



*Northern Panhandle Head Start, Inc.*

*Engaging Young Children and their Families  
in a Comprehensive Early Childhood Development Program  
Annual Administrative Report 2017-2018*

## *A Message from the Executive Director*

Once again, it is a pleasure to share our program overview for this current year. Our vision statement “Building Foundations for Life-long Growth and Development” helps each of us to focus on our overarching program goal and we are excited to share with you a preview of another successful year of services provided to our little ones! The best interest of the children is our top priority and doing this in partnership with their parents/caregivers is essential along with qualified staff, health and nutrition and the involvement of community partners. You will read in this annual report a snapshot of our efforts to engage parents, children and the community in home and classroom experiences. These experiences relate directly to the agency’s infant/toddler and preschooler school readiness goals and build on the Head Start Early Learning Outcomes Framework.

As we conclude Year 4 of this 5-year grant project period, we are extremely aware of the quality of services expected of us based on the outcomes of two quality assurance reviews. The fiscal integrity of our program was acknowledged with a (clean) annual fiscal audit conducted by a local accounting firm. We were also in compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations through the Aligned Monitoring System specific to the Classroom Assessment Scoring System (although this review was completed in March of 2017 we received confirmation in February of 2018 that our scores were high enough to keep us from re-competing). This system measures the interaction between teachers and students in the domains of Emotional Support, Classroom Organization and Instructional Support. Our agency has maintained full enrollment and we have shown growth in all domains.

The agency will be concluding 3 ½ years of our Child Care Partnerships Five-Year Grant Project. This new partnership allows us to serve an additional 72 children under the age of three at five independent child-care businesses located in Hancock, Brooke, Ohio and Marshall Counties. This partnership allowed for professional resource sharing, upgrades of child-care classrooms/facilities/playgrounds, as well as facilitating and supporting teachers through trainings and enhanced learning materials. The agency provided 5 ½ days Conscious Discipline training to 135 staff/partners from all counties. We have assisted in the credentialing of 44 child-care staff and we are currently working with an additional 14 staff to obtain their Child Development Associates credential. Our child-care program has also maintained full enrollment and shown growth in all domains.

We will be concluding 2 ½ years of our Maternal Infant Early Childhood Home Visitation Program (MIECHV) that provides additional training and support to the MIHOW (Ohio County) families that we serve. We continue to stock a pantry to provide emergency food, diapers/wipes, clothing and other essential items. The MIECHV site visit has concluded with no findings.

The cornerstones of the Head Start Early Learning Outcomes Framework are staff development, child development, family development and community building with the ultimate goal of children’s competence. Our management systems will continue to provide support to staff, create environments for quality child development, ensure parents are involved and develop strong community partners. We are expected to live by these standards of quality (our federal grant demands that of us) and based on the outcomes of this year’s reviews and audit outcomes we are on track! The dedication of the staff exemplify this quality as well as the relationships they have established with families, the partnerships forged in the community to support families and the attainment of school readiness goals.

On behalf of the Board of Directors, Policy Council and staff, it is an honor to serve the children and families in our communities across the northern panhandle of West Virginia.

*~ Cathy Williams, B.S., MSSL, Executive Director*

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## *Father Advocate*

My name is Keith Miller. I have been employed with NPHS for 6 years. I had previously been a teacher in Early Head Start, however my love of children has steered me in a new career path. My new position is the Father Advocate for Head Start, CCP and Early Head Start, which I began on February 18, 2016. By assuming the role of Father Advocate, I can still help children by encouraging their fathers into assuming a larger role in Head Start and Early Head Start.

As the Father Advocate, I am responsible for conducting regular home visits with fathers that have shown particular interest, or need extra support and I assist them with finding a job and/or acquiring higher education. I am also available to help fathers with resume writing, job skills, interview tips, etc...I have organized five events with the fathers this year. A Washington Wild Things Game, father and child portrait session, Super Bowl Party, Wheeling Nailers’ Hockey Game and a Pizza Party for Wetzel County fathers. I have enjoyed working with the fathers in NPHS!



