

MountainHeart Community Services, Inc.

# 2020 Annual Report

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## **About the Agency**

### **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.*

### **MountainHeart's Mission Statement**

*Working together with individuals, families, and communities to provide resources for a better life.*

MountainHeart Community Services, Inc. Is An Equal Employment Opportunity Employer

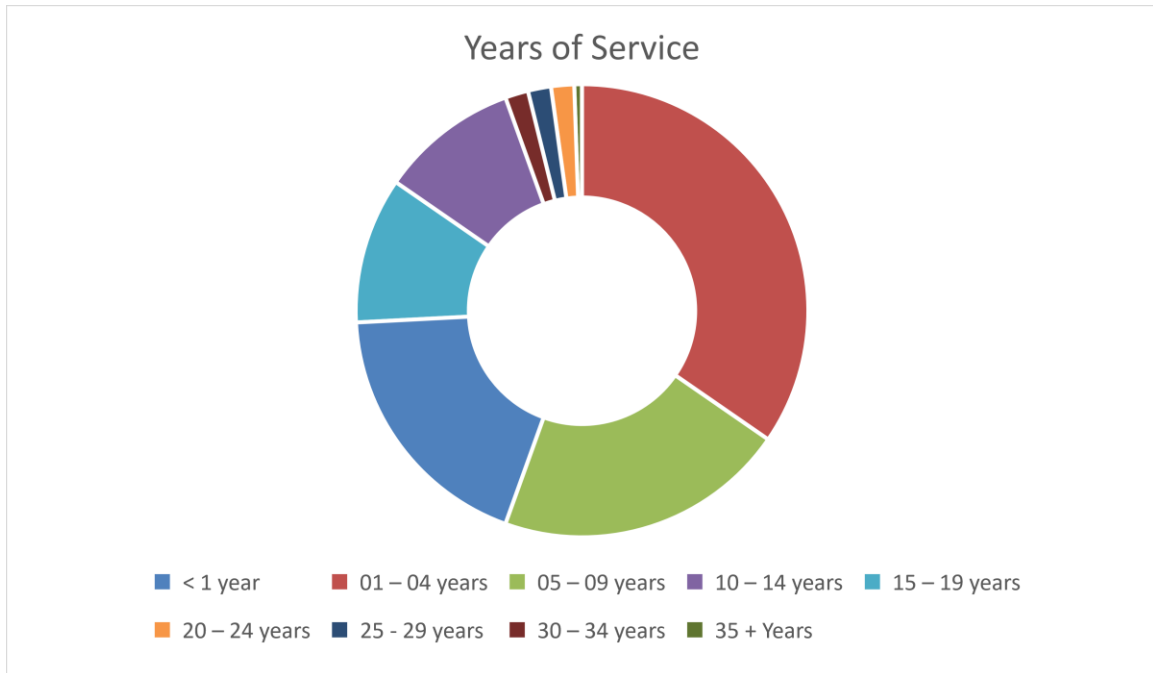
MountainHeart Community Services, Inc. is a private, nonprofit 501(c)(3) community action agency that was incorporated in 1965 in accordance with the economic opportunity act of 1964.

**Human Resources**  
**January – December 2020**

**Years of Service**

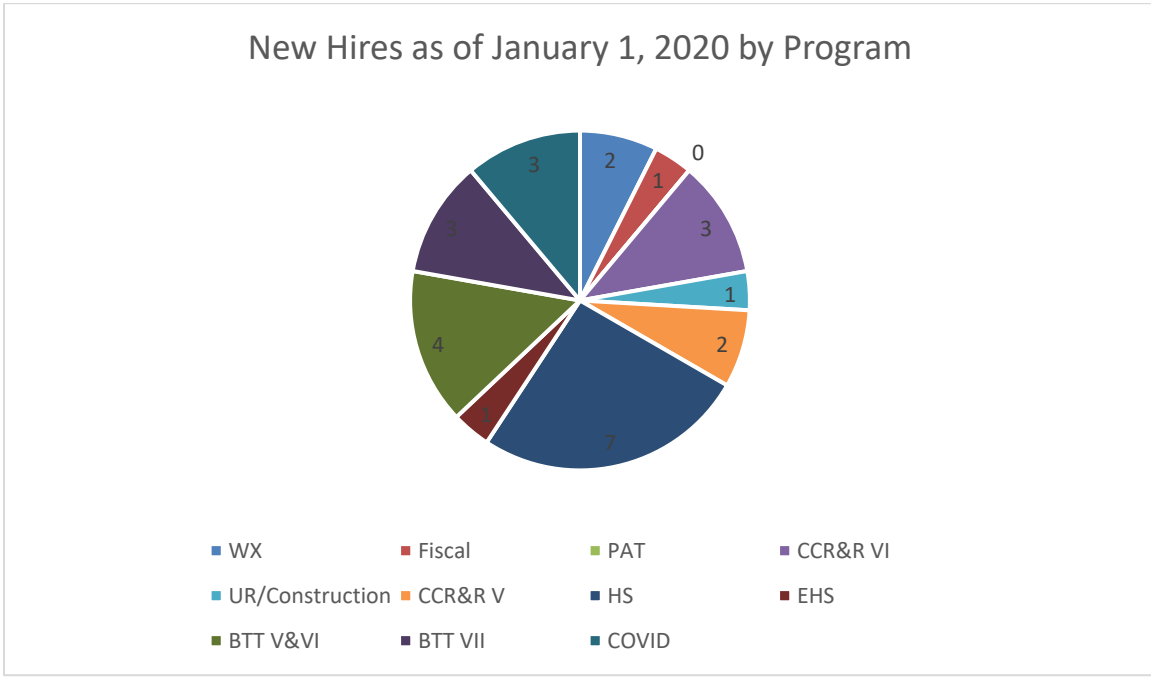
< 1 year =	34 employees
01 – 04 years =	63 employees
05 – 09 years =	38 employees
10 – 14 years =	18 employees
15 – 19 years =	19 employees
20 – 24 years =	3 employees
25 – 29 years =	3 employees
30 – 34 years =	3 employees
35 + Years =	1 employee

