



Northern Panhandle Head Start, Inc.

*Engaging Young Children and their Families
in a Comprehensive Early Childhood Development Program
Annual Administrative Report 2015-2016*



A Message from the Executive Director

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! Their best interest is our top priority and doing this in partnership with their parents/caregivers is essential along with 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 that relate directly to the agency’s infant/toddler and preschooler school readiness goals and

build on the Head Start Performance Measures Framework.

As we conclude Year 2 of this 5 year grant project period, we are acutely aware of the quality of services expected of us based on the outcomes of three quality assurance reviews. The fiscal integrity of our program was acknowledged with a (clean) annual fiscal audit conducted by a local accounting firm. Our nutrition services were found to be in good operational standing by the WV Office of Child Nutrition. And we were in compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations through the Aligned Monitoring System specific to the ‘Environmental Health and Safety Protocol’ conducted (onsite) by a review team assigned by the DHHS Office of Head Start.

Year 2 also concludes the implementation and startup phase of the Early Head Start 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 enhancement allowed for professional resource sharing, upgrades of child care classrooms/facilities/playgrounds, as well as facilitates and supports teachers through trainings and learning materials.

The cornerstones of the Performance Measures are staff development, child development, family development and community building with the ultimate goal of children’s competence. Our management systems must continue our efforts to provide support to staff, create quality child development environments, 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 based on 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

Father Advocate

My name is Keith Miller. I have been employed with NPHS for almost 5 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 and Early Head Start, which I began on February 18, 2016. By assuming the role of Father Advocate, I feel that I can play a larger role in socializing and educating 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. I am also available to assist fathers with resume’ writing, job skills, interview tips, etc. I will be visiting each center to get to know all of the staff and parents. I have also been calling NPHS families to introduce myself.

I have organized 2 Father Events since becoming the Father Advocate - A Circus outing in March and a Meet & Greet in April. Both events were well attended. I am planning future Father Events for the upcoming months.

Part of my role as Father Advocate is completing Inside Out Dad training with inmates in the Northern Regional Jail. This program will be up and running very soon!

I am looking forward to working with the fathers in NPHS!



~ Keith Miller, Father Advocate



Well Baby Visits

The EHS Nurse and Parent Educators collaborate to guide pregnant women through all phases of their pregnancy. Prenatal clients are visited within the first 10 days of enrollment in to the program, where the importance of prenatal care is emphasized. Our goal is to achieve and/or maintain optimal health for both mom and baby. After the baby is born, the EHS Nurse completes a follow-up visit within 14 days of the birth. The EHS Parent Educators continue to monitor and support the new mom during home visits with the baby. Any assistance and/or education is provided throughout the pregnancy and after as needed.

~ Kylie Updegraff, RN, Health/Nutrition Coordinator

Program Information Report Outcomes for 2014-2015

(Information compiled from the most recent PIR 2014-2015 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 505 children enrolled in Head Start during 2014-15, 86.5% were up to date on a schedule of preventative and primary health care and 67.7%



completed a professional dental examination. Of the 188 children enrolled in Early Head Start for the same period, 95.2% of the children enrolled were up to date on a schedule of preventative and primary health care. Of the children enrolled in Head Start, 14.3% had an Individualized Education Plan (IEP) while 26.6% of the children enrolled in Early Head Start 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 2014 - June 2015 for Head Start and Early Head Start was 100%, respectively.

Of the 504 children enrolled in Head Start during 2014-15, enrollment eligibility types were 12% enrolled based on public assistance, 58% were enrolled based on 100% federal poverty guidelines or below, 9% were over-income, 6% were enrolled based on foster care with 6% based on homelessness, and 10% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

Of the 188 children and 16 pregnant women enrolled in Early Head Start during the same period, 28% were enrolled based on receipt of public assistance, 46% at or below 100% of the federal poverty guidelines and 5% were enrolled based on foster care eligibility with 11% based on homelessness, 4% based on over-income eligibility, and 5% were enrolled

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

Annual Budget ~

The Head Start and Early Head Start program received \$5,315,921 to provide services for pregnant women and children ages birth to 5 during the operating period of July 1, 2015 - June 30, 2016. The non-federal share (or local in-kind match) was \$1,328,981. Maternal Infant Health Outreach Worker (MIHOW) program (Ohio County) received \$68,000 to operate during the same period. The Child Care Partnership received \$2,229,323 for the period of January 1, 2015 - June 30, 2016.

