and children, the ways that teachers support social/emotional functioning, and the degree to which teachers promote children's autonomy.
2. Classroom Organization – considers how well time and behavior is managed to maximize learning opportunities.
3. Instructional Support - encompasses the ways in which teachers implement lessons and activities to promote both cognitive and linguistic development. It also focuses on how teachers use feedback to help children learn.

Class Scores –

Trained and certified CLASS observers use the CLASS to capture both the lower-quality and higher-quality behaviors that are demonstrated in the classroom in each dimension. Scores are assigned using a scale across several important dimensions:

- Low-range scores (1-2) – assigned when behaviors associated with a dimension were demonstrated in a low quality manner, were lacking, or were rarely present in the classroom interactions.
- Mid-range scores (3-5) are assigned when the classroom interactions associated with a dimension were somewhat present during the classroom observation or a part of some children's experience.
- High-range scores (6-7) are assigned when the classroom interactions were highly characteristic of a dimension during the observation. High-range behaviors are those that are meaningful, consistent, sustained, and reflective of everyone's experience in the classroom.

CLASS Data for PRIDE Community Services Head Start –

<mark>Overall total – 5.74 (Medium High)</mark>

	Domain Score
Emotional Support	**6.61**
Positive Support	6.48
Negative Climate	1.00 (6.96)
Teacher Sensitivity	6.62
Regard for Student Perspectives (RSP)	6.38

	Domain Score
Classroom Organization	**6.36**
Behavior Management	6.56
Productivity	6.48
Instructional Learning Formats (ILF)	6.05

	Domain Score
Instructional Support	**4.24**
Concept Development	4.16
Quality of Feedback	4.12
Language Modeling	4.44

Attendance Data

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Average
93%	90%	85%	79%	85%	85%	86%	86%	86%	86%	73%	n/a	85%

Meals Served for PY 2015-2016 – 30,116 – This includes breakfast, lunch and snack served to children and adults.

Transports Provided in PY 2015-2016 – 16,859

Success Story

"On December 10, 2015, Dehue Head Start went on a field trip to tour the 'Christmas in the Park' light show at Chief Logan Park. Since the trip would run into the evening hours and impact dinner, the classrooms were fortunate enough to add a special trip to McDonalds in order to feed the children at the end of the evening. For many children and families, this may not seem out of the ordinary or even all too exciting, but for two sisters in our high-poverty community, it was not only the first time they had visited the light show, but it was also the first time they'd ever eaten at McDonalds.

Every child was given a chicken nuggets happy meal at McDonalds. The children chatted with friends while they gobbled down the nuggets and fries. As the teaching staff handed out ketchup, napkins, and straws, someone noticed the two sisters eating only their fries. When asked if they