**Total: 181 employees**



**Number of new hires total and then by program**

*Total of New Hires- 27*

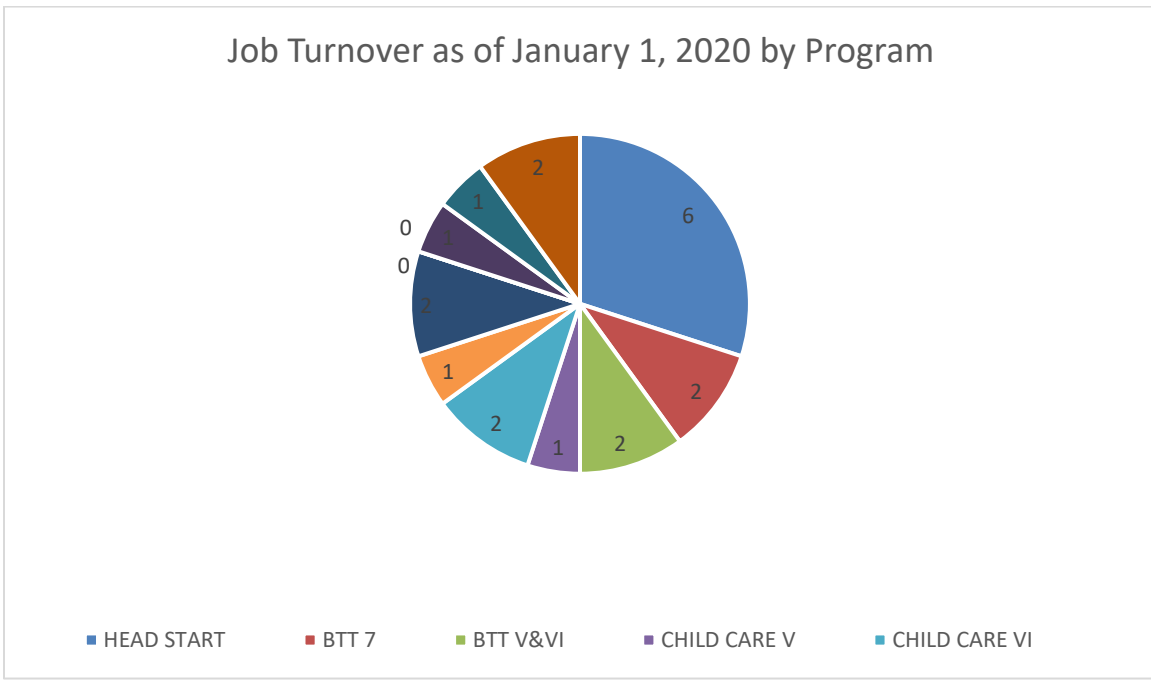


**Number of new hires total from Integrated Resources**

*Total of new hires – 5*

**Number of turnover**

*Total number of turnover- **20***



**Employees who receive health insurance**

*111 or 68% of employees have health insurance.*

**Employees who receive VSP insurance**

*125 or 76% of employees have VSP insurance.*

**Employees who take out an AFLAC policy**

*64 or 40% of employees currently have one or more AFLAC policies.*

**Number of employees HR has trained by topic**

*All employees received training on COVID leave, PPE (Personal Protective Equipment) and Safety Manual*

**Hours of holiday paid to staff**

*20,953.5 hours paid to staff*

**Hours of PTO paid to staff**

*29503 hours paid to staff*

**Number active on Workers Comp**

*1*

**Number active on Unemployment**

*0*

**Number active on FMLA**

*Four staff are approved for FMLA and one has applied*

**Number active on TEPTO**

*50 employees have utilized TEPTO, using 2,283.5 hours = \$37,253.81*

**Number active on TEFMLA**

*18 employees have utilized TEFMLA, using 1,037.60 hours = \$14,747.58*

**Number of staff teleworking**

*72 employee have or are teleworking*

## **Successes of our families served:**

### **A story from our WV Birth to Three Program –**

My name is Evelyn Rose I'm a mom a daughter a wife and a foster mom. On January 6th 2017 we got a call from DHHR to ask if we would take a newborn that had been addicted to Meth. My husband and I said yes (with no experience with a drug addicted child before). So we went to Summersville Hospital and picked up Brennan Easton Smith. He was so adorable but fragile. Our whole ~~life~~ which included my biological daughter Hannah. , my guardianship son Josh Perry, my foster son Matthew Nicholas, my foster daughter Rosalynna, my foster son Bowynn. We all feel in love with. The first two months my husband and I hardly slept, we walked the floors for hours, we had to switch formulas numerous times. We tried several things to try to calm him down. Playing lullabies, laying him on the washing machine while it was running. Nothing was working. We were exhausted, overwhelmed ready to give up. DHHR called and set us up with Birth to Three. When they first came all i did was cry i was so ashamed because i did not know how to help this little fellow. Crystal Boyce and Jamie Lynn worked with us on a plan or goal for Brennan. His muscle tones were so tight and he would bang his head on things. Over the years his sensor problems have gotten better. If he need pressure he asks you to squeeze his head, rub his shoulders chops on his back. He carries gallons of milk. Loves to carry wood for our woodstove. These are ways Birth to Three suggestions have worked. We adopted all three little ones and our son Brennan is not the same little boy he was at birth because of the help we received from the staff of Birth to Three (Crystal Boyce, Shaundell Johnson, and Crystal Knight.)

