

Monongalia County Early Head Start Home Visiting Program

2017-2018 Annual Report

Families Learning and Growing Together



A Note from the Director

The History of Head Start

Head Start and Early Head Start are federally funded programs administered by the Office of Head Start (OHS), Administration for Children and Families (ACF), Department of Health and Human Services (HHS). Grants are awarded by one of the twelve ACF Regional Offices and the Office of Head Start Start's American Indian-Alaska Native and Migrant and Seasonal Program Branches directly to approximately 1600 local and private non-profit and for-profit agencies to provide Head Start and Early Head Start services. Region III in Philadelphia, PA oversees all Head Start/Early Head Start Programs in West Virginia as well as those in Delaware, Pennsylvania, Virginia, and Washington, DC.

According to the Early Childhood Learning and Knowledge Center website:

The majority of Head Start grantees are Community Action Agencies or other non-profit entities. Nearly a third are government entities (e.g., tribal governments, cities, counties and school systems) while a small number are for-profit organizations.

Grantees range from small non-profit agencies directly operating as little as one classroom to a "super grantee" over seeing multiple delegate agencies operating 1,000 classrooms across an entire city. One of the smallest programs serves 30 children in two classrooms of the Havasupai reservation on the bottom of the Grand Canyon, only accessible by helicopter or donkey. The largest program is the Los Angeles County Office of Education which serves over 22,000 children in over 400 centers across Los Angeles.

Head Start was unveiled in 1965 during President Lyndon B. Johnson's administration as part of the "War on Poverty." It began as an eight-week program during the summer for low income preschoolers. Since its launch, Head Start promotes school readiness for three and four-year old children in low-income families offering comprehensive early education, nutritional, health, social, and mental health services. Significant emphasis is placed on the engagement of parents in their child(ren)'s learning and administration (governance) of local Head Start programs. Head Start also offers parents support and opportunities for personal growth toward their education, literacy, and employment goals.

Established in 1995, Early Head Start provides support to low-income infants, toddlers, pregnant women and their families. According to the Early Childhood Learning and Knowledge Center website, this program enhances children's physical, social, emotional, and intellectual development; assists pregnant women to access comprehensive prenatal and postpartum care; support parent's efforts to fulfill their parental roles; and help parents move toward self-sufficiency.

Program Options

Monongalia County Schools was fortunate enough to be deemed a Wave 1 program, being funded during the first year of programming. At this time, the county served Early Head Start in options that included both home-based and in collaborative child care centers. Throughout the years, the program options changed according to community needs ~ removing the collaborative child care option, adding a caretaker home visitation program, and moving on to what it is today, a solely home-based option.

Monongalia County Early Head Start provides services to one hundred twenty (120) infants, toddlers, and pregnant mothers. Enrollment is based on selection criteria that is determined by a Community Needs Assessment annually. The selection criteria numerically rank the waitlist to ensure that the families enrolled are the most in need of Early Head Start services. Thanks to the collaborations with community resource providers such as DHHR, WIC, and Birth to Three, the program has maintained full enrollment throughout the program year. Additionally, Monongalia County Early Head Start maintained compliance by enrolling at least ten percent (10%) children with identified disabilities as reported monthly on enrollment reports.

Summary

As a Director of an Early Head Start Program, Head Start Program, WV State Pre-K Program, and Kindergarten, I truly recognize the efforts and contribution of each family, staff member, and community partner involved in our early childhood programs. Each person's involvement is greatly appreciated and has a great input on the success of our programs. As shown by the national, state, and local recognition and accomplishments, Monongalia County Early Head Start is a program of distinction that provides outstanding services to young children, their families, and the community. It is the efforts of all that have made this possible. We are fortunate to have very dedicated staff, a loyal Policy Council, and a supportive Board of Education. Thank you for your commitment and support.

For more information about the Monongalia County Early Head Start Program and other early childhood programs/services offered by Monongalia County Schools, please visit our website at <http://www.mcsearlychildhood.org>.

Deborah M. Jones

Director of Early Childhood
Monongalia County Schools



Vision Statement

Our vision is to educate and empower families to reach their fullest potential.

Mission Statement

Our mission is to promote healthy prenatal outcomes for pregnant women, enhance the development of infants and toddlers, and promote healthy family functioning.

Beliefs

Parents are their children's first and most important teachers.

Parenting is the most important and challenging job there is.

All families should have access to parenting education and support services.