liked chicken nuggets both quickly responded, "Yes, but we didn't get any." Much to their surprise, they actually did. Not only had the two sisters never visited McDonald's before, but they also never had the experience of eating a Happy Meal before. They had no idea that their chicken nuggets were inside the little box that was sitting right in front of them
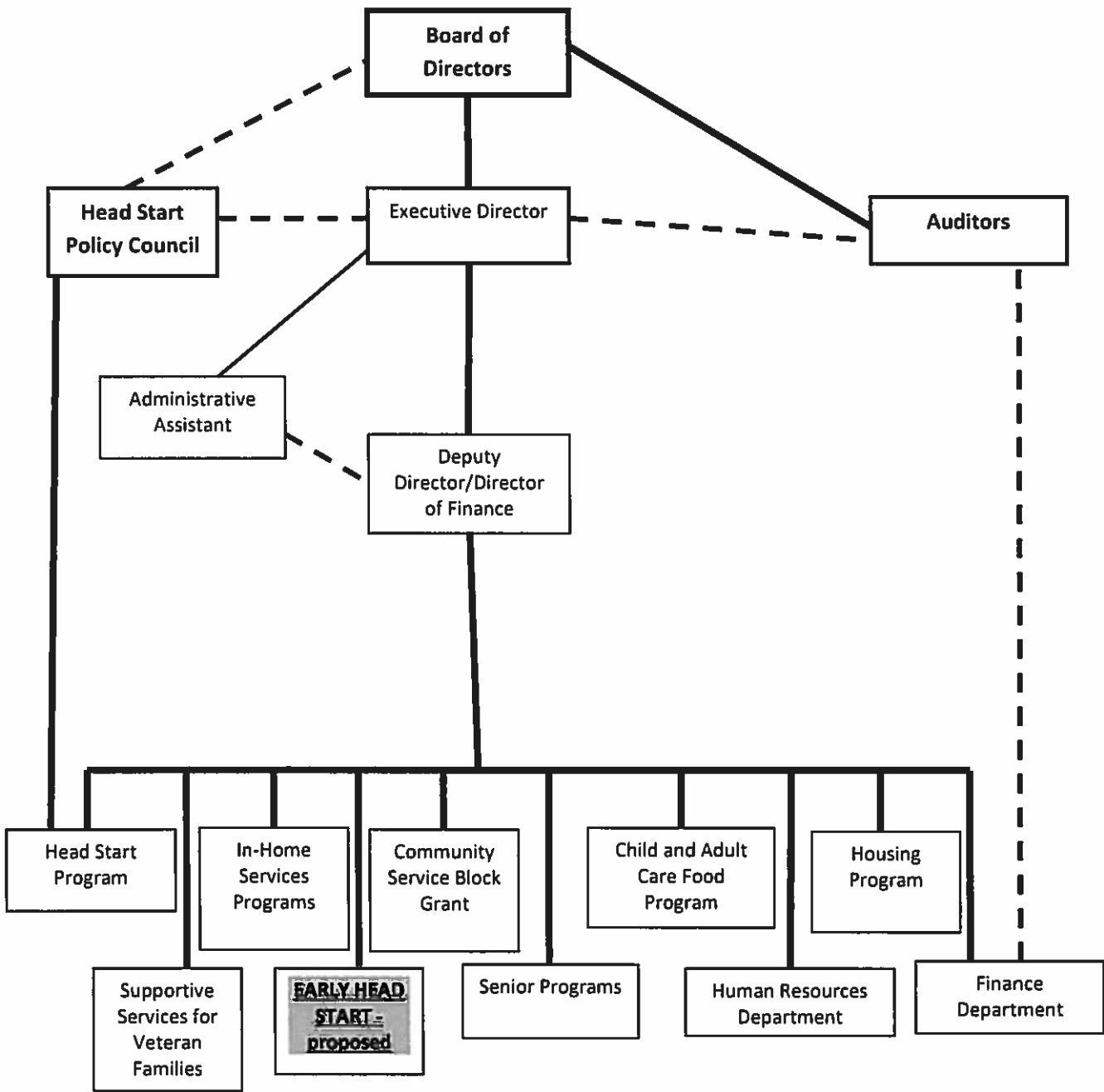
To some, this may seem silly, but to those in the world of Head Start, it's a reality. Taking time to share little life experiences with children, that aren't so little to the children, and that they otherwise wouldn't get – THAT is what it's about. Sure, to many it was just a Happy Meal, but to these two sisters, it was an evening that they won't soon forget. Moments like this are why we do what we do."

-Submitted by: Dehue Head Start Staff

PART FIVE:

Appendices

PRIDE Community Services, Inc.
Organizational Flow Charts

Board of Directors

Head Start Policy Council

Executive Director

Auditors

Administrative Assistant

Deputy Director/Director of Finance

Head Start Program

In-Home Services Programs

Community Service Block Grant

Child and Adult Care Food Program

Housing Program

Supportive Services for Veteran Families

EARLY HEAD START – proposed

Senior Programs

Human Resources Department

Finance Department

2015-2016 HS BOARD EXCEL SPREADSHEET

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Year to date totals
Total Enrollment	403	410	*	*	*	392	400	395	388	384	251	0	2761
Head Start	251	251	251	251	251	251	251	251	251	251	251	0	
Pre-K	152	159	*	*	*	141	149	144	137	133	*	0	1015
Attendance	93%	90%	85%	79%	85%	85%	86%	86%	86%	86%	73%	0%	85%
Withdrawals	0	7	4	3	4	6	2	2	0	9	0	0	37
Days in Session	6	17	16	14	11	12	15	15	15	16	3	0	140
# Volunteer Hours	364.25	631.7	798.3	896.3	765.3	193.3	473.9	1471	20	124	0	0	5738.15
# on Wait List (to date)	14	25	25	27	31	32	30	30	30	30	30	0	304
# Moved from WL to Clasroom	251	7	3	2	2	5	2	4	0	0	0	0	276
Completed Physicals (to date)	68	88	125	138	148	169	181	183	190	190	190	0	1670
Head Start	68	60	22	13	17	31	12	2	7	0	0	0	232
Follow-Ups	0	0	0	0	0	0	0	0	0	0	0	0	0
Incomplete Physicals (HS) (TD)	183	103	128	120	107	88	80	79	77	77	77	0	1119
Completed Dentals (to date)	76	108	169	177	187	195	203	205	214	216	216	0	1966
Head Start	76	79	39	8	10	38	8	5	6	0	0	0	269
Follow-Ups	0	3	0	0	0	0	0	0	0	0	0	0	3
Incomplete Dentals (to date)	173	82	88	85	91	62	59	56	54	54	53	0	857
Enrolled w/diag. disabilities (TD	27	30	33	33	33	39	37	43	43	43	44	0	405
Immunizations	226	78	26	6	8	236	6	4	3	0	0	0	593
Home Visits	143	11	19	25	34	32	42	67	31	86	3	0	493
Center Visits	118	144	186	101	66	80	123	110	106	169	372	0	1575
Referrals	0	4	8	4	8	0	1	0	3	1	0	0	29
Family Assessments (to date)	0	18	0	15	21	66	95	95	38	129	0	0	477
Completed	0	18	0	15	54	12	29	2	2	0	0	0	132
Updated	0	0	0	4	2	0	2	0	0	0	0	0	8
Meals Served	1441	4142	3973	3248	2436	2037	2718	3918	2982	2696	525	0	30116
Transports	493	1440	1519	1359	1123	1266	1455	4387	1905	1685	227	0	16859
Parent Conferences	n/a	n/a	n/a	98	2	0	126	12	13	109	0	0	360