### **A story from our Child Care Resource and Referral Program –**

1. My client was approved for 90-day job search about a year ago. During this time, she successfully secured an apartment for herself and her children. She began full-time employment at a major retailer in our area. She has been promoted since she began the job.
2. My client applied for services after getting out of an abusive marriage. At her review period, she was over the income guidelines due to receiving a promotion and was no longer eligible for services. The client repeatedly thanked me for my help over the course of the year. Our services helped her get back on her feet. It gave her the opportunity to better her life situation for herself and her family. She was also able to move into a nicer house and neighborhood.
3. Due to the child care subsidy services that we were able to provide, my client was able to obtain his college degree.
4. Over all the years that I have worked with MountainHeart, one particular individual stands out in my mind. She began receiving child care services as a single teen mother. With the help from MountainHeart and other outside agencies, she was able to build her education one step at a time. Earning her High School diploma and completing classroom hours through Junior College, she has been able to obtain employment in her career choice. And, it continues! This individual has decided to seek further college education. It is a wonderful feeling to help someone reach their goals, but an even better feeling when they continue to succeed.

5. As a Quality Improvement Specialist, my job involves helping programs move beyond basic licensing requirements to a state specific set of higher standards of quality. I work with the other members of the Professional Development Team at MountainHeart Child Care Resource & Referral Region V.

I received a phone call from a provider who operates a childcare facility. She expressed interest in improving her program's quality rating from a Tier I to a Tier II program. I scheduled a meeting at her facility to review the application's standards and documentation requirements together. As I talked with the provider, I asked questions about the program and observed the environment to get an idea of what their strengths and areas for growth might be. I then worked collaboratively with the provider to create a plan of action outlining steps and goals to move us in the right direction. After the meeting, I sent requests to the Professional Development Team Supervisor to have other team members schedule Technical Assistance visits with the child care facility to work on the goals that the provider and I had developed. The provider consented to a technical assistance arrangement with our team. As the months progressed, I could see positive changes in her program every time I visited. Change is never easy and can be a difficult thing for most, but this provider was putting in the work and committed to the process. She submitted her application to the WV DHHR Division of Early Care and Education and was approved to become a Tier II program.

It truly was a smooth process working with this provider because it was a team effort. While we may have been working on different childcare related topics with the facility team, we were all working towards a common goal of ensuring that higher quality care and learning opportunities are being provided to the children and families being served by that provider.

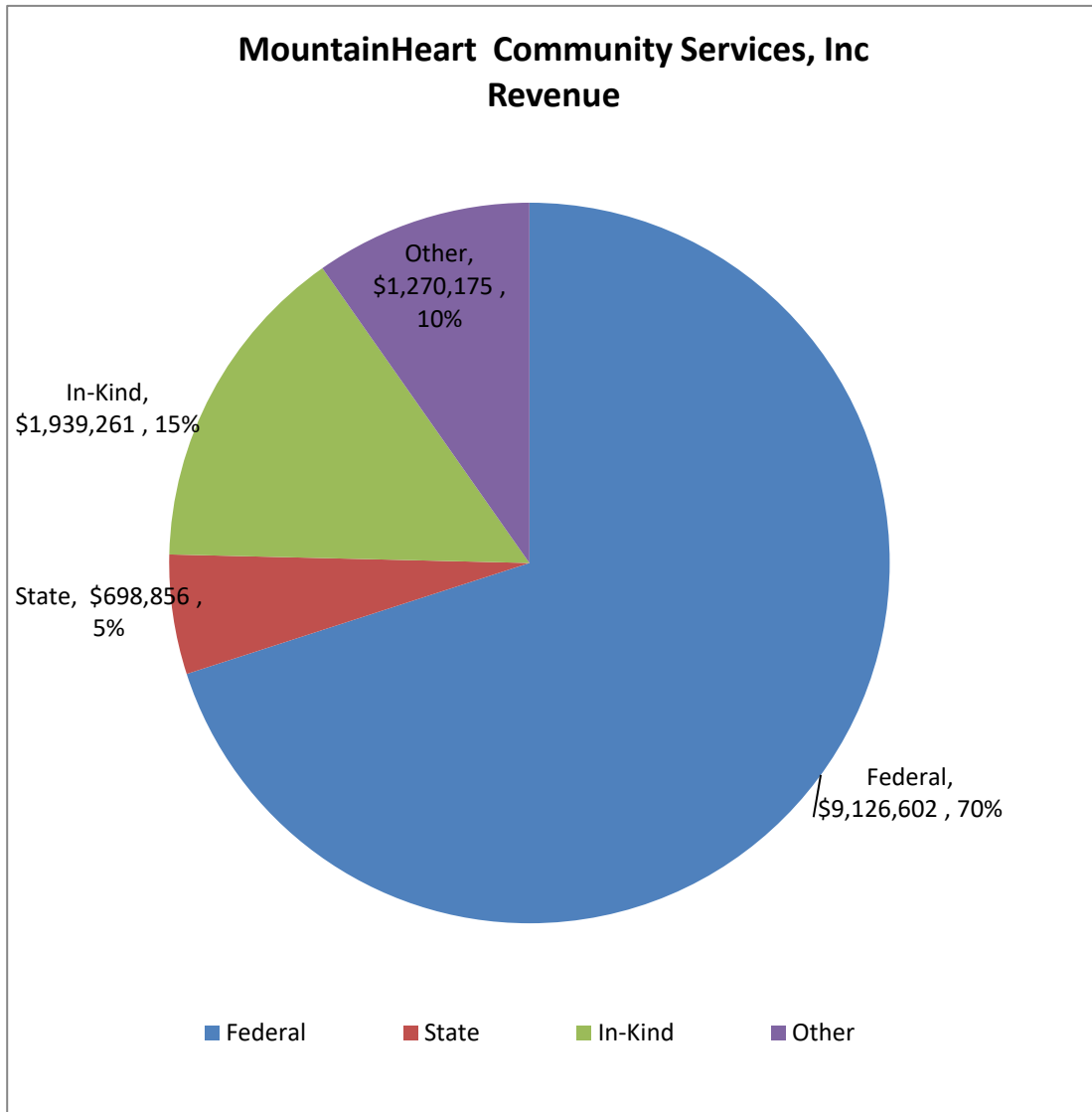
6. The TRIP (Traveling Resources for Infants/Toddlers Program) was initiated throughout the state Child Care Resource & Referral programs. In our region, the 2020 project was for the Infant Toddler Specialists and the TRAILS teams to work together and offer a two-hour training to a facility or home provider in our region. TRAILS made contacts to facility and home providers to set up an initial one-hour training. One of the facilities that was chosen was in need of some help. We were hoping that they would agree to allow our team to provide technical assistance. We had a successful first training. During the follow up visit, they decided they would like technical assistance. This led to additional technical assistance visits by not only the Infant Toddler Specialist, but also the Early Childhood Specialist. We continue to provide assistance to help them meet their goals. It has really been a team effort!