Financial Information

Financial Information: Public & Private Funds

Federal Share	1,402,522
Supplement-COLA	13,693
Non-Federal Share	354,054
Total Share	\$ 1,770,269

Financial Information: Budgetary Expenditures

ACCOUNT	BUDGET	EXPENSE	ENCUMBRANCE	BALANCE
PERSONNEL	\$ 969,222.75	969,262.07		\$ (39.32)
FRINGE BENEFITS	269,322.70	268,738.73		583.97
TRAVEL	8,100.80	8,189.70		(88.90)
EQUIPMENT	5,123.58	5,044.20		79.38
SUPPLIES	61,396.51	69,446.71		(8,050.20)
CONTRACTUAL	12,611.25	10,673.75		1,937.50
OTHER	28,751.22	23,921.49		4,829.73
INDIRECT COST	28,490.19	27,742.35		747.84
TOTAL	\$ 1,383,019.00	\$ 1,383,019.00		\$ 0.00
% of Total Award of Expenditures to date: 100%				

ACCOUNT	BUDGET	EXPENSE	ENCUMBRANCE	BALANCE
PERSONNEL	\$ 9614.16	\$ 9614.16		\$ 0.00
FRINGE BENEFITS	2752.46	2697.41		55.05
TRAVEL	5,829.13	5,785.57		43.56
CONTRACTUAL	15,000.25	15,0968.86		(98.61)
TOTAL	\$ 33,196.00	\$ 33,196.00		\$ 0.00
% of Total Award of Expenditures to date: 100%				

Total Award	\$ 1,416,215.00	\$ 1,416,215.00	\$ 0.00
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Non-Federal Share: 354,054 / 354,054 = 100% (as of 06/30/18)

T & TA/Budget Justification

<i>Description</i>	<i>Disabilities</i>	<i>Total Expenditures</i>
a. Personnel	Budget	
7. 1 Disabilities Personnel @ 230 days/ .10 FTE	\$ 5,734.00	
7. 1 Coach Personnel @ 200 days/ .10 FTE	\$ 4,139.00	
	Sub-Total	9,873.00
b. Fringe Benefits	Budget	
1. Social Security @ 7.65% + Workers Comp.	\$ 782.00	
2. Health Insurance, Optical & Dental - Per Employee Plan	\$ 240.00	
3. Retirement - Per Employee Plan	\$ 740.00	
	Sub-Total Fringe Benefits	1,762.00
	TOTAL PERSONNEL	11,635.00
<i>Description</i>	<i>Disabilities</i>	<i>Total Expenditures</i>
c. Travel	Budget	
1. Staff and Parent Out-of-Town Travel	\$ 16,000.00	
Attend Conferences & Trainings to Meet Individual Goals		
	Total Travel	16,000.00
f. Contractual		
5. Other Presenter's Fees Required to Support Training Plan	\$ 1,440.00	
5. Partnership with Community Collaborations to provide Community training.	\$ 1,211.00	
5. Child Plus	\$ 3,000.00	
	Total Contractual	5,561.00
	TOTAL T & TA Costs	33,196.00

Financial Information: Budget and Budget Justifications

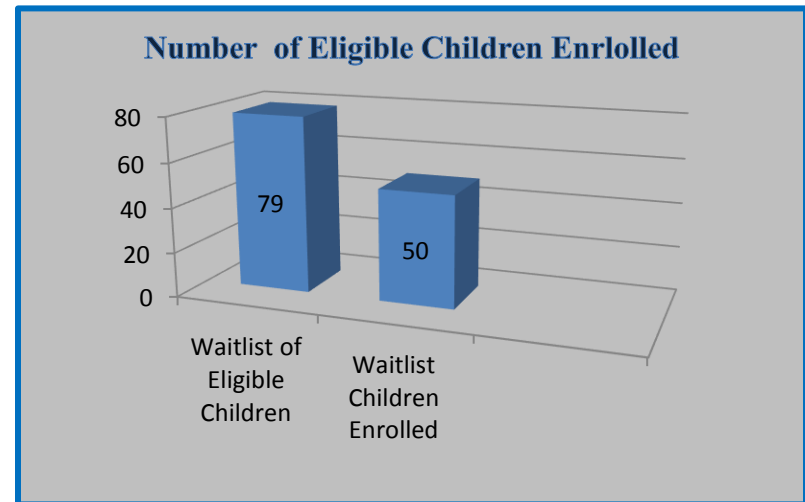
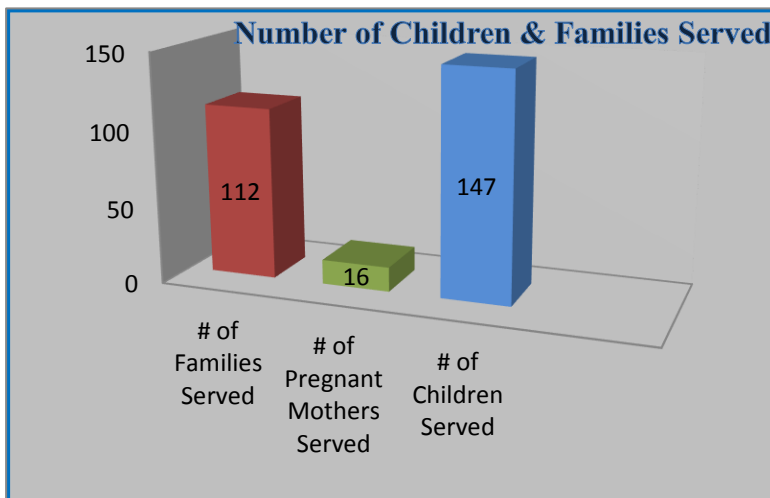
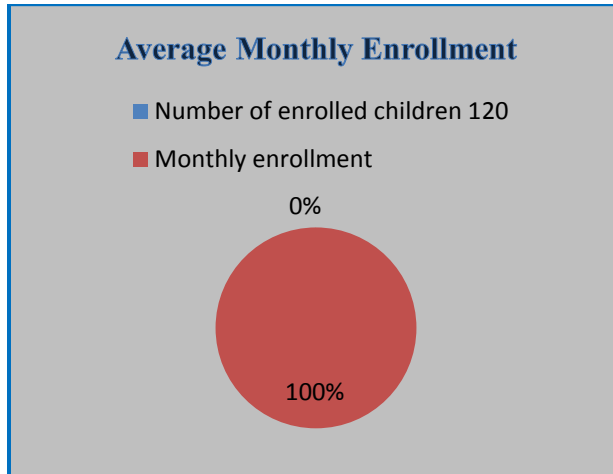
Description	Expenditure
a. PERSONNEL	
Child Health and Development Services Personnel	
4. 9.00 Home Visitors - 230 days/full time	\$ 522,820.00
4. 1.00 Home Visitors - 215 days/60%	\$ 31,574.00
6. 1.00 Health and Mental Health Services Personnel - 230 days/75%	\$ 45,971.00
6. 1.00 Health and Mental Health Services Personnel - 230 days/60%	\$ 44,701.00
Sub-Total	\$ 645,066.00
Family and Community Partnerships Personnel	
10. 1.00 Program Manager and Content Area Expert - 230days/65%fulltime	\$ 37,269.00
10. 1.00 Program Manager and Content Area Expert – 200days/90%fulltime	\$ 37,248.00
11. 1.00 Other Family & Community Partnership Personnel - 210 days/full time	\$ 33,033.00
11. 1.00 Other Family & Community Partnership Personnel - 230 days/full time	\$ 38,474.00
Sub-Total	\$ 146,024.00
Program Design and Management Personnel	
13. 1.00 Early Head Start Director - 261 days/50%	\$ 43,959.00
16. 1.00 Clerical Personnel - 230 days/20%	\$ 6,660.00
17. 1.00 Fiscal Personnel - 261 days/71.25%	\$ 40,467.00
Sub-Total	\$ 91,086.00
Other Personnel	
19. 1.00 Maintenance Personnel -230 days/25%	\$ 6,780.00
19. 1.00 Maintenance Personnel - 261 days/half time 66%	\$ 11,734.00
20. 2.00 Transportation Personnel - 230 days/full time	\$ 64,027.00
Sub-Total	\$ 82,541.00
Total Personnel (6a)	\$ 964,717.00