ELRS (HS)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Total % gained
Math/Science			1.66				2.61			3.51			111%
SE/Social Studies			2.4				3.46			4.22			75.80%
LA/Literacy			1.9				2.91			3.73			96.30%
Phys Health/Dev			2.17				3.3			4.28			97.20%

2015-2016 HS BOARD EXCEL SPREADSHEET

Staff Trainings			58	46	87	124	83	55	32	485

* Information not provided by BOE Classrooms

Early Learning Reporting System

Home   Progress   Outcome Data   Observations   Help

Pre-K District Outcome Data: Logan ⓖ

| 2016 ▾ | Logan ▾ | Head Start Only ▾ |

Green indicates the number of children at or above standard.

Mathematics/Science	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P1 - P3 (+/-)%
Number and Numerical Operations	1.67	59.72%	2.66	32.42%	3.52	111.50%
Functional Counting	1.67 (203, 65)	66.40%	2.78 (217, 155)	28.95%	3.58 (240, 206)	114.58%
Numerical Operations	1.55 (203, 55)	58.88%	2.47 (217, 138)	37.91%	3.40 (240, 197)	119.11%
Written Numbers	1.78 (203, 78)	54.19%	2.74 (217, 159)	30.99%	3.59 (240, 205)	101.97%
Classification and Algebraic Thinking	1.58	69.85%	2.68	32.90%	3.56	125.73%
Classification	1.77 (203, 76)	70.16%	3.01 (217, 194)	24.06%	3.73 (240, 222)	111.10%
Algebraic Thinking	1.38 (203, 38)	69.45%	2.35 (217, 137)	44.24%	3.38 (240, 200)	144.42%
Geometry and Measurement	1.71	52.69%	2.62	32.12%	3.46	101.74%
Identifying and Using Shapes	1.92 (203, 93)	45.01%	2.78 (217, 186)	27.15%	3.53 (240, 227)	84.39%
Measurement	1.51 (203, 52)	62.41%	2.46 (217, 147)	37.75%	3.38 (240, 206)	123.72%
Scientific Inquiry	1.67	57.63%	2.64	31.86%	3.48	107.85%
Observation and Reporting	1.62 (203, 61)	62.36%	2.63 (217, 152)	35.23%	3.56 (240, 207)	119.56%
Prediction	1.82 (203, 82)	56.42%	2.84 (217, 169)	29.84%	3.69 (240, 211)	103.09%
Investigation	1.58 (203, 59)	54.17%	2.44 (217, 145)	30.58%	3.18 (240, 197)	101.31%

Social Emotional/Social Studies	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P1 - P3 (+/-)%
Self-Regulation	2.35	47.62%	3.47	18.26%	4.11	74.57%
Independent Behavior	2.48 (203, 132)	50.83%	3.74 (217, 198)	16.39%	4.35 (240, 226)	75.56%
Regulation of Emotions and Behavior	2.40 (203, 130)	46.57%	3.52 (217, 195)	16.84%	4.11 (240, 227)	71.25%
Pro-Social Behavior	2.53 (203, 144)	42.42%	3.60 (217, 198)	18.32%	4.26 (240, 229)	68.51%
Social Problem Solving	2.00 (203, 99)	51.47%	3.04 (217, 188)	22.11%	3.71 (240, 223)	84.96%
Play	2.44	44.00%	3.52	23.00%	4.32	77.13%
Quality and Attributes of Engagement and Exploration	2.69 (203, 165)	36.30%	3.67 (217, 210)	21.39%	4.46 (240, 233)	65.46%
Quality and Attributes of Cooperative Play	2.48 (203, 139)	39.67%	3.46 (217, 198)	22.80%	4.25 (240, 224)	71.52%
Quality and Attributes of Sociodramatic Play	2.15 (203, 106)	58.63%	3.41 (217, 200)	24.95%	4.27 (240, 230)	98.20%

Language Arts/Literacy	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P1 - P3 (+/-)%
Oral Language	2.20	45.57%	3.20	21.29%	3.88	76.56%