Sec. 6444(a) (2) of the Head Start Act of 2007 requires Head Start programs to produce annual reports that contain the following information

(A)The total amount of public and private funds received and the amount from each source.

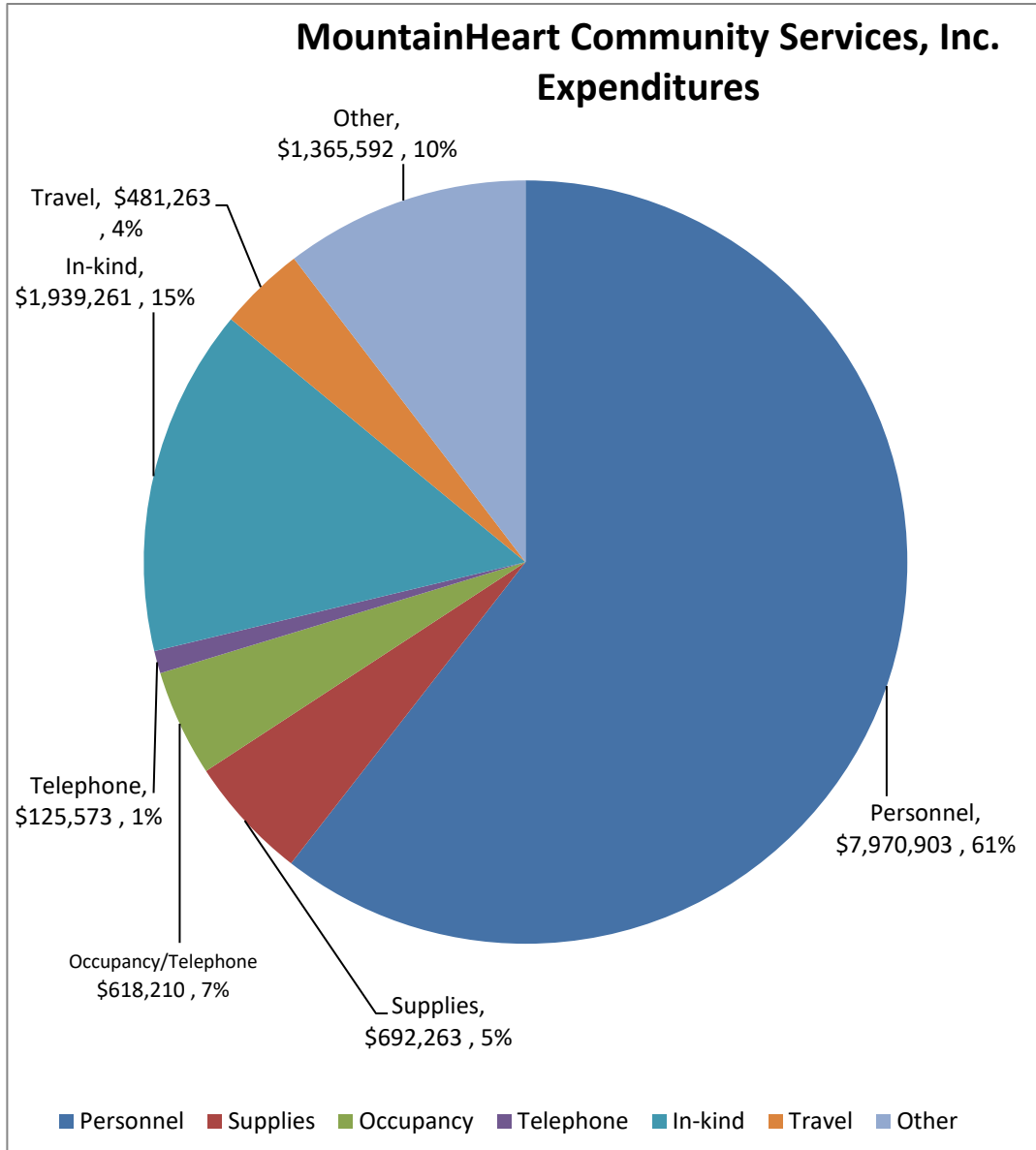
**MountainHeart Community Services, Inc.  
Agency Funds 2020 (unaudited)**



Federal	\$	9,126,602	70%
State	\$	698,856	5%
In-Kind	\$	1,939,261	15%
Other	\$	1,270,175	10%
	\$	13,034,894	