Description	Expenditure
b. FRINGE BENEFITS	
1. Social Security (FICA), State Disability, FUTA, Workers' Comp., (SUI)	\$ 81,386.00
2. Health/Dental/Optical/Life Insurance	\$ 115,867.00
3. Retirement	\$ 75,706.00
Total Fringe Benefits (6b)	\$ 272,959.00
c. TRAVEL	
1. Staff Out-Of-Town Travel (Training, conferences, registrations, food, lodging)	\$ 3,000.00
Total Travel (6c)	\$ 3,000.00
d. EQUIPMENT	
4. Other Equipment-technology/playground	\$ 5,000.00
Total Equipment (6d)	\$ 5,000.00
e. SUPPLIES	
1. Office Supplies (postage, pens, printer cartridges, paper, Xerox, postage)	\$ 10,416.00
2. Child and Family Services Supplies (PAT, ASQIII, socialization materials, etc.)	\$ 21,277.00
3. Food Service Supplies - (Program Events, Family Fun Nights, Trainings, etc.)	\$ 7,200.00
4. Other Supplies-Recruitment	\$ 2,000.00
Total Supplies (6e)	\$ 40,893.00
f. CONTRACTUAL	
2. Other: Health Services for Families without Insurance	\$ 500.00
8. Other: Contracted translation services for ESL Families	\$ 5,000.00
8. Other: Parents as Teachers Curriculum Affiliate Services	\$ 3,000.00
8. Other: Speech and Language Support Consultant	\$ 2,000.00
Total Contractual (6f)	\$ 10,500.00

<i>h. OTHER</i>		
4. Utilities	\$	14,500.00
6. Building Maintenance and Repair (\$4,000 per buildings)	\$	13,500.00
8. Staff travel to county to sites, home visits and meetings	\$	10,000.00
12. Substitutes for Staff	\$	500.00
13. Parent Services –Reimbursement for Travel	\$	800.00
16. Training and Staff Development (WVHSA, Wipfli, etc.)	\$	2,349.00
17. Other: Transportation for Program Vehicles	\$	15,720.00
a. Taxi Service	\$	500.00
17. Other: Background Checks	\$	442.00
	Total Other (6h)	\$ 58,311.00
	TOTAL DIRECT CHARGES	\$ 1,355,380.00
	INDIRECT COSTS (Indirect costs 2.06%)	\$ 27,639.00
	TOTAL - ALL BUDGET CATEGORIES	\$ 1,383,019.00
	ALLOWABLE ADMINISTRATIVE COSTS	\$ 262,973.00