Speaking	2.52 (203, 143)	30.53%	3.29 (217, 196)	17.93%	3.88 (240, 224)	53.94%
Story Retelling	1.88 (203, 80)	65.74%	3.11 (217, 174)	24.84%	3.88 (240, 213)	106.91%
Phonological Awareness	1.48	71.25%	2.54	38.82%	3.52	137.73%
Language Manipulation	1.48 (203, 49)	71.25%	2.54 (217, 157)	38.82%	3.52 (240, 217)	137.73%
Print Awareness	1.95	62.47%	3.16	25.48%	3.97	103.86%
Alphabetic Awareness	1.97 (203, 88)	61.07%	3.17 (217, 174)	20.29%	3.81 (240, 213)	93.76%
Print Knowledge	1.93 (203, 89)	63.89%	3.16 (217, 184)	30.68%	4.12 (240, 223)	114.16%
Writing	1.96	42.56%	2.79	27.33%	3.55	81.52%
Composing	2.18 (203, 119)	31.98%	2.88 (217, 184)	26.15%	3.63 (240, 222)	66.49%
Production	1.73 (203, 72)	55.91%	2.70 (217, 158)	28.59%	3.47 (240, 202)	100.49%

Physical Health and Development	P1	P1 - P2 (+/-)%	P2	P2 - P3 (+/-)%	P3	P1 - P3 (+/-)%
Fine Motor	1.85	67.39%	3.09	36.64%	4.22	128.71%
Small Muscle Coordination	1.85 (203, 76)	67.39%	3.09 (217, 186)	36.64%	4.22 (240, 231)	128.71%
Gross Motor	2.16	54.07%	3.33	32.56%	4.42	104.23%
Large Muscle Coordination	2.16 (203, 106)	54.07%	3.33 (217, 202)	32.56%	4.42 (240, 233)	104.23%
Health Development	2.35	42.58%	3.35	26.11%	4.22	79.81%
Health Development	2.35 (203, 125)	42.58%	3.35 (217, 201)	26.11%	4.22 (240, 227)	79.81%
Safety Practices	2.33	40.62%	3.28	29.97%	4.26	82.76%
Safety Practices	2.33 (203, 123)	40.62%	3.28 (217, 197)	29.97%	4.26 (240, 230)	82.76%

CLASS Observation Scores
2015-2016 School Year

Total number of classrooms   (25)
Average number of children during observation   (14)

Score Summary

Emotional Support   Domain Score (6.61)

Positive Support   6.48
Negative Climate   1.00(6.96)
Teacher Sensitivity   6.62
Regard for Student   6.38
 Perspectives (RSP)

Classroom Organization   Domain Score (6.36)

Behavior Management   6.56
Productivity   6.48
Instructional Learning   6.05
 Formats (ILF)

Instructional Support   Domain Score (4.24)

Concept Development   4.16
Quality of Feedback   4.12
Language Modeling   4.44

Over all total   5.74 (Medium High)

WV Pre-K-Observational Walkthrough
2015-2016

Total of classroom=25   observations each=3(-1)   Total Walkthroughs=74

Avg. number of staff present=2.2   Avg. number of children=13

Performance Area Environmental	Met	Not Met	Did Not Observe	%
Teacher-child ratio is maintained at all times including lunch & outdoors	74			100%
All adults in the room are engaged and working with children to ensure safety and to support appropriate resolutions of conflicts. Staff ensures that every center can be viewed easily by an adult.	73		1 Meal time	100%
There are no materials present that may be harmful to children (chemicals, sharp or dangerous objects, uncover safety caps, loose cords.)	51	23		69%
Daily schedule or routines for children's day is posted	67	7	Some had schedules-no pictures	90%
Children are actively engaged in the available activities and materials.	61		13 Outside/Meal	100%
Books from a variety of genres & writings materials are available & accessible throughout the interest areas of the room.	58	16		78%
The classroom is rich in environmental print (including children's writings & dictation).	65	9		88%
Children's work is displayed at varying levels in several locations of the classroom & relate to current learning activities.	69	5		93%
Worksheets or flashcards are not used.	71	3		96%
Observations are documented by staff throughout ongoing interactions with children.	74			100%

Group Time	Met	Not Met	Not Observe	
Staff ensures that the time allotted to group time is developmentally appropriate for the children in the group (5-15 minutes).	18			100%
There are a variety of interactive experiences that children enjoy doing together such as group reading activities and music and movement.	17	1 Coloring Sheet		94%
Group space is easily seen by the children for charts such as a job chart, the daily pictorial schedule, or charts for graphing activities. The children do not have to strain or look across the room at the charts. Charts are displayed attractively and orderly.	18			100%
Children have the opportunity to experience a sense of belonging to the group. The adults listen attentively to what the children have to say and support respective dialogue among children.	18			100%
Adults reinforce the "community culture" by discussing joint concerns and problems. Children participate in problem solving and conflict resolution.	13		5	72%
Staff informs children of daily expectations and any changes to the routine.	13		5	72%
Staff introduces new materials and concepts during group time that children can explore during Center/Choice Time.	16		2	89%
Group times are adapted to meet the developmental levels of the children and the current atmosphere of the classroom.	18			100%
Staff facilitates thinking and learning skills through open ended questioning, open dialogue, modeling and demonstrating.	18			100%
Center/Choice Time				
There is a variety of materials available throughout interest areas.	36			100%
Choice time occurs for duration of at least one uninterrupted hour each day exclusive of clean-up time.	36			100%