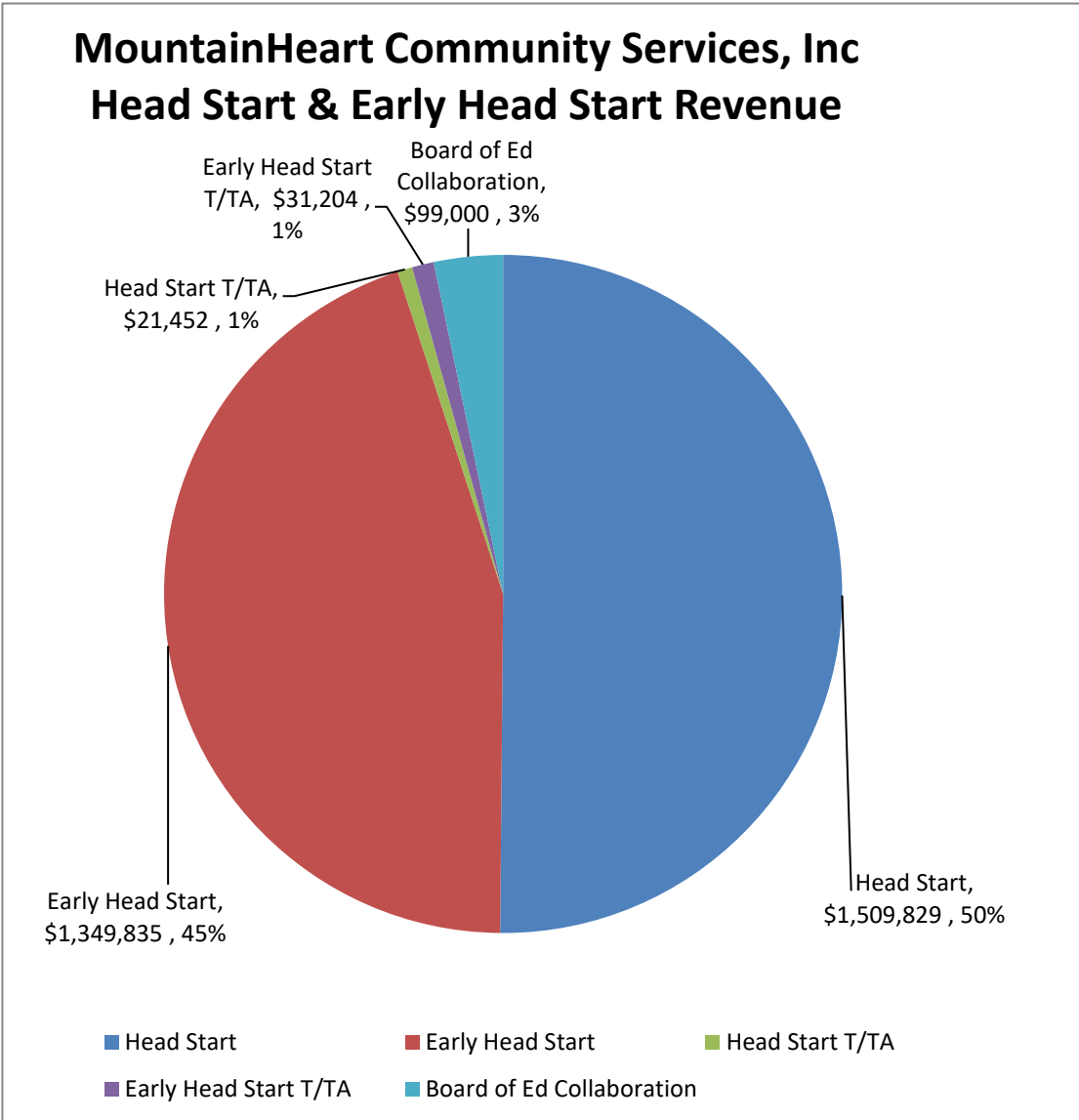
(B) An explanation of expenditures for the fiscal year.

MountainHeart Community Services, Inc.  
Agency Expenditures 2020 (unaudited)



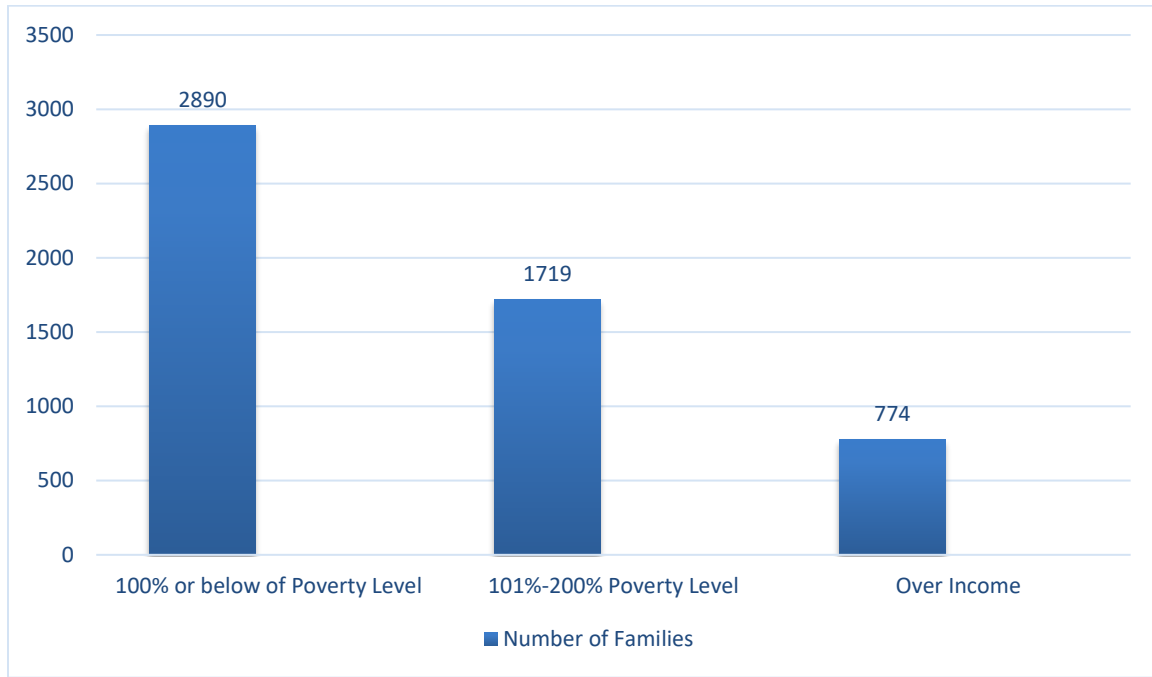
Personnel	\$	7,970,903	61%
Supplies	\$	692,263	5%
Occupancy	\$	594,955	5%
Telephone	\$	125,573	1%
In-kind	\$	1,939,261	15%
Travel	\$	481,263	4%
Other	\$	1,365,592	10%
	\$	13,169,810	