*~ Keith Miller, Father Advocate*



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## *Well Baby Visits*

The Early Head Start nurse works in collaboration with OB Physician offices and Parent Educators to guide pregnant women and their families through all phases of pregnancy. Prenatal clients are visited as soon as possible after enrollment to begin the education sequence for the family. Our goal is to achieve and/or maintain optimal health for both mom and baby. This year we have begun to focus on helping prenatal clients being treated for substance abuse. Handouts are given describing symptoms of infant withdrawal and tips on post hospital care for the child. We also discuss CPS following up with the family after discharge. A follow up visit is completed in the home within 14 days of discharge. The EHS Educators continue to monitor and support the family during home visits with the baby. Any assistance and/or education is provided throughout the pregnancy and after as needed.

*~Cindy Yahn, LPN, Early Head Start Nurse*

## Program Information Report Outcomes for 2016-2017

(Information compiled from the most recent PIR 2016-2017 and enrollment data from the same period. Compiled by Cher McKeever, ERSEA & Information/Technology Coordinator)

### Early Childhood Development and Health Services ~

The annual Program Information Report (PIR) indicates that of the 488 children enrolled in Head Start during 2016-17, 76.2% were up to date on a schedule of preventative and primary health care and 65.4% completed a professional dental examination.

Of the 211 children enrolled in Early Head Start for the same period, 94.8% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the 94 children enrolled in the Child Care Partnership for the same period, 88.3% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the children enrolled in Head Start, 12.9% had an Individualized Education Plan (IEP) while 28% of the children enrolled in Early Head Start had an Individualized Family Service Plan (IFSP). 21.3% of the children enrolled in the Child Care Partnership had an Individualized Family Service Plan (IFSP).

### Enrollment ~

Head Start/Early Head Start Grantees are required to report the total number of children and pregnant women served during each month of the operational year. The cumulative enrollment during the period July 2016 - June 2017 for Head Start and Early Head Start was 100%, respectively.

Of the 488 children enrolled in Head Start during 2016-17, enrollment eligibility types were 6% enrolled based on public assistance, 63% were enrolled based on 100% federal poverty guidelines or below, 7% were over-income, 6% were enrolled based on foster care with 12% based on homelessness, and 6% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

Of the 211 children and 10 pregnant women enrolled in Early Head Start during the same period, 5% were enrolled based on receipt of public assistance, 67% at or below 100% of the federal poverty guidelines and 4% were enrolled based on foster care eligibility with 16% based on homelessness, 4% based on over-income eligibility, and 5% were enrolled

based on incomes between 100% & 130% of the federal poverty guidelines.

Of the 94 children enrolled in the Child Care Partnership during 2016-17, enrollment eligibility types were 6% enrolled based on public assistance, 60% were enrolled based on 100% federal poverty guidelines or below, 2% were over-income, 13% were enrolled based on foster care with 10% based on homelessness, and 10% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

### Annual Budget ~

The Head Start and Early Head Start program received \$5,410,140 to provide services for pregnant women and children ages birth to 5 during the operating period of July 1, 2017 - June 30, 2018. The non-federal share (or local in-kind match) was \$1,352,535. Maternal Infant Health Outreach Worker (MIHOW) program (Ohio County) received \$68,000 to operate during the same period. Maternal, Infant and Early Childhood Home Visiting (MIECHV) received \$70,000. The Child Care Partnership received \$1,237,597 for the period of July 1, 2017 - June 30, 2018.

### Federal Review Outcomes ~

The annual review is performed by the Administration for Children and Families (ACF) as part of a regulatory monitoring process of Head Start Programs. The most recent onsite monitoring review was conducted the week of March 13, 2017. NPHS, Inc. scores were as follows Emotional Support 6.1667, Classroom Organization 5.7716 and Instructional Support 2.9383. We received confirmation in February 2018 that our scores were high enough to keep us from re-competing for our grant.

### Fiscal Audit ~

The annual independent audit was performed by Zeno, Pockl, Lilly and Copeland, A.C. - Certified Public Accountants and Consultants of Wheeling, WV. This audit was conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. In accordance with the *Government Auditing Standards*, the report dated January 31, 2018 stated that there were no findings related to the financial statements or material weakness/significant deficiencies in the financial statements of Federal

awards for the fiscal year ending June 30, 2017.