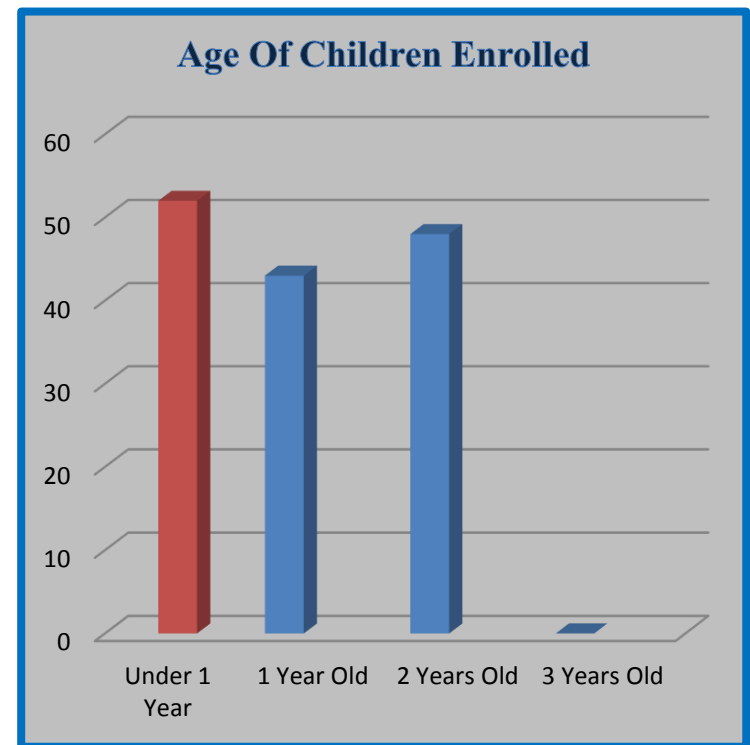
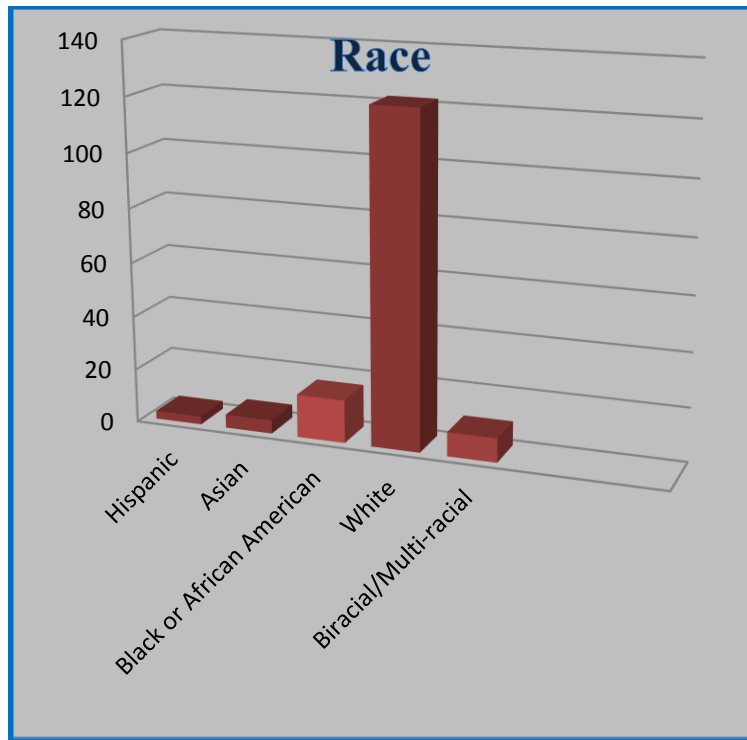
Program Information Report Data

During Program Year 23, Monongalia County Early Head Start had a waitlist of 79 children. A total of 50 children were enrolled from the waitlist during PY 23 while 29 children remained on the wait list. The average monthly enrollment was 100%. Within the program year 112 families were enrolled with 136 children receiving Early Head Start Children. Prenatal services were provided to 14 women during PY 23.

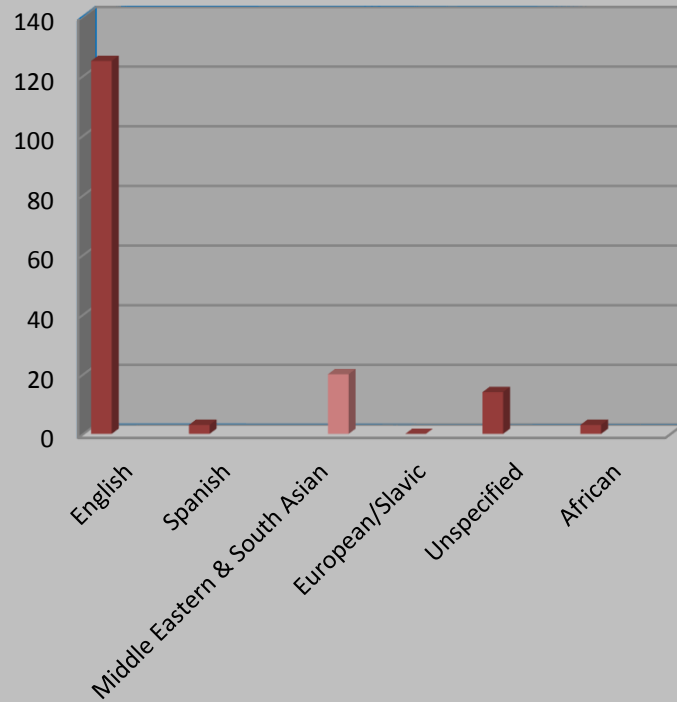


Demographic Information

The demographic information includes race, age of children enrolled, primary language of families, and the number of children with special needs enrolled during program year 23.