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 April 18-22, 2016. NPHS, Inc. successfully passed the Environmental Health and Safety Protocol Review.

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 28, 2016 stated that there were no finding related to the financial statements or material weakness/significant deficiencies in the financial statements or

Federal awards for the fiscal year ending June 30, 2015.

The audit included the following statement of activities for Fiscal Year ending June 30, 2015:

REVENUE

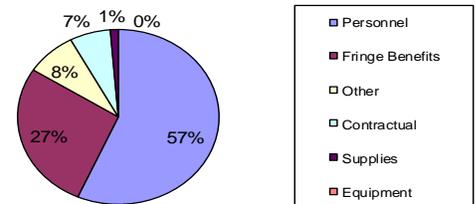
Federal Assistance	\$5,452,111
MIHOW Grant	68,000
E-Rate	11,841
Private Grants & Contracts	11,341
Interest & Dividends	20,094
Pre-K collaborative contracts	257,249
Unrealized gain on Invest	(2,065)
Food Basket donations	8,440
USDA Meal Reimbursement	141,864
In-kind revenue	<u>963,248</u>
Total Revenue	\$6,932,123

EXPENSES

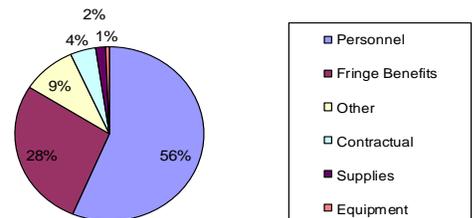
Program	\$6,237,571
Administration	<u>667,540</u>
Total Expenses	\$6,905,111

~ fiscal data compiled by
Cathy Williams, B.S. MSSSL, Executive Director

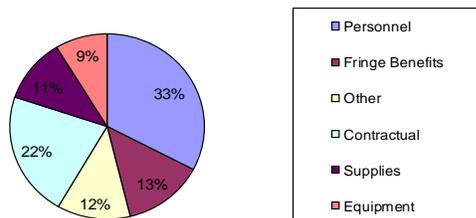
Approved Budget Head Start and Early Head Start
7/1/15 - 6/30/16



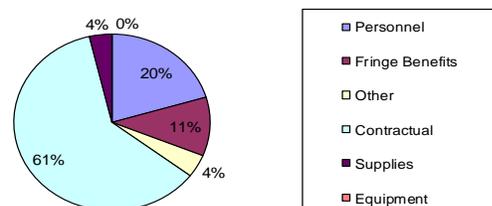
Projected Budget Head Start and Early Head Start
7/1/16 - 6/30/17



Approved Budget Child Care Partnership
7/1/15 - 6/30/16



Projected Budget Child Care Partnership
7/1/16 - 6/30/17



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.

Head Start (serving children ages 3-5) views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The West Virginia Early Learning Standards Framework and Head Start Early Learning Outcomes Framework provide the continuum for learning for preschoolers. NPHS must establish school readiness goals in Language and Literacy, Cognition, Approaches to Learning, Physical Health and Development, and Social and Emotional Development: the foundational learning experiences that prepare children to be school ready.

The results of Early Learning Reporting System (ELRS), the preschool child assessment tool, identify where the program must emphasize growth to provide continuous program improvement and a quality education for all children.

Chart shows children's progress and % of gain in developmental domains from fall to winter 2015-2016. Score range: 1-5.