The audit included the following statement of activities for Fiscal Year ending June 30, 2017:

#### REVENUE

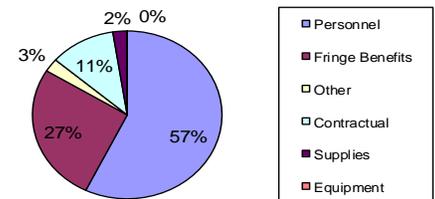
|                               |                |
|-------------------------------|----------------|
| Federal Assistance            | \$6,777,788    |
| MIHOW Grant                   | 66,918         |
| E-Rate                        | 8,483          |
| Private Grants & Contracts    | 29,813         |
| Pre-K collaborative contracts | 161,719        |
| Unrealized gain on Invest     | 1,822          |
| Other Income                  | 1,884          |
| Food Basket donations         | 3,190          |
| USDA Meal Reimbursement       | 153,530        |
| In-kind revenue               | <u>946,231</u> |
| Total Revenue                 | \$8,151,378    |

#### EXPENSES

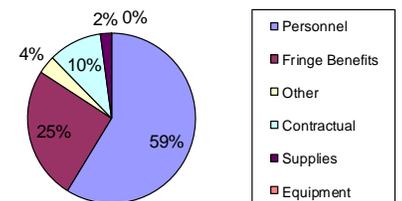
|                |                |
|----------------|----------------|
| Program        | \$7,532,350    |
| Administration | <u>616,610</u> |
| Total Expenses | \$8,148,960    |

~ fiscal data compiled by  
Beth Fletcher, Accounting Assistant

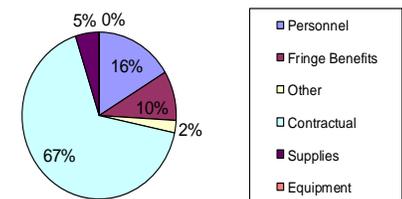
#### Approved Budget Head Start and Early Head Start 7/1/17 - 6/30/18



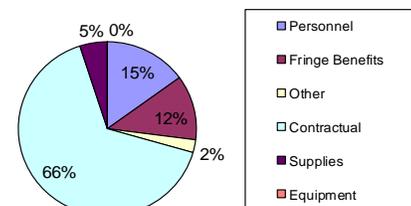
#### Projected Budget Head Start and Early Head Start 7/1/18 - 6/30/19



#### Approved Budget Child Care Partnership 7/1/17 - 6/30/18



#### Projected Budget Child Care Partnership 7/1/18 - 6/30/19



# Child Development Outcomes & School Readiness



**School Readiness Goals** means children are ready for school, families are ready to support their children's learning, and schools are ready for children. NPHS school readiness goals encompass the foundational learning experiences that prepare children to be school ready.

**Head Start Child Development Outcomes** (serving children ages 3-5) are based on the results of child assessment data using the Early Learning Reporting System which follows the guidance of the West Virginia Early Learning Standards Framework and Head Start Early Learning Outcomes Framework and provides the continuum for learning for preschoolers. The ELRS data identifies where the program needs improvement in order to provide a quality education for all children.

This chart shows children's progress and % of gain in developmental domains from ELRS fall to winter 2017-2018.

| <b>DOMAINS</b>                          | <b>% of gain from Fall to Winter</b> |
|---|--------------------------------------|
| Math/Science-Cognition                  | 64.39                                |
| Social-Emotional                        | 75.00                                |
| Language/Literacy                       | 56.99                                |
| Physical Health and Development         | 58.47                                |
| Approaches to Learning (Cognition & SE) | 69.69                                |

**Special Populations** – ELRS growth from fall to winter in all Domains (rating from 1-5)

Children in homeless situations: 2.14 > 3.24; Children in Foster Care: 2.0 > 3.0, Children who transitioned from Early Head Start > Head Start: 1.6 > 2.2; Children with an IEP: 1.49 > 2.56.

**Classroom Assessment Scoring System (CLASS)** measures the interactions between teachers and students in the domains of Emotional Support, Classroom Organization, and Instructional Support.

| <b>CLASS 2017-2018 FALL SCORES (Rating 1-7)</b> |                   |                        |                       |
|---|-------------------|------------------------|-----------------------|
|   | Emotional Support | Classroom Organization | Instructional Support |
| NPHS & Collaborative Classrooms                 | 6.124             | 5.692                  | 4.2435                |

~ Cheche Price, M.S., Education/Training and Health Services Manager

**“Head Start means a lot to me. My baby is learning. It helps me as a parent learn new things. His teacher is amazing. It's extremely helpful and fun. Most importantly he is having fun while learning new things. Love it!”**  
~ Lindsay Barns

**Early Head Start** (serving pregnant women and families with children ages birth to three) The Early Head Start program is fortunate to have active partners throughout the service area that enhances the quality of comprehensive services.