MountainHeart Community Services, Inc.  
 Head Start/Early Head Start, BOE Collaboration 2020  
 Revenue (unaudited)

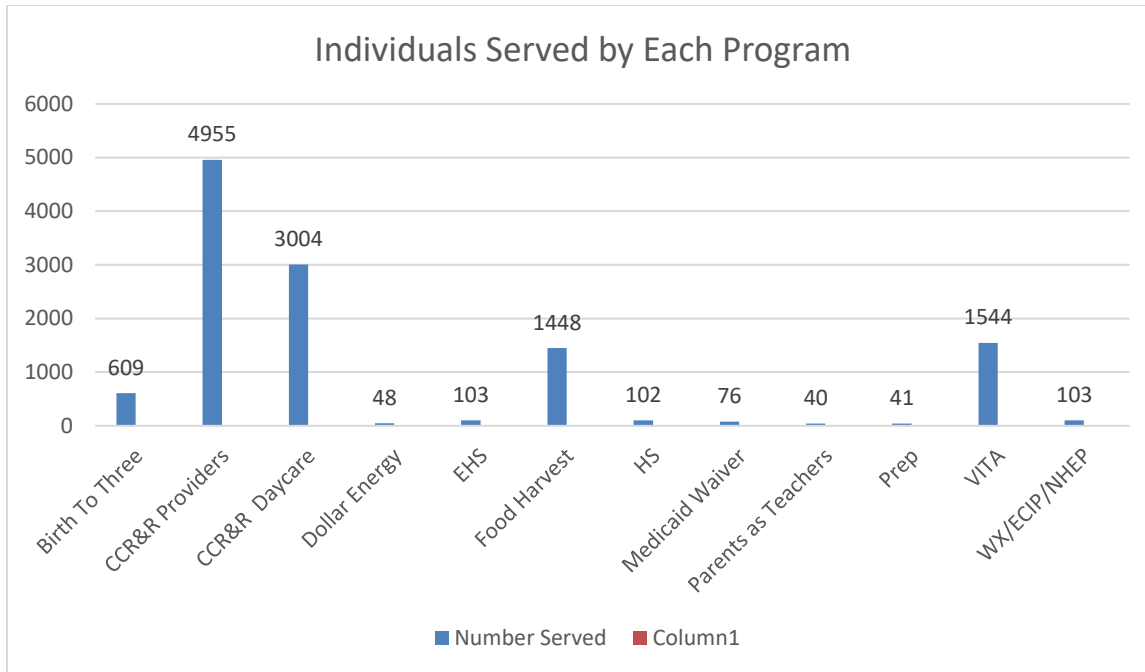


Head Start	\$	1,509,829	50%
Early Head Start	\$	1,349,835	45%
Head Start T/TA	\$	21,452	1%
Early Head Start T/TA	\$	31,204	1%
Board of Ed Collaboration	\$	99,000	3%
	\$	3,011,320	

MountainHeart Serve 5,383 families and 14,391 Individuals.



Poverty Level	Number of Families
100% or below	2890
101% - 200%	1719
Over income	774

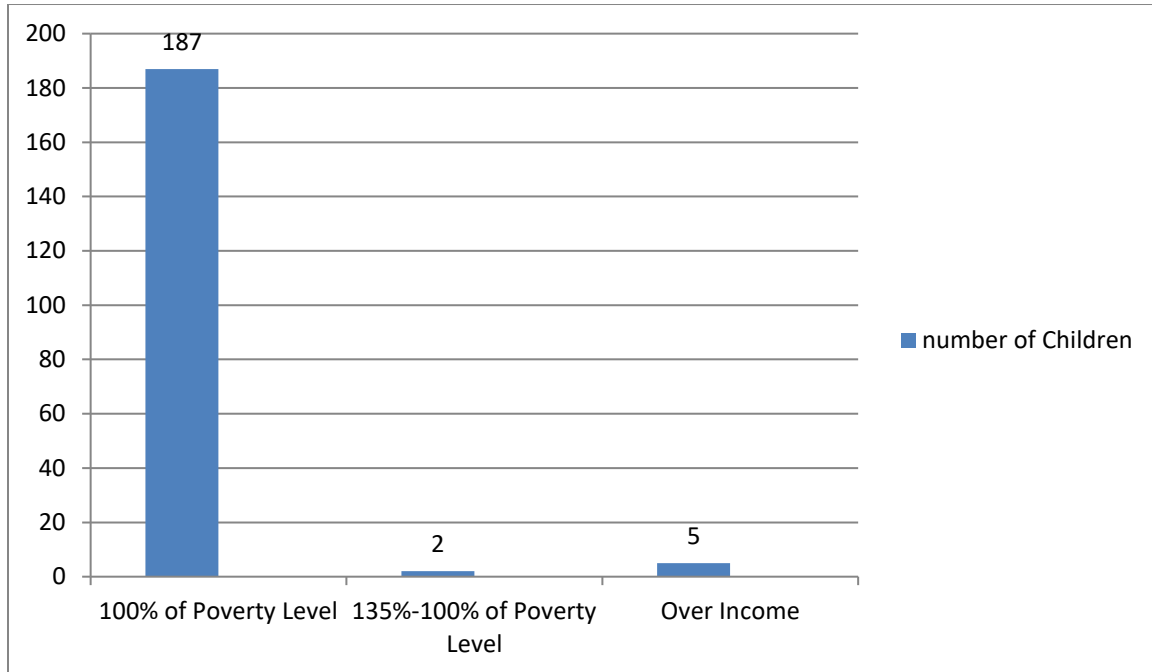


*One family can have multiple services*

### Individuals served by each program

Programs	Number Served
Birth To Three	609
CCR&R Providers	4955
CCR&R Daycare	3004
Dollar Energy	48
EHS	103
Food Harvest	1448
HS	102
Medicaid Waiver	76
Parents as Teachers	40
Prep	41
VITA	1544
WX/ECIP/NHEP	103