DOMAINS	Progress from Fall to Winter	% of gain from Fall to Winter
Math/Science-Cognition	1.9 > 2.8	48%
Social-Emotional	2.7 > 3.5	30%
Language/Literacy	2.0 > 2.9	42%
Physical Health and Development	2.5 > 3.7	48%
Approaches to Learning (Cognition & SE)	2.3 > 3.2	39%

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

CLASS Scores 2015 (Scores range from 1-7)			
	Emotional Support	Classroom Organization	Instructional Support
NPHS Averages including Collaborative Pre-K Classrooms	6.25	6.07	4.16
Office of Head Start National CLASS Scores	6.03	5.8	2.88

~ Cheche Price, M.S., Education/Training Manager

“Head Start/Early Head Start is a wonderful program that has given my family the opportunity to an early education. I was a part of the program as a child and I am proud to say that my child can experience the same opportunity as I did”. ~ Nadiya Martin

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

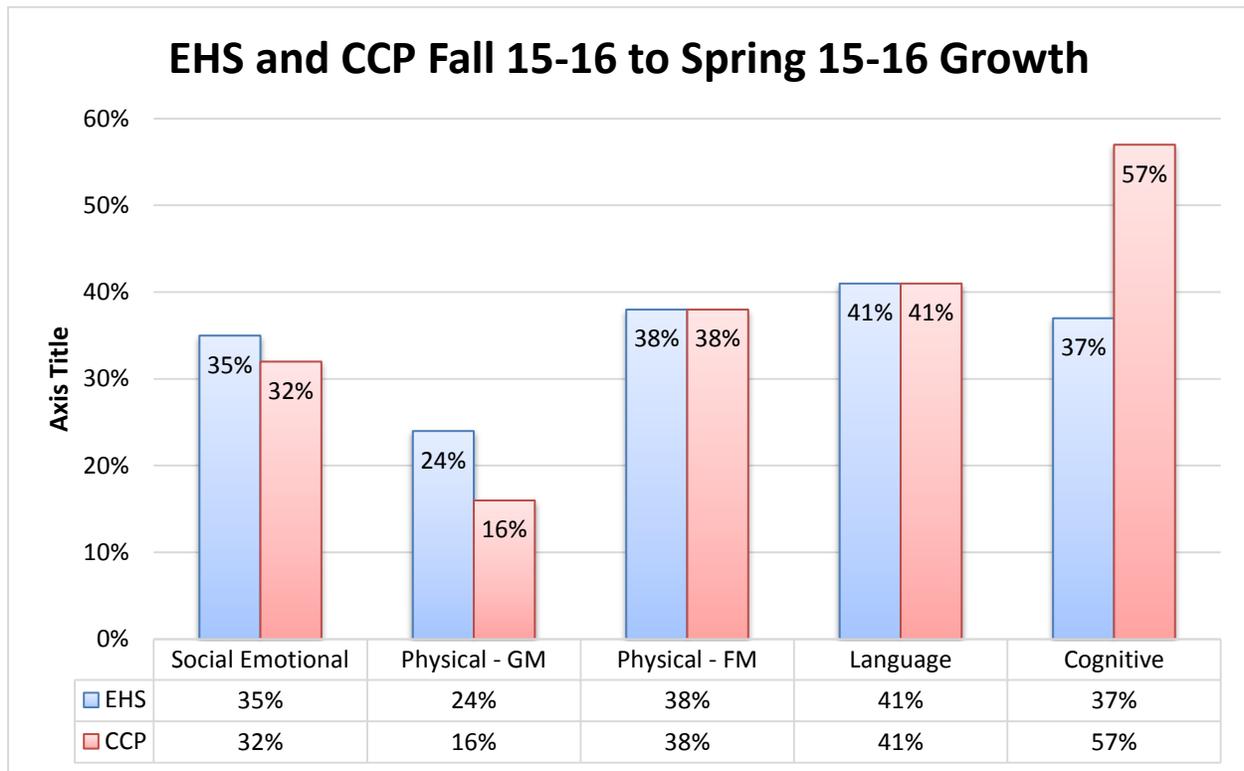
During the 2015-2016 School Year EHS enrolled 13 prenatal moms. Of the 13 enrolled 10 moms have delivered healthy babies and have received a postpartum visit and diaper bag filled with goodies from the EHS Nurse, Cindy Yahn. The newborns have remained enrolled in the EHS program this program year.