During the 2017-2018 School Year EHS enrolled 14 prenatal moms. Of the 14 enrolled 9 moms have delivered healthy babies and have received a postpartum visit and diaper bag filled with goodies from the EHS Nurse, Cindy Yahn. The newborns have remained enrolled in the EHS program this program year.

The Trails Van is a program through the Child Care Resource Center that comes to the center once a month and allows our staff to borrow books and toys for our children to enjoy. This is a valued service that is provided to our program. It gives the teachers a chance to consistently rotate in new toys to create more experiences for the children.

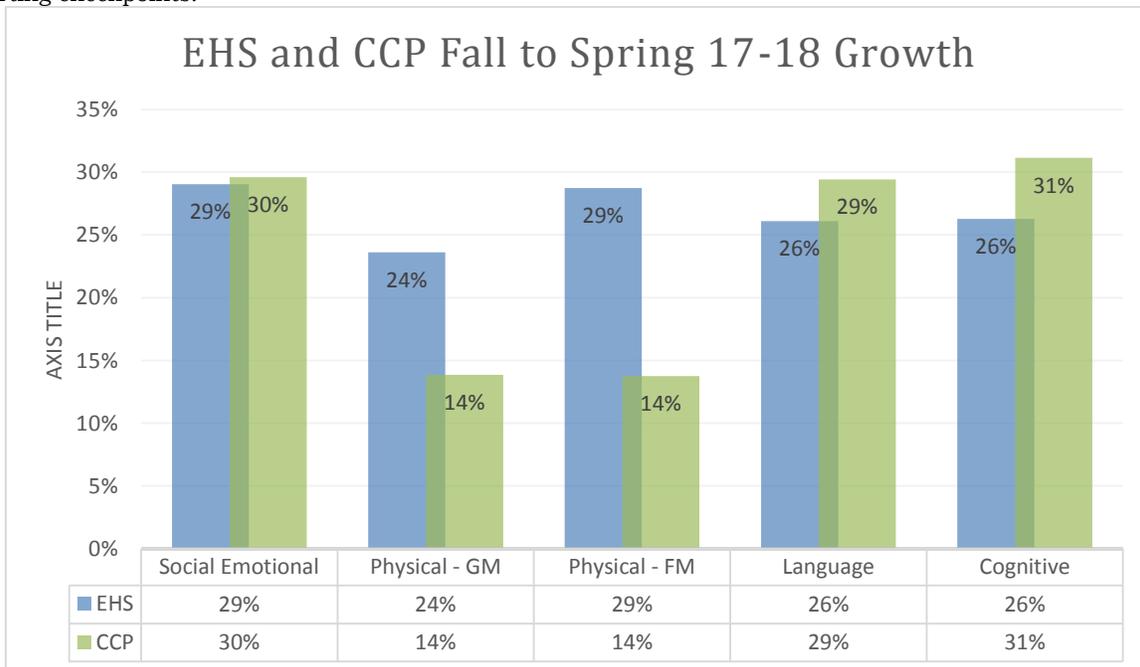
The Early Head Start-Child Care Partnership Program provides Early Head Start services to families attending child care centers. NPHS collaborates with five child care centers in the northern panhandle. Our current partners include Children's Academy LLC in Hancock County, Little Bear of Weirton in Brooke County, Noah's Ark in Ohio County, Glen Dale Child Development Center and Marshall County Day Care Center in Marshall County. The EHS-CCP program has assisted in the credentialing of 46 child care staff and currently working with an additional 14 staff in various stages of their Child Development Associates credential. Through the EHS-CCP program we have steadily maintained over 65% child care subsidy funding for the 72 enrolled children.



School Readiness Goals for EHS is measured through the Teaching Strategies GOLD data which is collected via observing the child at play, exploring their environment, and through interactions with peers and adults. The following data shows the percentage of children meeting EHS School Readiness Goals for Fall and Spring.

| SRG Domains | Social & Emotional |        | Cognition & General Knowledge |        | Language & Literacy |        | Physical Health & Development |        | Approaches to Learning |        |
|-------------|--------------------|--------|-------------------------------|--------|---------------------|--------|-------------------------------|--------|------------------------|--------|
|             | Fall               | Spring | Fall                          | Spring | Fall                | Spring | Fall                          | Spring | Fall                   | Spring |
| Checkpoint  | 93%                | 98%    | 94%                           | 99%    | 89%                 | 96%    | 93%                           | 98%    | 93%                    | 98%    |
| CCP         | 92%                | 90%    | 95%                           | 91%    | 87%                 | 87%    | 90%                           | 87%    | 90%                    | 88%    |

The 2017-2018 program year has shown children's progress in all developmental areas measured. This chart below outlines the total growth percentage for children in the Early Head Start and the Child Care Partnership programs over three of the four reporting checkpoints.