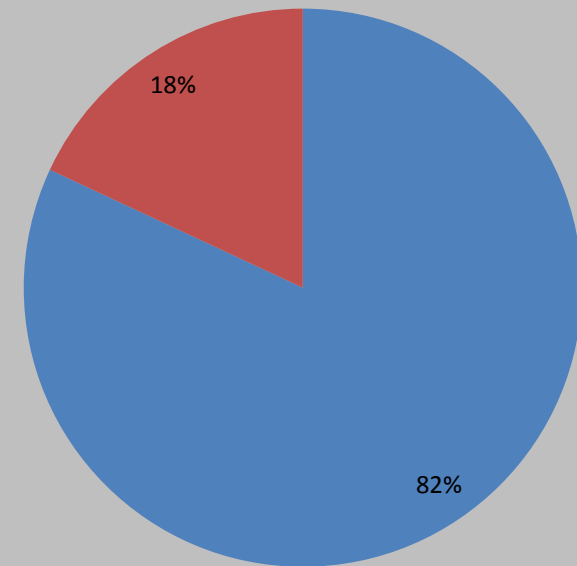


Families Primary Home Language



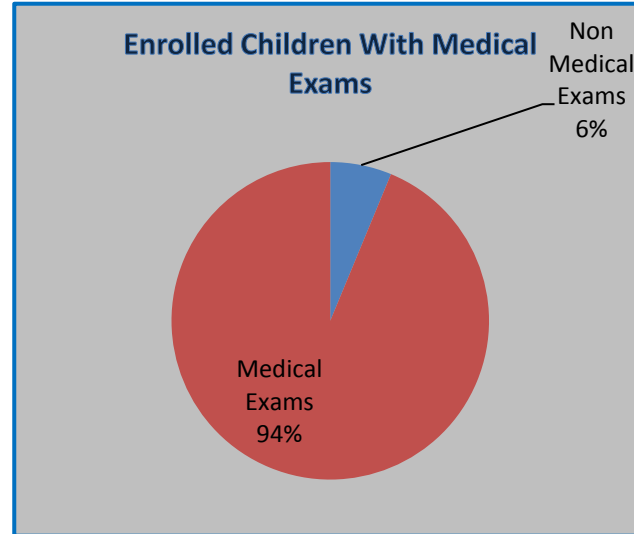
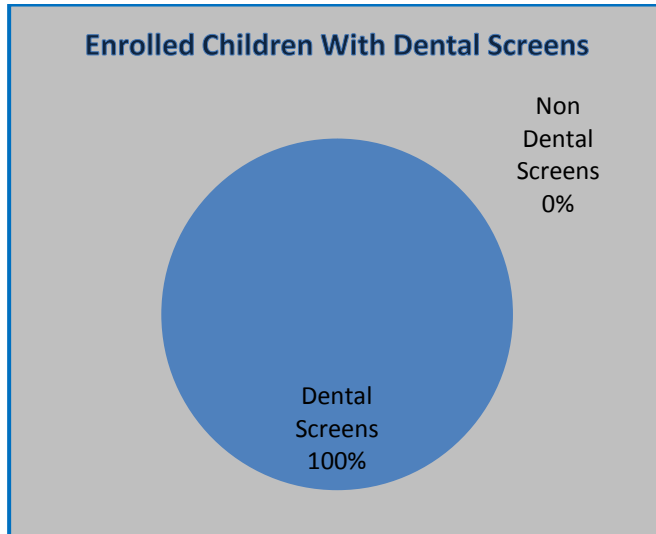
Special Needs Services

