Last program year, the Head Start/Early Head Start program implemented the Practice-Based Coaching Model (PBC) to provide targeted professional development to education staff. The program identified social-emotional as the child’s school readiness goal to focus the program’s coaching efforts on. The PBC installation began in January 2018 with four education staff being selected as participants based on various program criteria. The coachee participants were from Cabell and Mason counties. Each coach and coachee together set one teaching strategy goal to strengthen in order to better support children’s social-emotional skill development. Each set goal had specific teaching strategies identified that would be demonstrated during classroom observations completed by the Coach. Each teaching practice strategy had a specific number of times the practice was to be observed as part of the goal setting in order for the goal to be considered met by the coach and coachee. Following are the goals that were identified and staff received coaching on:

- Increasing strategies and ways to respond to children’s individual needs and cues.
- Increasing consistency in implementing classroom expectations that are clear and concise in order to improve the children’s ability to self-regulate.
- Becoming more proactive in preventing problems before they develop by focusing on teaching children on how to be problem solvers.
- Being intentional on focusing children’s attention towards learning objectives in order to increase the children’s ability to attend during learning activities.

All the education staff that were coached made significant gains by demonstrating teaching practices that supported the above specific goals during focused observations completed by the program coaches. The individual teaching goals were met by the end of each coaching cycle. Some of the coaching strategies utilized during the coaching cycles were sharing Teach Stone and teaching practice videos with coachees, face to face reflection and feedback meetings, adding teaching support classroom materials, sharing education periodical articles and ELCKC resources, and modeling teaching strategies for classroom education staff. Our program met 4 out of the 4 coaching goals identified meaning that the coachees met their specific goals by 100%. Our first phase of PBC installation was successful in enhancing our staff’s teaching practices. The Practice Base Coaching (PBC) Initiative will continue to expand into this program year.
Collaborations
Our Head Start/Early Head Start Program is totally collaborative within the community. Working with partners allows us to provide additional resources for our families to better meet their needs. Some of our collaborative partners include: Cabell, Lincoln, Mason and Wayne Boards of Education, Birth to Three, WIC, United Way, Tri-State Literacy Council, DHHR, CPS; Family Connections, KVC, Team for WV, Marshall University, Joan C. Edwards School of Medicine, MU Psychology Department, Hope’s Place, Starting Points, City Mission, River Valley CDS, St. Mary’s Hospital, Community Libraries, HID, Community Churches, Work for WV, Dr. Isabel Pino, Bonnie Bailey, Robert Martin, Debra Eddy, Resource Network, Information and Referral, Goodwill Industries, American Red Cross, Huntington Area Food Banks, Huntington Junior College, Branches, 4-H, Early Education Station, Playmates Child Care.

EHS 2017-18 School Readiness
Over the course of the 2017-18 EHS Program year each School Readiness showed a growth in children meeting or exceeding the widely held expectations as follows: Domain Growth Fall – Spring Children Meeting or Exceeding Widely Held Expectations

Areas that showed a significant growth in children meeting or exceeding the widely held help expectations over the course of the program year were: Manages Feelings (Objective 1a) at 98.8%, Interacts with Peers (Objective 2c) at 96.3%, demonstrates Traveling Skills (Objective 4) at 100%, Comprehends Language (Objective 8a) at 98.8%, Attends and Engages (Objective 11a) at 100%, and Persists (Objective 11b) at 96.3%

All staff were trained in using The Creative Curriculum with Infants, Toddlers and Twos, 3rd Ed.: with Daily Resources. All of these materials have been fully implemented into the EHS program for group and individual lesson planning, home-learning experiences, family conferences and education data collection and aggregation. These practice should also significantly increase our Fidelity Scores for 2018-19.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Growth Fall – Spring</th>
<th>Children Meeting or Exceeding Widely Held Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>20.7%</td>
<td>98.7%</td>
</tr>
<tr>
<td>Social Emotional Development</td>
<td>16.3%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Language</td>
<td>15.7%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Literacy</td>
<td>13.7%</td>
<td>98.7%</td>
</tr>
<tr>
<td>Cognition and General Knowledge</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Health and Physical Development</td>
<td>3.7%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

Working to Advance Education in Our Community
We provide clinical educational experiences for student nurses and medical students enrolled in the St. Mary’s/Marshall University Cooperative Associate Degree Nursing Program and Marshall’s Joan C Edwards School of Medicine. In addition to working with the College of Education MCTC and Marshall University School of Social Work with the Para Social Work Classes for our staff.