~ Jackie Bell, M. Ed., Early Head Start Manager

***“Early learning to my family means opening up new doors for our future. It means giving not only children, but their families positive resources that can help them reach their goals. It’s about gaining new relationships and connections for my child so that she can start her journey having self-confidence and independence. Head Start to me is giving my daughter a gift. It’s about going the extra mile to give her more than I had. Early learning is an amazing start for my daughter’s education and knowing that she is awesome just the way she is. Head Start is ensuring my family knows that the staff wants to make a change in the community and be an extra support for parents. The main reason I send my child to Head Start is that I get to continue to watch her grow and change each day and feel good about herself and her experiences with her teachers and friends”. ~ Kristen Carpenter***

## Health and Nutrition Services



***“It takes a village to raise a child”.*** The Northern Panhandle Head Start Health and Nutrition component incorporates this approach when working with families throughout the region. Our goal is to educate all parents and guardians concerning health and nutrition issues that affect our community and motivate them to make positive health decisions in order to improve each child’s overall health and well-being.

The health protocol utilized by Northern Panhandle Head Start requires each child to establish a medical and dental home, stay up-to-date on all required health needs such as yearly physical exams, immunizations, as well as hemoglobin and lead testing, and attend twice-yearly dental exams. In addition, heights, weights, and hearing and vision screenings are completed by staff at certain intervals throughout the school

year. Teaching parents and guardians to be advocates for their children is the key to each child’s successful growth and development. Each family may face their own unique challenges but NPHS works diligently to bridge this gap by providing continual support and improving health education and communication strategies.

The nutritional services offered by NPHS are in accordance with standards set forth by the WV Office of Child Nutrition. Each month, the menus are reviewed by a licensed Dietician and include a variety of nutrient dense foods across all of the food groups. Each classroom receives healthy, age-appropriate meals based on the hours of operation of the center. Meals are served “family style” to enhance learning and participation, while providing each child with up to 2/3 of their daily nutritional needs.

Overall, NPHS anticipates an increase in healthy choices and the overall health of the population served by the program. It is through exceptional service to the children and families that we are able to ensure strong foundations that will have a lasting impact year after year.

~ Cindy Yahn, LPN, Early Head Start Nurse

# Family and Community Engagement

**Family Involvement:** Parent Meetings and Trainings - parents participate in monthly center parent meetings to discuss classroom activities, plan educational community outings and offer suggestions to enhance the program, as well as to socialize with one another.

NPHS also offers trainings/workshops for parents based on their input and expressed interests. Additionally, based on staff participation on many local committees, community-wide issues can be discussed among the parent groups. Examples have included: Child Abuse & Neglect, Homelessness, Foster Care, Basic First Aid, Nutrition, Harmony House, YWCA, Sexual Assault Help Center, Substance Abuse and Treatment Options, Budgeting, and Healthy Lifestyles. The staff also work individually with parents, as needed, on such issues as: Resume' writing, Job Interview Tips, Domestic Violence prevention, obtaining a Driver's License, and obtaining a GED.



**The success of our program depends on parent involvement:** As of April 13, 2018, 767 volunteers (parents and family members) have provided 60,568.00 hours collectively! Parents have participated in Policy Council, Administrative Planning, Self-Assessment, and interviews of potential employees.

Family Activity Night (FAN) provides families with the opportunity to come together, have a healthy meal, and interact in activities that focus on a centralized theme. In October 2017, the theme was, Mental Health, featuring the Village Network staff members. A total of 256 children and parents/guardians attended this event throughout the 5 counties. The January 2018 theme was, "Literacy." A total of 153 children and parents/guardians attended this event throughout the 5 counties. In March 2018, the theme was "CHOOSY" and "I'm Moving, I'm Learning," which focused on interactive activities for the family, healthy meals and intentional movement designed around CHOOSY and the I Am Moving, I Am Learning Curriculum. A total of 149 children and parents/guardians attended this event throughout the 5 counties.