- Children Without Special Needs
- Children With Special Needs



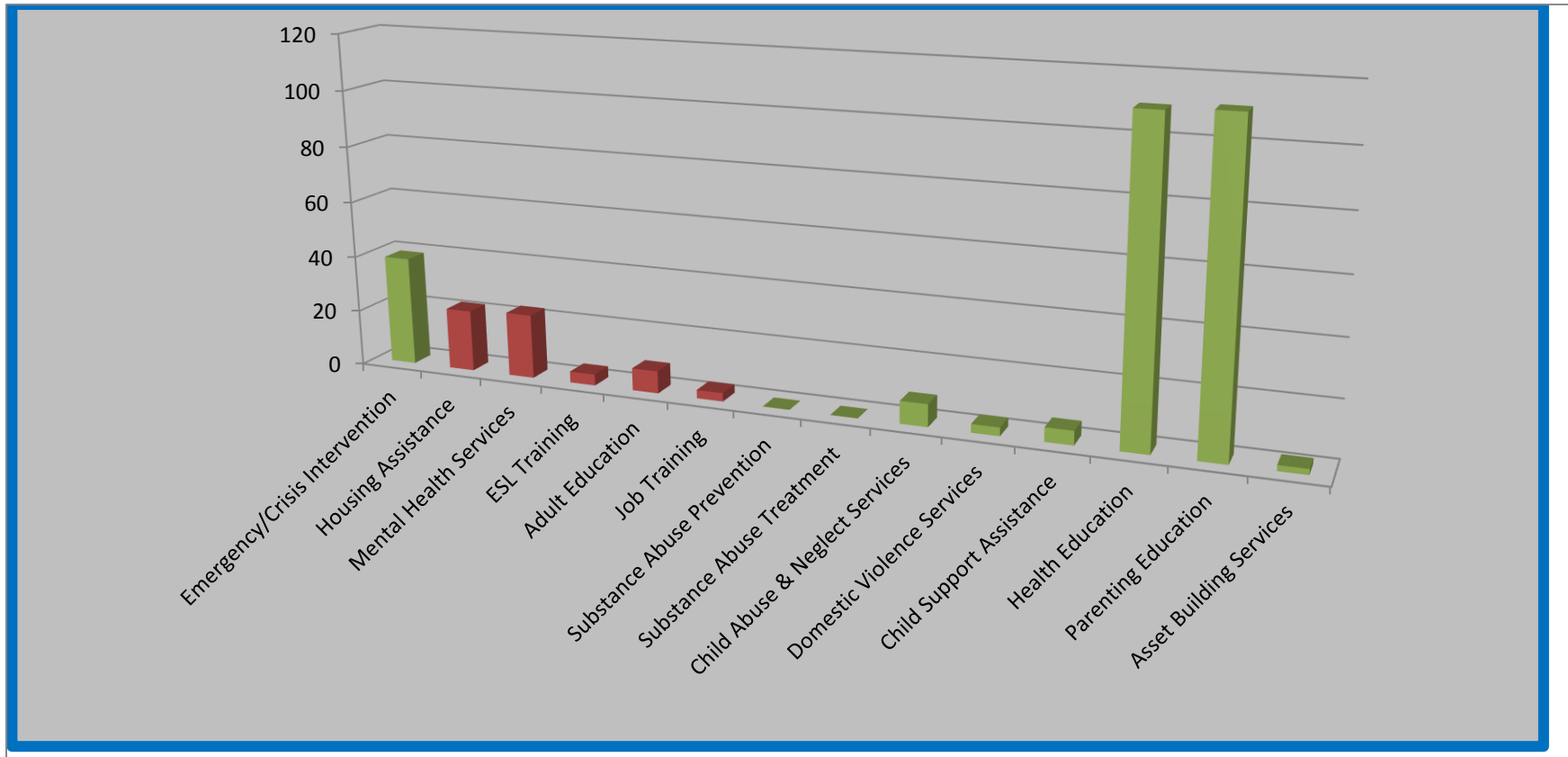
Health Services

A total of 144 enrolled children received dental screens during the program year, while 135 children received a medical exam from their primary care physician. At the end of the program year, 134 children were up to date on their immunizations.



Social Services

112 families were served by Early Head Start during PY 23. The graph indicates the resources utilized by families through support from the EHS Staff.



Results of the most recent reviews by the Federal Secretary

From June 4, 2018-June 7, 2018, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the Monongalia County Board of Education Early 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. This Head Start Review Report has been issued to Dr. Barbara Parsons, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, it was determined that your Early Head Start program is in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective action is required as this time.

Overview Information

Review Type: Focus Area Two Monitoring
Organization: Monongalia County Board of Education
Program Type: Early Head Start
Team Leader: Kalin Koehn
From: Responsible HHS Official
Dr. Deborah Bergeron
Director, Office of Head Start

Results of Financial Audit

Results of the most recent Financial Audit available for public viewing at the
Monongalia County Board of Education
13 South High Street
Morgantown, WV 26501

Parent Involvement Activities

Many activities were provided for families to participate in throughout the year. These events were organized to offer the families an opportunity to socialize with their children and other Early Head Start families.

As per program protocol, Parent Policy Council meetings were conducted monthly while alternating sites between the Early Head Start Centers, with one being located in the Western end of the county. Each center conducted eight Parent Committee meetings while participating in trainings as well. A Parent Interest Survey is completed each year to determine training topics. Some training topics included Financial Literacy, Photo Journaling, and First Aid/CPR.

Monthly Socializations and weekly home visits are provided for enrolled families. Such events provide opportunities for one on one participation as well as group activities. Topics for socializations included gardening where children planted a flower and two vegetables while learning how to take care of the plants, Pumpkin Picnic, building chalk boards, supporting breast feeding, and nutrition. During the home visits families receive information about their child's development and a variety of community resources.

Family Fun Nights provide the whole family an opportunity to share a meal or enjoy developmentally appropriate activities for all children in the home. Some events included a Thanksgiving dinner, a multi-cultural dinner, and a field day at the park.