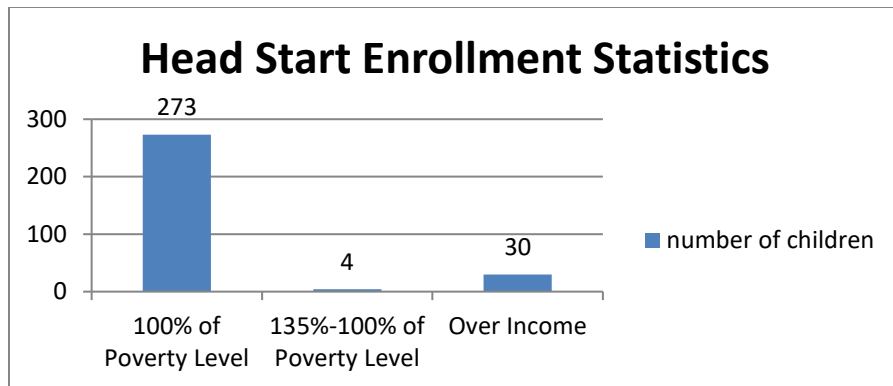
The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment): and the percentage of eligible children served.



191 children were served during 2020 by the Early Head Start Program. 100% enrollment was achieved throughout 2020. The above chart indicates the status children were approved under: 187 children served were approved below 100% of the Federal Poverty Guidelines, 2 children served was approved between 135-100% of the Federal Poverty Guidelines, and 5 children served was approved over the Federal Poverty Guidelines.

97% of the children served through the Early Head Start Program received a medical exam.

96% of the children served through the Early Head Start Program received a professional dental exam.



265 children were served during 2018 by the Head Start Program. 100% enrollment was achieved throughout 2020. The above chart indicates the status children were approved under: 264 children served were approved below 100% of the Federal Poverty Guidelines, 5 children served were approved between 135-100% of the Federal Poverty Guidelines and 25 children served were approved over the Federal Poverty Guidelines.

The percentage of enrolled children that received medical and dental exams.  
 97% of the children served through Head Start Program received a medical exam.  
 97% of the children served through Head Start Program received a dental exam.  
 Information about parent involvement activities.

Head Start/Early Head Start believes that the parent/guardian is the most important person in a child's life. Head Start/Early Head Start provides opportunities for parents that will build leadership skills that will last a lifetime. Children and parents both receive benefits from the Head Start/Early Head Start program. Parents and family members are encouraged to get involved in their child's development during home visits, training, monthly parent meetings, and policy council. Head Start/Early Head Start's goal is to provide parents/guardians and family members opportunities to understand and appreciate the needs of young children and ways to meet those needs.

Head Start/Early Head Start is continuously searching for and discovering new and exciting ways of involving the whole family into our Head Start/Early Head Start program. Head Start/Early Head Start provides many parent involvement activities. All parents/guardians are encouraged to be involved with Head Start/Early Head Start. Fortunately, there are different levels of involvement from which parents/guardians can choose. The simplest level of involvement is through home visits and home activities with your children. The next level of parent/guardian involvement is serving on Policy council, attending advisory committee's meetings and being involved with making decisions that will affect the entire program.

The agency's efforts to prepare children for kindergarten.

**MountainHeart Community Services**

**Head Start/Early Head Start**

**Program Goals and Action Plan for School Readiness**

**2020-2020**

<b>Domain:</b>	<b><i>Physical Development &amp; Health</i></b>
<b>Domain Elements:</b>	Physical Health Status, Health Knowledge & Practice
<b>Program Goal:</b>	Families will gain knowledge about the importance of daily activity and making healthy food choices.
<b>EHS Goal:</b>	All infants and toddlers will meet their gross motor developmental milestones to enable exploration of their environment.  <b><i>Domain: Perceptual, Motor, and Physical Development</i></b>  <b>Sub-Domain: Gross Motor</b>  <b>IT-PMP 4.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.  <b>WV Early Learning Standards Framework: Infant/Toddler</b>  Motor Development- Gain control over large muscle movements such as reaching, kicking, crawling and walking.
<b>Head Start Goal:</b>	All children will increase their daily activity level.  <b><i>Domain: Perceptual, Motor, and Physical Development</i></b>  <b>Sub-Domain: Gross Motor</b>  <b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.  <b>WV Early Learning Rating Scale: Large Muscle Coordination</b>  <b>Program Strategies:</b> Provide families with information/hand-outs on “I’m Moving I’m Learning” and My Plate during monthly parent meetings, socialization, and home visits.



Provide children with IMIL activities daily, reflected on lesson plans. Provide weekly lessons on nutrition and discuss making healthy food choices daily.

Provide children with a safe indoor/outdoor activities that promote exploring the environment.

Provide each Early Head Start family with the Zero to Three booklet, "The Power of Movement in Your Child's First Three Years on the Move". Review information during monthly parent meetings and home visits.

Provide copies of the CACFP newsletter "Nutrition Nuggets" to all families during monthly parent meetings and home visits.

**Family Outcome:** Family Well-Being, Families as Lifelong Educators, Positive Parent-Child Relationships

**Domain:** ***Social & Emotional Development***

**Domain Elements:** Social Relationships, Self-Concepts & Self Efficacy

**Program Goal:** Program will establish meaningful, quality relationships with Head Start families.

**EHS Goal:** All EHS children will learn to take care of their own needs as is developmentally appropriate and establish relationships with adults that foster independence.