**Community Involvement:** Head Start recognizes the importance of giving back to the community. In doing so, the parent committees in all five counties have committed to partake in community projects. Projects have included planting flowers at a local nursing home and making cards for the residents, collecting food and paper products for food pantries, the collection of pop tabs for the Ronald McDonald House, and community clean-up projects.

**Community Partnerships:** are also vitally important to the success of the program. The agency is actively involved and participated in and/or sponsored events in conjunction with each of the 5 counties: **Ohio County:** Ohio County Early Childhood Interagency Committee (ECIC); Ohio County Partners in Prevention (PIP); WV Birth to Three/Partners in Early Intervention; Family Resource Network (FRN); Healthy Families/Healthy Children Coalition; IMPACT – Ohio Valley; The Northern Panhandle Continuum of Care; Harmony House; Sexual Assault Help Center (SAHC); A Child's Place - CASA; YWCA; WVDHHR Continuum of Care. **Brooke & Hancock Counties:** Brooke/Hancock Partners in Prevention (PIP); A Child's Place - CASA; Family Resource Network (FRN.) **Marshall County:** Marshall County Partners in Prevention (PIP); Marshall County Family Resource Network (FRN); Marshall County Family Resource Center (FRC); and A Child's Place – CASA. **Wetzel County:** Wetzel County Family Resource Network (FRN).



~ Janel Armstrong, B.S., L.S.W. Family & Community Partnerships Coordinator

**"Head Start means that world to our family. Head Start has given my son, socialization skills, help with his speech, and has taught him responsibility. He loves his teachers and staff, and everyone has impacted his life. Starting an early learning curriculum has helped him in more ways than one. He now shows respect in public and loves to learn and follow rules. Head Start has had a great impact on our family and I believe my son is ready for kindergarten because of Head Start and the time and effort put in by the great employees in your company". ~ Corrin Welsh**

# Disabilities Services

NPHS's goal in this area is to ensure that the *developmental and social-emotional* needs of each child are met and their families are supported and effectively included in the full range of program activities. Each child participates in developmental and social-emotional screenings that are developmentally appropriate for young children ages birth through five. We use the results of these screenings to refer children to local education agencies who provide early intervention and special needs services. Currently, 43 Head Start children (ages 3-5) have been identified to receive special education services from the county schools (Individualized Education Plan – IEP) while 37 children (under 3 years old) in the Early Head Start program are being served by West Virginia Birth to Three under an Individualized Family Service Plan (IFSP). There are also 9 children enrolled in our Child Care Partnerships programs who are receiving services from West Virginia Birth to Three as well.



Mental health support for children and families is a passion for this program. The Disabilities Manager has had the opportunity to be part of the creation and Advisory Board for the West Virginia Infant and Toddler Mental Health Association. The goal of this association is to build the skills of the professionals working with young children and their caregivers and to place a focus on the critical period of development of social-emotional skills. NPHS's mental health component is also supported through a partnership with the Village Network who offers individualized support for children and their families and facilitates referrals for outside mental health services when needed. To date, 32 children have been referred for individualized mental health support through the Village Network program. When a family with multiple children is referred, all of the children receive support and benefit from the strategies provided. Currently 24 children are receiving a combination of classroom support, home visits and counselling from the Village Network. These 24 include 18 Head Start children and 6 Early Head Start children.



*Building the professional skills* of the staff to support the disabilities and mental health services within our program is an on-going process based on the individual needs of the children. During this program year, all of our Head Start and Early Head Start staff members, including the management staff, were trained in Conscious Discipline. We provided a 6-day Conscious Discipline Institute to all of our EHS and HS staff and invited collaborative and county Pre-K teachers in all 5 counties and all of our Child Care Partners to attend as well. Conscious Discipline is a comprehensive social-emotional curriculum that has an incredible impact on the culture of the classroom and the skills of the children and adults. The strategies in this program help parents and teachers create meaningful bonds with children. We have also trained parents on specific strategies during one-on-one Family Support Committee meetings, parent meetings and at Family Activity Nights in several counties.

*Positive and engaging collaborations* continue to support and strengthen the knowledge of community and professional services available for families. The coordinating staff attend IFSP meetings with West Virginia Birth to Three. This relationship has also served to provide leads (for preschool services) of children who do not qualify for county services but are looking for a placement for social interaction. In addition, the coordinating staff attends IEP meetings for children who are receiving services from the county schools. The goals of these meetings are to collaborate on services being offered to the child for the best possible outcomes.