Families also had an opportunity to participate in field trips such as the WVU Farm Kids Day, Totsickles at the ice rink and Kindermusick.

Community events such as a Summer Stroll, Stand for Children, a Christmas party sponsored by local Firefighters, Christmas Parade, Health Fair, Easter Egg Hunts, Reading Rally, and Tax Preparation were offered to our families.

Early Head Start continues to offer the Teens as Parent Program in three local high schools along with socializations during after school hours.

Families received support in areas such as home ownership, rental assistance, utility assistance and weatherization, and holiday assistance through various community agencies.

Preparing Children for Preschool

Family Service Specialists provide weekly home visits to children and families, providing instruction in the Parent as Teachers Curriculum. This helps parents work with teachers to provide activities that stimulate children's motor, language, and social/emotions development. Staff also refers children and families to various community resources, such as Birth to Three, and encourages parents to be strong advocates for their children. Family Service Specialist aide and support parents in their participation with the disability referral process by attending meetings with them and helping them to understand the process. Finally, Early Head Start ensures smooth transition to Head Start/Pre-K by helping parents complete the application paperwork, planning and implementing transition socializations, scheduling transition visits at schools and child care centers, and meeting with Head Start/Pre-K staff to aide in the continuation of services.

School Readiness

All Head Start and Early Head Start agencies must establish program goals for improving school readiness of children that appropriately reflect the ages of children participating in the program from birth to five. Monongalia County Early Head Start has begun to work to meet this requirement by establishing a School Readiness Team to ensure compliance. This team is comprised of Early Head Start and Head Start staff and parents.

The provides the program with a guide to develop and implement strong support services for programs serving infants and toddlers. Such services are delivered to infants, toddlers and their families to support child development and early learning across the five essential domains framed within the program's school readiness goals. The school readiness goals for infants and toddlers created by the School Readiness Team align with the Head Start Child Development and Early Learning Framework (HSCDELFF) around the five essential domains, as well as State early learning guidelines and the requirements and expectations of the schools, as they apply to infants and toddlers.

Monongalia County Early Head Start considers children's development and early learning progresses through a developmental sequence, or continuum, from birth to age five. The School Readiness Team has ensured that each goal, along with its objectives, appropriately and accurately reflect the various ages and stages of the children. Although the program's school readiness goals broadly apply to birth to five, the indicators which mark children's status and progress for the goal – as well as the strategies used to foster learning and development - are different and need to reflect the varying developmental needs and skill progression from infancy and toddlerhood through preschool.

The School Readiness Team meets at regularly scheduled intervals. During these meetings, the Team follows the “Four Strategic Steps” and ensures that the procedures used are appropriate for each age: infants, toddlers, and preschool-aged children. The four action steps outlined in the attachment to the Program Information on School Readiness [ACF-PI-HS-11-04 [PDF, 30KB]] are:

- Establish school readiness goals across domains that adopt and align to the Head Start Child Development and Early Learning Framework, state early learning guidelines, and LEA expectations
- Create and implement an action plan for achieving school readiness goals
- Assess child progress on an ongoing basis and aggregate and analyze data multiple times throughout the
- Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement

Family Service Specialists provide weekly home visits to children and families, providing instruction through the Parent as Teachers Curriculum. This helps parent’s work with home visitors to provide activities that support the school readiness goals established by the programs. Staff also refers children and families to various community resources, such as Birth to Three, and encourages parents to be strong advocates for their child. Family Service Specialist aide and support parents in their participation with the disability referral process by attending meetings with them and helping them to understand the process. These activities and program offerings provide data to support progress toward the program school readiness goals outlined below. The School Readiness Team publish data three times annually, beginning in 2012-2013, in relation to the goals. Goals will be reviewed frequently to ensure that they relate to the current needs of children and families enrolled.

Goals and Goal Outcome Data can be obtained from our office upon request or viewed on our website at:

<http://www.mcsearlychildhood.org/sr/index.cfm>

Domain: Approaches to Learning

**EHS Sub Domain: Emotional and Behavior
Self-Regulation**

HS Sub Domain: Cooperation

Young Infant Goal

- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression - Child will respond to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Social Emotional #4), (MS 1.5-3.5 Social Emotional #4), (MS 3.5-5.5 Social Emotional #2), (MS 5.5-8 Social Emotional #1),

Mobile Infant Goal

- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression - Child will look to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumbs when overly excited or distressed.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Social Emotional #9)

Older Infant Goal

- Goal - IT-ATL2 - Child will manage actions and behavior with support of familiar adults.
- Dev. Progression - Child will begin to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "stop" or "no" during conflict with peer instead of hitting. Lets adults know when they are hungry or tired.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 14-24 mth Social Emotional #9) ; (MS 24-36 mth Social Emotional #3)

Preschool Goal

- Goal - ELS - Child will interact cooperatively with adults and other children
- IT-ATL2 Indicator: Child will participate in and follows everyday routines with support; will communicate verbally or non-verbally about basic needs; will learn and follow some basic rules for managing actions and behavior in familiar settings.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Quality and Attributes of Cooperative Play 6.2)