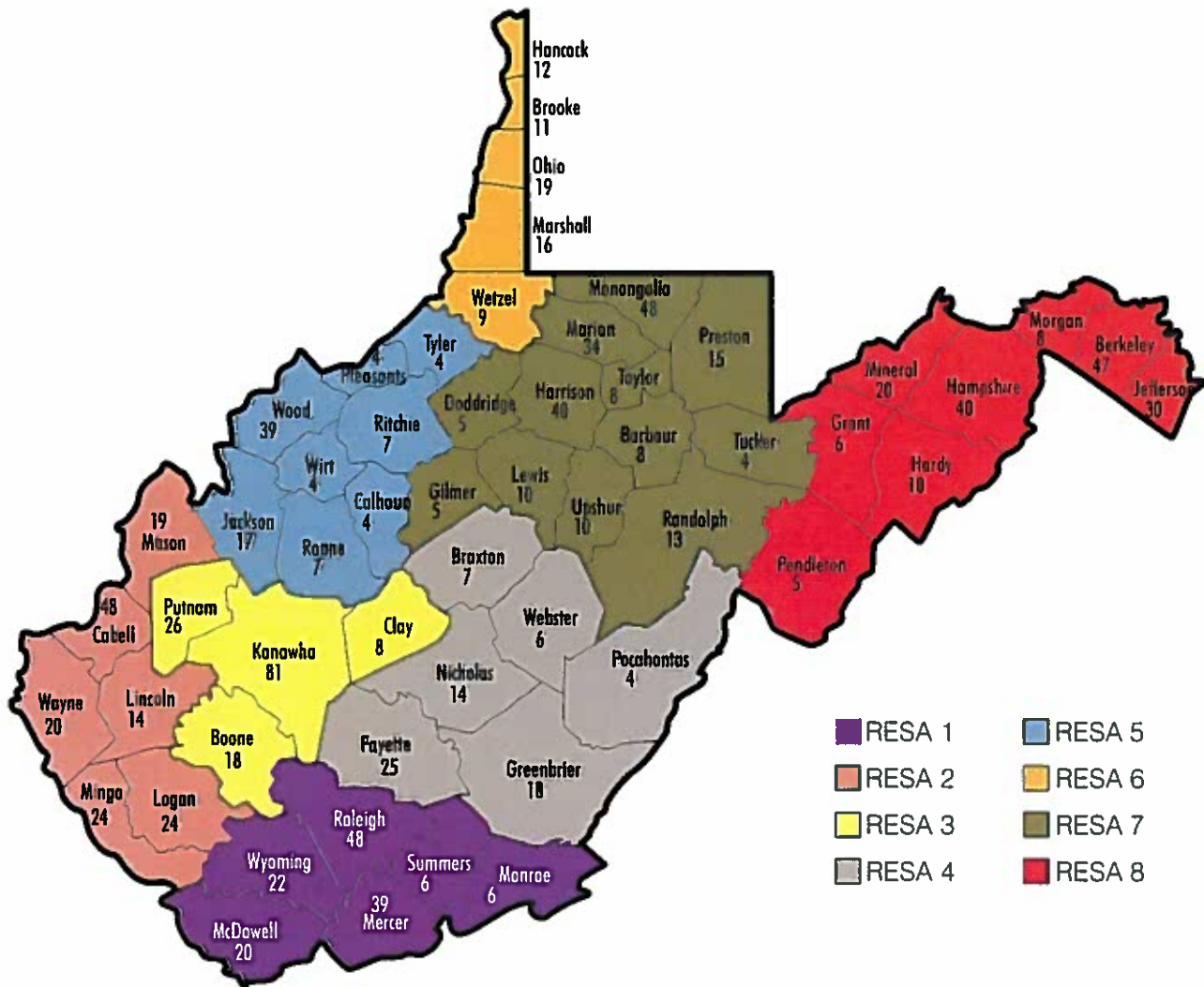|				
Children choose interest centers, activities, materials and playmates with staff intentionally teaching children how to make choices.	36			100%
Staff uses choice time to address the needs and interests of individual children.	36			100%
1Staff circulate the room and interact with children: ➢ Model & demonstrate use of materials and play episodes.	36			100%
➢ Encourage children's efforts and accomplishments.	36			100%
➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need. Pose problems, ask questions, and make comments and suggestions that stimulate children's thinking and extend their learning.	36			100%
➢ Engage the children in discussions and open ended dialogue about their play.	36			100%
➢ Encourage dialogue between children to problem solve, extend their learning, and to support child to child interactions.	28		8	100%
Staff maintains the environment and provides direction for clean-up, viewing clean up as an opportunity to teach skills and foster critical social and emotional development.	13		15	100%
Staff read to children individually or in small groups.	8		28	100%
Outdoor Time/Indoor Gross Motor Time				
Daily outdoor time is provided on a regular basis, weather permitting.	14			100%
Indoor gross motor time is provided as a supplement to outdoor time or when weather does not permit outdoor play.	11	3		79%
Staff is actively engaged in outdoor time and considers it as part of educational experiences within the curriculum not "recess"	13		1	100%
Staff assists children to develop skills needed to use equipment.	14			100%