~ Erin Roxby, M.A. Ed., Child Development/Disabilities Manager

## Human Resources and Professional Development

Northern Panhandle Head Start is proud of their employees who demonstrate the expertise and professionalism required to work effectively with children and families. NPHS maintains and builds on staff knowledge through ongoing professional development provided by in-house, local, regional and national trainings. The agency currently employs approximately 136 employees who all meet minimum qualifications including but not limited to:

- Head Start teachers meet the National Head Start Standards of 50% with bachelor degrees in Early Childhood Education or comparable degrees. The remaining have Associate Degrees in ECE.
- All teacher assistants acquire a Child Development Associate (CDA) within two years of hire.
- All Bus Drivers have a CDL and are WV State Certified yearly.
- All other staff have minimum qualification requirements from High School Diploma, to Social Work or Nursing Licensure to Master's Degrees and relevant experience.
- All Early Head Start Infant Toddler Teachers must have an Infant Toddler CDA or higher.
- All Early Head Start Parent Educators have an Associate Degree or Home Visitor CDA or equivalent.
- All staff have individualized staff development plans and training which exceeds the 15 hours required by WV Child Care Center Licensing Regulations.

All employees receive intensive training (Pre-Service) at the beginning of the program year. New employees attend New Employee Orientation and New Employee Learning to familiarize and train them in what is required in their new position. All staff receive training throughout the program year and feedback regarding their performance.

In 2015, the HR Department developed a trainee program for parents and interested community members. Eight individuals have completed the program and been hired as Infant Toddler Teachers. An additional 3 individuals have completed the program and been hired as Parent Educators. Currently there are four individuals in training. We continue to encourage parents to apply for this program.

~ Peggy Miller, B.A., Human Resources Manager

# *Hello my name is Loretta Roberts, this is my story.*

My name is Loretta Roberts. I have been married for fourteen years. I have two daughters and two step sons. I have eight grandchildren and one great granddaughter. I like spending time with my children and spoiling my grandchildren.

I am a past parent of Head Start. After my children were out of Head Start, a past employee asked if I could help with her CDA. She needed a past parent to write something for her. At that time she asked me if I would be interested in working for Head Start if a job became available. That was around 1992 and my response was “no I don’t think I could work around that many kids”. In 1999 I saw an advertisement for substitute teacher assistant and it started me down this road of being a Head Start employee.

In February 1999, I started out as a substitute assistant. In August of 1999 I was hired as a teachers’ assistant and held that position for a few years. After a few years in that position, I was temporarily transferred into the teacher position when the teacher quit. When the teaching job was posted, I applied and got the job. As a teacher I worked in Jacksonburg Head Start, Short line Pre-K and spent one year in Paden City before returning to MELC in Jacksonburg. I have been a parent educator for several years. In August of 2017 I celebrated 18 years with Head Start.



*~ Loretta Roberts, Wetzel County Parent Educator*

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## *Parent Testimonials*

“Head Start has changed my life by helping teach my son patience, socialization, listening and has fully impacted and helped his speech and pronunciation. He is eager to attend school and shows that he has a yearning to learn. Head Start has introduced new people in our life, his teachers are great. I believe Head Start has helped get my son where he needs to be for kindergarten.

Head Start has given my son an ability to learn and grow as a person and for that I am truly grateful”. ~ Corrin Welsh

“Head Start has changed our life drastically! My child loves to go to school and he has learned so much in the short time he has been there! He loves his teachers and he is very comfortable being with them. I am very grateful he was able to attend the school at a young age! I also have a child who is in Early Head Start and he adores the educator who comes to the house weekly. I love the professionalism we have been shown throughout the last 2 years. I try to encourage other parents to attend this program as much as I can. We will always be grateful to the EHS/HS team for helping our children in the best ways. Thank you all!”