***Domain: Social and Emotional Development***

**Sub-Domain: Sense of Identity and Belonging**

**IT-SE 12.** Child shows confidence in own abilities through relationships with others.

**WV Early Learning Standards Framework:** Infant/Toddler – Adult Interaction

**Head Start Goal:** All children will establish and sustain positive relationships with adults.

***Domain: Social and Emotional Development***

**Sub-Domain: Relationships with Adults**

**P-SE 1.** Child engages in and maintains positive relationships and interactions with adults.

**WV Early Learning Rating Scale – Regulation of Emotions and Behavior**

**Program Strategies:**

Become familiar with the individual needs of families and track them using the Scaled Family Needs Assessment Tool.

Provide families with information about social emotional development of children through parent meetings, mental health consultations and educational handouts to all families. Teachers will provide weekly social/emotional lessons to all children.

Assure that all teachers are consistently providing high quality care and education using the CLASS observation, fidelity, meal observations, family needs assessment and curriculum observations as required by area service plans.

Provide an environment of acceptance and respect for all teachers, staff and families.

**Family Outcome:**

Family Connections to Peers and Community

Positive Parent-Child Relationships

**Domain:**

***Cognitive & General Knowledge***

**Domain Elements:**

Mathematics Knowledge & Skills

**Program Goal:**

All children will meet their developmental milestones in math concepts.

**EHS Goal:**

All EHS children will be provided a solid foundation in math concepts such as counting, quantifying, spatial relationships, shapes, measuring and patterns.

***Domain: Cognition***

**Sub-Domain: Emergent Mathematical Thinking**

**IT-C 8.** Child develops sense of number and quantity.

**WV Early Learning Standards Framework:** Infant/Toddler –  
Understanding Space and Distance

**Head Start Goal:** All children will develop number concepts and operations.

***Domain: Mathematics Development***

**Sub-Domain: Operations and Algebraic Thinking**

**P-MATH 6.** Child understands addition as adding to and understands subtraction as taking away from.

**WV Early Learning Rating Scale – Numerical Operations**

**Program Strategies:** Provide information and trainings at parent meetings on budgeting and money management. Provide educational handouts to families on early learning activities that can be done with children throughout their daily routines that enhance mathematical and numerical operation concepts.

Assure that all teachers are providing a high quality foundation for math concept development during daily routines and activities by using classroom observations, CLASS, fidelity and meal observations.

Assure all classrooms are equipped with the necessary materials to promote mathematical learning/concepts.

**Family Outcome:** Family Well-being

Families as Learners

**Domain:** ***Language & Literacy***

**Domain Elements:** Language Development

**Program Goal:** All children will meet their developmental milestones in language development.

**EHS Goal:** All EHS children will develop the ability to use expressive vocabulary, clear speech, and nonverbal communication to engage in conversations and to properly express wants and needs.

**Domain: Language and Communication**

**Sub-Domain: Communication and Speaking**

**IT-LC 3** Child communicates needs and wants non-verbally and by using language.

**WV Early Learning Standards Framework:** Infant/Toddler –Uses sounds, gestures, and actions to express wants and needs.

**Head Start Goal:** All children will use language to express thoughts and needs.

(All 3 year olds will use an expanding expressive vocabulary-All 4 year olds will be able to tell about another time or place)

**Domain: Language and Communication**

**Sub-Domain: Communicating and Speaking**

**P –LC 5.** Child expresses self in increasingly long, detailed, and sophisticated ways.

**WV Early Learning Rating Scale – Oral Language Speaking**

**Program Strategies:** Assure that all teachers are providing a high quality foundation for language development by completing CLASS, fidelity, classroom observation, aggregating checkpoints, and tracking developmental screenings.

Provide opportunities daily for children to engage in activities to express their wants and needs.

Provide information at parent meetings, education advisory, home visits and through educational handouts that stress the importance of parent child interaction as it is related to a child's speech and language development. Provide prenatal clients with training at socialization that stress the importance of babies being exposed to a rich language environment.

Provide children with a well-defined library area that promotes language development. Provide daily opportunities for children to create and dictate their own stories.

**Family Outcome:** Families as Lifelong Educators

**Domain:** ***Approaches to Learning***

**Domain Elements:** Reasoning & Problem Solving

**Program Goal:** For children to develop and use their problem-solving abilities across every aspect of the curriculum and in all their daily interactions.

**EHS Goal:** All children will be given opportunities to play and explore freely in their environment to encourage flexibility and independent problem solving.

**Domain: Approaches to Learning**

**Sub-Domain: Cognitive Self-Regulation**

**IT-ATL 5.** Child demonstrates the ability to be flexible in actions and behavior.

**WV Early Learning Standards Framework: Infant/Toddler –** Infants and toddlers show an interest in the world and want to find out how things work.

**Head Start Goal:** All children will develop the ability to find more than one solution to a question, task, or problem.

**Domain:** Approaches to Learning

**Sub-Domain:** Cognitive Self-Regulation

**P-ATL 9.** Child demonstrates flexibility in thinking and behavior.

**WV Early Learning Rating Scale – Social Problem Solving**

**Program Strategies:** Assure that all staff is providing an environment that helps children verbalize their reasoning, thinking out loud about how to

solve a problem or answer a question. Staff will encourage children to discuss a variety of solutions to problems or questions throughout daily activities. Staff will self-talk during activities to model that there are more than one way to complete task or solve problems.

Provide children with an environment that promotes problem solving through social experiences, reading aloud, experimenting with science or math activities.

Provide information to families/parents at parent meetings, education advisory, home visits and parent conferences about the importance of children developing reasoning and problem solving skills. Encourage parents to ask children “What happens next”, “What will happen”, and “What could we do”, “What else could we do”.

**Family Outcome:**

Family as Lifelong Educators

Positive Parent-Child Relationships