Outdoor time/indoor gross motor time addresses the needs and interests of individual children as adults: ➢ Model & demonstrate use of materials & play episodes.	14			100%
➢ Encourage children's efforts & accomplishments.	14			100%
➢ Promote the development of a specific skill or set of skills by modeling with instruction or providing direct instruction within the context of the child's chosen activity and need.	14			100%
➢ Encourage dialogue between children to problem solve, promote social development, and child to child interactions.	8		6 *owl ELR's*	100%
Meals/Snacks				
Children participate in setting the table, serving themselves and cleaning-up.	4			100%
Conversations occur at mealtimes.	3	1		75%
Staff sit with children at the tables as much as possible.	4			100%
Children are allowed enough time to eat.	4			100%
Food is never used to reward or punish behavior.	4			100%
Staff teach healthy nutrition concepts, encourage children to make healthy food choices, and model healthy habits.	3	1		75%
Meal times are viewed as educational experiences that include teaching manners.	3		1	100%
Totals	1276	69	85	
Total Met & Not Met	1276	69		
Overall Score=Total Met/Total Items Scored	1276	1345		94.86%

WV Universal Pre-K 4 Yr. Old Participation Rates* SY- 2015-2016

Hancock
73%

Brooke
59%

Ohio
73%

Marshall
82%

Wetzel
83%

Monongalia
80%

Tyler
91%

Marion
77%

Preston
75%

Morgan
77%

Berkeley
57%

99%
Pleasants

Doddridge
92%

Harrison
81%

Taylor
65%

Mineral
85%

Hampshire
76%

Jefferson
55%

Wood
72%

Ritchie
88%

Barbour
79%

Tucker
99%

Grant
84%

Wirt
89%

Lewis
78%

Hardy
88%

Colhoun
80%

Gilmer
90%

Upshur
67%

88%
Mason

Jackson
78%

Roane
78%

Braxton
85%

Randolph
74%

Pendleton
92%

79%
Cabell

Putnam
64%

Clay
91%

Webster
100%

Kanawha
71%

Nicholas
76%

Pocahontas
89%

Wayne
88%

Lincoln
87%

Boone
83%

Fayette
70%

Greenbrier
69%

Mingo
81%

Logan
80%

Raleigh
81%

Wyoming
97%

Summers
97%

Monroe
89%

74%
Mercer

McDowell
87%

	Less than 60%
	60% - 70%
	Above 70%

Also see Appendix A for a breakdown of calculations at the county level.

WV Universal Pre-K Classroom Count- SY 2015-2016

Hancock 12

Brooke 11

Ohio 19

Marshall 16

Wetzel 9

Monongalia 48

Morgan 8

Berkeley 47

Mineral 20

Hampshire 40

Jefferson

Tyler 4

Marion 34

Preston 15

Pleasants 4

Taylor 8

Grant 6

Wood 39

Doddridge 5

Harrison 40

Ritchie 7

Hardy 10

Wirt 4

Barbour 8

Tucker 4

Calhoun 4

Gilmer 5

Lewis 10

Upshur 10

Randolph 13

Jackson 17

Braxton 7

Pendleton 5

Mason 19

Roane 7

Putnam 26

Clay 8

Webster 6

Pocahontas 4

48 Cabell

Kanawha 81

Nicholas 14

Wayne 20

Lincoln 14

Boone 18

Fayette 25

Greenbrier 18

Mingo 24

Logan 24

Raleigh 48

Wyoming 22

Summers 6

Monroe 6

McDowell 20

39 Mercer

RESA 1 RESA 5

RESA 2 RESA 6

RESA 3 RESA 7

RESA 4 RESA 8

Also see Appendix B for a four year comparison of classroom counts at the county level.