It’s very enjoyable when Jack comes home and shares his activities of the day. As he learns I can see how his communication and social skill have improved which opens the door to more learning experiences that we can share. Of course Pappy and I get a much deserved respite which has definitely changed our lives! ~ Terri Reed

“Early Head Start means that my children get to learn a lot while they think they are playing. Also, I learn about resources I never knew existed. Because we don’t have a car my children still get to make it to their doctor appointments, WIC appointments and ext. I really love all that Early Head Start has to offer”. ~ Deseray Hughes

“My daughter had a speech problem at the beginning of the year and with the extra help she was given through this program she has made great progress with her speech. We are so close to reaching our goals with her speech and I have all the faith that we will make it to our goal by the end of the year. This would not have been possible without her teachers and the extra help that we were given”. ~ Sarah Burkhart

“For me Head Start has been a blessing, my child has come a long way with talking and sharing”. ~ Angela Booker

“Early Head Start to me means the importance of certified professionals providing educational services to my children to assure their development is on track and if not finding services to help correct what could be blocking his/her development”. ~ April Baxter

“Head Start/Early Head Start has helped my son expand his learning and I really enjoy seeing how much he’s grasping just from being in the program. I like the thought of knowing my child is actually learning new things and not just being watched while I’m at work. He loves it and has a lot of fun. He has learned to share and communicate better with friends”. ~ Markisa Nightengale

“We have our baby’s educational, social and physical needs taken care of while we try to make a better life for the entire family”. ~Benjeimin/Mikey Ramsden

“It has changed my life in helping me be a better mother and teaching me different ways and ideas in how to get my child to learn but it has also helped show that no parent is perfect and that it is ok to make mistakes”. ~ Alicia Freeman



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## *Individual Benefactors*

+NPHS Inc. Board of Directors

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Kevin & Teresa McGlinton

Linda Poplawski\*

Louis Khourey

Marcy Evans\*

Mary Murphy\*

Michael J. Pipo Jr.

Olivia Huff\*

Peggy Miller\*

Reba Stead\*

Richard & Cheche Price\*

Robert & Rebecca Herceg

Ronald & Eleanor White+

Thomas & Linda Myers+

Tina Harman\*

Tracy Mazingo\*

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## *Foundations, Corporations & Organizations*

American Tire

Castlemans Run United Methodist Church

DeFelice Brothers Pizza Inc.

Dominos PSL Enterprises & Subsidiaries

EQT Corporation

Hancock County Savings Bank

Riesbeck's Food Market

The Ziegenfelder Company, Inc.

Wheeling Nisshin Inc.

Zeno, Pockl, Lilly & Copeland A.C.

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## *Board of Directors*

Brendan Welsh, President  
Jeremy High, Vice President  
Eleanor White, Secretary  
Lisa Schmitt, Treasurer  
Tami Becker, Parliamentarian  
Vicki Flink  
Linda Myers

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Samantha Kile, Chairperson  
Kara Bellen, Vice Chairperson  
Amanda Lovejoy, Secretary  
Heather Wright, Treasurer  
Laurie Sweigart, Parliamentarian

## *Administration*

Cathy Williams,  
Executive Director

Peggy Miller,  
Human Resources Manager

Cheche Price,  
Education, Training, & Health Services Manager

Marcy Evans,  
Head Start Manager

Erin Roxby,  
Child Development & Disabilities  
Manager

Jackie Bell,  
Early Head Start Manager



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### ***“USDA Civil Rights Non-Discrimination Statement”***

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This institution is an equal opportunity provider.

#### ***Funded Enrollment***

***Early Head Start*** – 140 children birth to 3 years old and pregnant women.

***Head Start*** – 394 children ages 3-5 years old.

***MIHOW*** – 40 children birth to 3 years old and pregnant women.

***Child Care Partnership*** – 72 children birth to 3 years old enrolled in a Child Care Setting.

#### ***Head Start Funding Source***

United States Department of Health and Human Resources,  
Administrative for Children and Families, Administration on  
Children, Youth and Families, Office of Head Start  
(report compiled in part based on the requirements of the *Improving  
Head Start for School Readiness Act of 2007*)

***MIHOW Funding Source*** The West Virginia Legislature – WV  
Department of Health and Human Resources

***MIECHV Funding Source*** The Bureau for Public Health: Office of  
Maternal, Child and Family Health

#### ***Mission Statement***

Our mission is to provide a high-quality, family-focused program uniquely designed to prepare children for learning and life.

#### ***Vision Statement***

“Building foundations for life-long growth and development”



#### ***Contacts***

1 Orchard Road, Suite 1, Wheeling, WV 26003  
304.233.3290 (phone) -- 304.233.3719 (fax)  
1.877.732.3307 (toll free)  
[www.npheadstart.org](http://www.npheadstart.org) -- [info@npheadstart.org](mailto:info@npheadstart.org)

(SPECIAL NOTE: The content of this report is not all inclusive of the activities undertaken by this agency, however, provides a brief overview.)