Family Goal

- Goal - Family will provide opportunities for the child/ren to complete activities presented by caregivers and staff
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

Domain: Cognition

EHS Sub Domain: Exploration and Discovery

HS Sub Domain: Scientific Inquiry

Young Infant Goal

- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression - Child will use the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Intellectual #1), (MS 1.5-3.5 Intellectual #4), (MS 3.5-5.5 Intellectual #1), (MS 5.5-8 Intellectual #5),

Mobile Infant Goal

- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression - Child will act intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Intellectual #2)

Older Infant Goal

- Goal - IT-C1 - Child will actively explore people and objects to understand self, others and objects.
- Dev. Progression- Child will observe and experiment with how things work, seeks information from others, or will experiment with different behaviors to see how people and objects react.
- Assessment Tools - PAT Milestones
- Reflections and Observations -(MS 14-24 mths Intellectual #1); (MS 24-36 mths Intellectual #5)

Preschool Goal

- Goal - ELS - Child will use senses and a variety of tools to gather information, investigate materials and observe relationships
- IT-C1 Indicator - Child will learn about characteristics of people and properties and uses of objects through the senses and active exploration; will experiment with objects or materials to answer "what?", "why?", or "how?" questions.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Investigation - 4.3)

Family Goal

- Goal - Family will provide opportunities for the child/ren to explore science/nature in the community
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars/families will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

Domain: Language and Communication Literacy

EHS Sub Domain: Vocabulary

HS Sub Domain: Phonological Awareness

Young Infant Goal

- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will use signs or verbalizations for familiar people or objects
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Language #4), (MS 1.5-3.5 Language #4), (MS 3.5-5.5 Language #4), (MS 5.5-8 Language #4)

Mobile Infant Goal

- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will imitate new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Language #9)

Older Infant Goal

- Goal - IT-LC8 - Child will use an increasing number of words in communication and conversation with others
- Dev. Progression - Child will use an increasing number of words in communication and conversation with others and will add new vocabulary words regularly. (DLL/ESL children may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.)
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 14-24 mths. Language #4); (MS 24-36 mths. Language #8)

Preschool Goal

- Goal - ELS- Child will demonstrate an awareness that language can be broken into words, syllables and smaller pieces of sound
- IT-LC-8 Indicator - Child will show rapid growth in number of words or signs used in conversation with others; child will demonstrate a vocabulary of at least 300 words in home language; child will ask questions about the meaning of new words
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Language Manipulation - 8.1)

Family Goal

- Goal - Family will provide literacy activities to children that stimulate listening and speaking skills
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing
- Goal #4 - Children and families will be engaged in activities that support the ongoing development of speech and language in order to prepare them for transition into Head Start

Domain: Perceptual, Motor, and Physical Development

Sub Domain: Fine Motor

Young Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will coordinate hands and eyes when reaching for and holding stable or moving objects
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS B-1.5 mth Physical #3) , (MS 1.5-3.5 Physical #7), (MS 3.5-5.5 Physical #4) , (MS 5.5-8 Physical #8)

Mobile Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will use hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 8-14 mth Physical #11)

Older Infant Goal

- Goal - IT-PMP6 - Child will coordinate hand and eye movements to perform actions
- Dev. Progression - Child will use hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (MS 14-24 mth Physical #9); (MS 24-36 mths Physical #10)

Preschool Goal

- Goal - ELS - Child will demonstrate fine muscle coordination
- IT-PMP6 Indicator - Child will use hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes; child will use hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for a favorite page
- Assessment Tools -WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Small muscle coordination - 11.1)

Family Goal

- Goal - Family will provide literacy activities to children that stimulate fine motor skills
- Assessment Tools - Monthly Activity Calendar Data Report for HS/Socialization Attendance Rates for EHS
- Reflections and Observations - Families will complete monthly activity calendars and will attend Socialization events
- PFCE Framework Outcomes Addressed: #2, #3, #5

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families

Domain: Social Emotional Development

EHS Sub Domain: Emotional Functioning

HS Sub Domain: Social Problem Solving

Young Infant Goal

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

Mobile Infant Goal

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

Older Infant Goal

- Goal - IT-SE6 - Child will learn to express a range of emotions
- Dev. Progression - Child will express a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.
- Assessment Tools - PAT Milestones
- Reflections and Observations - (M 14-24 mth Soc. #10) ; (MS 24-36 mth Soc.-Emot #7)

Preschool Goal

- Goal - ELS - Child will attempt to follow social problem solving processes independently to resolve conflict
- IT-SE6 Indicator - Child will express a variety of emotions through facial expressions, sounds, gestures, or words; child will use words to describe some feelings or emotions that reflect an awareness of other people's emotions.
- Assessment Tools - WV Early Learning Scale
- Reflections and Observations - (ELS Strand: Social Problem Solving - 5.4)

Family Goal

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

Program Goal

- Goal #1 - Create developmentally appropriate classrooms for transitioning three-year-old children
- Goal #2 - Increase knowledge of Parent, Family and Community Engagement Framework (PFCE) to support Early Head Start families
- Goal #3 - Provide families with support to obtain and retain adequate and affordable housing

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