As college students work toward their Early Childhood Degree, they are expected to complete a certain amount of hours in a Pre-K classroom as well as Infant/Toddler classroom. Last fall we placed twelve students to complete observation hours as well as clinical hours. (Clinical hours include activity with the children.) Those twelve students completed a total of two hundred and forty three hours in our classrooms.

Disabilities/Mental Health & Wellness
All children in our program receive individualized support and learning experiences; teachers plan appropriate activities, evaluate children’s progress and offer individual supports to move each child to the next level. We are fortunate to have close collaborations with Early Childhood agencies that oversee special education services for our children and families who need more intensive supports and goal planning.

For this school year, 22 children with IFSPs (Individual Family Service Plans) were enrolled in our Early Head Start program. Fifteen IFSPs were determined prior to enrollment into the program this year and seven occurred during the school year. Two of the children received an IEP (Individualized Education Program) during the year, but were able to remain in their Early Head Start classroom.

Head Start had 194 children with IEPs. 130 children entered HS with an IEP this year; 64 were evaluated and received an initial IEP during the school year.

Mental Health
At Southwestern HS/EHS, we value and acknowledge each child’s healthy social/emotional development as a critical school readiness factor that nurtures self-esteem, self-regulation and resiliency to meet life’s challenges head-on. We contract with licensed mental health professionals so that our parents and staff have access to consultations when they have concerns and need a professional’s advice and support.

This school year, Early Head Start had 9 Mental Health referrals, including 5 consultations with parents.

Head Start had 15 referrals for mental health concerns, which included 12 consultations with parents. Four referrals were also facilitated to an outside agency for on-going services.
Family Engagement

Family Engagement is a process that is shared among staff, parents, and the Community. This relationship cuts across and reinforces children’s health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.

Families play a significant role in supporting their child’s health and learning. Not only do they guide their child through the learning process they are their advocates. Effective family engagement promotes school readiness. Various educational and training opportunities were offered to our families this past year. Below is a sampling:

Families were provided opportunities to attended workshops at Huntington Kitchen, sponsored by the WV Extension Agency, on Super Foods to beat depression. The WV Extension Agency along with community partners provided a Spring and Fall Farming/Garden with Community Garden’s and Healthy Cooking and Nutrition workshops. There were activities and trainings offered on Health and Safety such as, Yoga/ Fitness and Wellness, Fire Safety, Effective Parenting Skills, Attendance and its relationship to school readiness and routines, Safe Toys for Early Ages, Infant Basics, Healthy Lifestyles, Goodwill Financial Literacy/Credit Counseling, Heart Healthy, Couponing, HIMG Health Matters, WIC Nutrition, Heritage Farm Museum, Huntington Art Museum, Getting to Know your School, Community and Cultural Awareness, Wayne County Kid’s Day, and a host of other parent driven engagements based on family goals and strengths.

### Head Start School Readiness Child Outcomes for 2017-18

For Southwestern Community Action Council, Inc./Head Start, the children made significant gains during the 2017-18 program year. The child assessment outcomes showed growth at a 76.64% increase across all developmental skill items from the fall assessment period to the spring assessment period. The following are the five developmental domains that we focus children’s skill abilities in our classrooms:

1. Approaches to Learning- Increasing children’s ability to explore and experiment with a wide variety of materials by engaging in creative play and learning to express their discoveries. The children’s skill abilities in this learning domain increased by 44.36% from fall to spring of this program year.

2. Social Emotional Development- increasing the children’s ability to develop and engage in positive relationships both with adults and with other children and helping them to grow in their ability to self-regulate their emotions and behaviors. The children in our program progressed well by demonstrating a 51.20% increase from the fall to spring assessment time frame in this skill development area.