WV Universal Pre-K Collaboration Rates- By County SY- 2015-2016

Hancock
41%

Brooke
45%

Ohio
68%

Marshall
50%

Wetzel
100%

Monongalia
96%

Marion
65%

Preston
100%

Morgan
75%

Berkeley
45%

100%
Pleasants

Tyler
100%

Taylor
100%

Mineral
85%

Hampshire
100%

Jefferson
65%

Wood
56%

Ritchie
43%

Doddridge
100%

Harrison
98%

Grant
100%

Wirt
100%

Gilmer
50%

Lewis
70%

Barbour
75%

Tucker
0%

Hardy
100%

Calhoun
100%

Upshur
90%

95%
Mason

Jackson
76%

Roane
100%

Braxton
100%

Randolph
100%

Pendleton
60%

100%
Cabell

Putnam
64%

Kanawha
100%

Clay
100%

Webster
100%

Pocahontas
50%

Wayne
100%

Lincoln
100%

Nicholas
100%

Boone
67%

Fayette
72%

Mingo
100%

Logan
100%

Raleigh
100%

Greenbrier
100%

Wyoming
77%

Summers
100%

Monroe
100%

McDowell
100%

46%
Mercer

■ Less than 50%
□ 50% - 74%
■ 75% - 100%

Also see Appendix C for county collaboration trend data from 2013-2016.

To: Board Chairperson
Ms. Nancy Godby
Board Chairperson
Pride Community Services, Inc.
699 Stratton St
Logan, WV 25601-4020

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

Blanca E. Enz 4/15/16
Date

Overview of Findings

From 3/21/2016 to 3/25/2016, the Administration for Children and Families (ACF) conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review event for the Pride Community Services, Inc. Head Start program. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Ms. Nancy Godby, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

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

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

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

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

Distribution of the Head Start Review Report
Copies of this report will be distributed to the following recipients:
Ms. Kathleen Pathan, Acting Regional Program Manager
Ms. Jennifer Lucas, Policy Council Chairperson
Mr. Reginald Jones, CEO/Executive Director
Ms. Candice Mullins, Head Start Director

Overview Information

Review Type:	*Fiscal/ERSEA*
Organization:	*Pride Community Services, Inc.*
Program Type:	*Head Start*
Field Lead:	*Ms. Stephanie Moore*
Funded Enrollment HS:	*251*
Funded Enrollment EHS:	*Not Applicable*

Glossary

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

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves: (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. (ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or (iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.

Fiscal Integrity

CM#	Compliance Measure	Compliance Level
FIS 1.1	The grantee's financial management systems provide for effective control over and accountability for grant and sub-grant funds, property, and other assets and ensure they are used solely for authorized purposes.	**Compliant** 75.302(b)(4-5), 75.303(a-e), 75.352(d)(1-3), 75.352(f-g), 75.501(b)
FIS 1.2	The grantee sought and received prior approval in writing for budget changes where prior approval is required and obtained approval for hiring designated key personnel.	**Compliant** 75.308(b), 75.308(c)(1-3)
FIS 1.3	The grantee has obtained and maintained required insurance coverage for risks and liabilities.	**Compliant** 1301.11(a-b), 75.317
FIS 2.1	Financial reports and accounting records are timely and complete and contain accurate information pertaining to grant or sub-grant awards, authorizations, obligations, unobligated balances, assets, liabilities, outlays (total expenditures), income, and interest. Reports include: • SF-425 (paper-based Federal Financial Report filed with the Regional Office) • SF-425 (web-based Federal Cash Transactions Report filed with Division of Payment Management) • USDA/Child and Adult Care Food Program (CACFP) reports	**Compliant** 1304.23(b)(1)(i), 1304.51(b), 75.302(b)(2-3)
FIS 3.1	The grantee implemented procurement procedures that met, at a minimum, all requirements specified in the applicable Federal, State, and local statutes, regulations, and administrative rules for Federal grants, including a written code or standards of conduct governing the performance of its employees engaged in awarding and administering contracts. The grantee can demonstrate that contractual agreements were met.	**Compliant** 1309.54, 642(c)(1)(E)(iv)(X)(aa), 75, App II (B-D), 75.327(b), 75.327(c)(1-2), 75.327(h-i), 75.328(a)(1-7), 75.328(b), 75.329(a-b), 75.329(f)(1-4), 75.403(a-g), 75.509(a-c)
FIS 4.1	Original time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official, and an appropriate methodology is used to allocate salaries among Head Start and other programs.	**Compliant** 75.430(h)(1)(i-ii), 75.430(h)(2-3), 75.430(h)(4)(i-v), 75.430(h)(5)(i-ii), 75.430(h)(6), 75.430(h)(7)(i-ii), 75.430(h)(8), 75.430(i)(1)(i-vii), 75.430(i)(1)(viii)(A-C), 75.430(i)(3-4), 75.430(i)(5)(i)(A-C), 75.430(i)(5)(ii-iii), 75.430(i)(6-8)
FIS 4.2	Head Start or Early Head Start grant funds are not used as any part of the monetary compensation (e.g. salary, bonuses, severance) of an individual employed by the grantee who is paid at an annual rate in excess of Executive Level II ($183,300, effective January 2015).	**Compliant** 653(b)(1), 653(b)(2)(A-B)
FIS 4.3	Total compensation for personal services, including employee wages and incentive-compensation payments, charged to the grant are allowable and reasonable.	**Compliant** 75.430(a)(1), 75.430(b-f)
FIS 5.1	The grantee has implemented procedures to determine allowability, allocability, and	**Compliant**