3. Language & Literacy- helping children to increase their skills in how they receive, understand, and express language, as well as how they learn to demonstrate emerging literacy skills such as alphabet awareness, phonological awareness, print knowledge, speaking, and writing. The children made significant gains in this developmental domain showing a 79.22% increase in skill development from the fall to spring time frame.

4. Cognition & General Knowledge- these are skills that help children understand and investigate their environment/world (science) and learn math concepts such as counting, recognizing numbers and understanding their quantities, classifying skills, identifying shapes, and measuring. The children made major gains in their skill development in this learning area. From the fall to spring children made a 104.21% increase in their abilities in understanding science and math concepts.

5. Physical Development- these are skills that help children to learn to use their hands with coordination so that they can learn to write and manipulate objects and materials as well as learning to use their large muscles in their body to walk, run, hop, skip and move with coordination. The children also made significant gains in this learning area. The children increased in their skill abilities by 60.94% from the fall to the spring of this program year.

### Staff Trainings

The 2017-2018 Training & Technical Assistance-T/TA Plan for Southwestern Community Action Council, Inc. Head Start & Early Head Start Programs was revised. The training plan is now developed based on the following areas; Content Area of Need, T/TA Need, Strategy, Expected Outcomes and the expected Participants. The Training Plan addresses the specific School Readiness Domain (s) and the Head Start Program Performance Standard-HSPPS regulations.

Trainings were designed in several formats; group and individual and presented by facilitator directed presentations, scheduled collaborative trainings, local, state, regional and national conferences and workshops, power point and on-line webinars through ECLKC.

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SCAC, Inc. Programs
- Head Start/Early Head Start  
- Weatherization  
- Senior Community Service Employment Program  
- Case Management/Home-Makers Services  
- Mason County Homeless Shelter  
- Simms Housing Project  
- Community Block Grant  
- Supportive Services for Veterans and Families

The 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.

The Mission of SCAC, INC.
Head Start/Early Head Start
To establish a foundation of trust with children and their families through ongoing integrated community services which nurture personal growth, economic development and self sufficiency.

HEAD START*/PRE-K^ COLLABORATIVE

**HS Cabell**
Altizer* Central City^ Cox Landing^ Cullden^ Davis Creek^ Guyandotte^ Highlawn^ Hite Sanders^ Martha^ Milton** Monroe* Nichols* Ona^ Salt Rock^ Southside^ Spring Hill^ Village of Barboursville^  
**HS Lincoln**
Duvall^ Hamlin^ Harts^ Harts Primary^ Ranger^ Midway^ West Hamlin^  
**HS Mason**
Ashton^ Beale^ Early Education Station^ Leon^ Magic Years^ New Haven^ Point Pleasant Primary^  
**HS Wayne**
Buffalo^ Ceredo-Kenova^ Ceredo-Kenova Pre-K^ Crum^ Dunlow^ East Lynn^ Fort Gay^ Wayne^ Westmoreland^  

Early Head Start Sites

**EHS Cabell**
Cabell Midland High School, Huntington  
High School, Monroe, St. John’s,  
Pregnant Moms Program

**EHS Lincoln**
Lincoln County Home Based

**EHS Mason**
Lakin

**EHS Wayne**
Wayne County Home Based

US Department of Health & Human Services
Head Start $5,057,620  
Early Head Start $1,777,488  
US Department of Agriculture $66,048

Collaboration Contributions from the Boards of Education and other Community Agencies $1,050,130

Number of Breakfasts Claimed: 12,183  Lunches: 12,407  Snack: 15,021

**In Kind**
Volunteer Number: HS Current or Former HS Parents 529  
Volunteer Number: EHS Current or Former EHS Parents 157

Hours: HS $4,369.75 EHS $1,682.00

Total In Kind $2,859,189.87

Program Expenses
Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Program Services, Mental Health, Dental Health, Literacy, Nutrition Services, Rent, Utilities, Professional Development, and Building Materials