	reasonableness of costs charged against its Head Start and Early Head Start (EHS) grant awards as required by the applicable cost principles. If the grantee is required to allocate costs among funding sources (including Head Start and EHS awards), the program utilizes a method for allocating costs that reflects the relative degree of benefit for each program receiving the benefit of the allocated cost.	75.309(a), 75.404(a-e), 75.405(a)(1, 3), 75.405(b-c, e)
FIS 5.2	Indirect cost charges are supported by a negotiated Indirect Cost Rate Agreement, are claimed under a valid election to charge a de minimis rate or are included in a written, internally maintained cost allocation plan identifying a reasonable basis for allocating all shared costs of the organization.	**Compliant** 1301.32(a)(1-2), 1301.32(b)(1-5), 1301.32(f)(1-3), 75.405(a)(2), 75.405(d), 75.414(f)
FIS 5.3	The grantee can demonstrate all contributions of non-Federal share (NFS), including cash and third-party in-kind, are necessary and reasonable for accomplishing program objectives, allowable under applicable cost principles, and allocable if also benefiting another award. Financial records are sufficient and support the verification of adherence to applicable cost principles.	**Compliant** 75.306(b)(1-5), 75.306(e-g), 75.306(i)(1-3), 75.434(d)
FIS 5.4	During each funding period reviewed, the grantee charged to the award only costs resulting from obligations incurred during the funding period.	**Compliant** 75.309(a)
FIS 6.1	The grantee has established the allowability of costs for owned or leased facilities and has adequately protected any Federal Interest in facilities through the filing of Notices of Federal Interest, insurance, and maintenance of property records. Compensation for the use of facilities owned by the grantee, a delegate agency, or other related party was through depreciation or use allowance based on the cost of the facility (excluding costs paid by Head Start). The grantee obtained advanced Regional Office permission for any mortgage or loan agreements using collateral property acquired or subject to major renovation using Head Start funds and has ensured that mortgage/loan agreements include the required provisions. **There were no occupancy costs charged to the Head Start award in connection with a facility owned by the grantee or a delegate agency (or occupancy costs for these facilities were below the testing threshold).**	**N/A** 1309.10, 1309.20, 1309.21(b), 1309.21(d)(1-2), 1309.21(d)(3)(i-vi), 1309.21(d)(4)(i-iii), 1309.22(a-c), 1309.23(a)(1-2), 1309.23(b), 1309.31(b), 1309.40, 75.436(a-b), 75.436(c)(1-4), 75.436(d)(1-5), 75.436(e), 75.465(a-b), 75.465(c)(1-3), 75.465(c)(4)(i-vii), 75.465(c)(5-6)
FIS 6.2	The grantee has safeguarded equipment purchased using Head Start funds by maintaining complete and accurate equipment records, verifying the accuracy of records by conducting a physical inventory, and following disposition requirements. The grantee obtained advance Regional Office permission for any encumbrance of equipment acquired using Head Start funds.	**Compliant** 75.320(a)(2), 75.320(d)(1-2), 75.320(e)(1-4)

ERSEA

CM#	Compliance Measure	Compliance Level
ERSEA 1.1	When monthly average daily attendance in center-based programs falls below 85 percent (except in the case of illness or well-documented absences), the causes of absenteeism are analyzed, and the program initiates appropriate family support as needed.	**Compliant** 1305.8(a-b)
ERSEA 2.1	Program staff verified each child's eligibility and included in each file a statement signed by a program employee identifying the child's eligibility category and the documents examined to determine eligibility.	**Compliant** 1305.4(c-e)

ERSEA 2.2	The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements). Defined Eligibility Requirements include: • Family income is below the poverty line • Family or child receives public assistance (SSI and TANF) • Family is homeless • Child is a foster child Additional income-eligibility requirements: • Ten percent of children enrolled in the program may be over the income threshold • An additional 35 percent of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty	**Compliant** 645(a)(1)(B)(iii)(I-II), 645(a)(1)(B)(iii)(II)(aa-bb)
ERSEA 3.1	Actual program enrollment is composed at least 10 percent of children with disabilities.	**Compliant** 1308.5(c)(1-4), 640(d)(1)
ERSEA 3.2	The program enrolled 100% of its funded enrollment and ensures an active and ranked waiting list is maintained at all times.	**Compliant** 642(g)

— END OF REPORT —