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 at Wheeling Park High School 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 18 child care staff and currently working with an additional 21 staff in various stages of their Child Development Associates credential. Through the EHS-CCP program we have maintained 50 families child care subsidy funding.

The 2015-2016 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

“A structured, learning environment for my child. The fun way each teacher adds their own touch to everyday learning is amazing. I couldn’t imagine sending my daughter and unborn son to any other program!” ~ Tanya Vacheresse

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. Our focus is to permit every child to achieve and/or maintain a healthy body weight.

Overall, NPHS anticipates to inspire 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.

~ Kylie Updegraff, RN, Health/Nutrition Coordinator

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.

NPBS 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, Basic First Aid, Nutrition, Harmony House, YWCA, Sexual Assault Help Center, Substance Abuse and Treatment Options, Hancock County Savings Bank, WesBanco Bank, Budgeting, and Healthy Lifestyles. The staff also works 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, to name a few.



The success of our program depends on parent involvement: As of April 30, 2016, 868 volunteers (parents and family members) have provided 62,766.00 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. To date, 676 children and their family members have participated (inclusive of 3 events.) In October 2015, the theme was, HealthyCHILD. The team members from HealthyCHILD attended the various FANs and discussed the services they offer. The January 2016 theme was, "Literacy." In March 2016 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.

One parent had the opportunity to attend the West Virginia Head Start Association Fall Training Conference held in November of 2015, in Charleston, WV. This parent reported that they gained a lot of knowledge and returned to share this information with Policy Council members.



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, collection of pop tabs for the Ronald McDonald House, and community clean-up projects, to name a few.

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); Week of the Young Child, recognizing community people who make a difference in the lives of children; the Ohio County Partners in Prevention (PIP); WV Birth to Three/Partners in Early Intervention; Family Resource Network (FRN); Healthy Families/Healthy Children Coalition; Ohio County Substance Abuse Prevention Coalition; 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); Hancock County Savings Bank; 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); A Child's Place - CASA. **Wetzel County:** Wetzel County Family Resource Network (FRN).



Through our partnership: with the Northern Regional Jail, we are able to provide parenting education to incarcerated fathers.

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

"Utilizing many teaching techniques to discover individual learning abilities in a collaborative effort by teachers and the parents". ~ Griffin Clark

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, 53 Head Start children (ages 3-5) have been identified to receive special education services from the county schools (Individualized Education Plan – IEP) while 27 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 4 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 HealthyCHILD who offers individualized support for children and their families and facilitates referrals for outside mental health services when needed. Currently, 6 total families have been referred for individualized mental health support through the HealthyCHILD program. When a family with multiple children is referred, all of the children receive support and benefit from the strategies provided. These 6 referred families include 6 Head Start children and 4 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 have also provided Conscious Discipline training to collaborative and county Pre-K teachers in 3 counties. 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 attends 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 their knowledge through ongoing professional development provided by in-house, local, regional and national trainings. The agency currently employs approximately 128 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 50% 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.

This past year, the HR Department developed a trainee program for parents and interested community members. Three individuals completed the program and were hired in July. We continue to encourage parents to apply for this program.

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

Hello my name is Mary Pingley, this is my story.

My name is Mary Pingley; I am the mother of four children, three sons, one daughter and am also "Nana" to four beautiful little girls ranging in age from 1-6. I have been involved with Head Start in one way or another for about 28 years.

My son William, who is now 32 years of age, attended the Jacksonville Home Based Program which offered weekly home visits and bi-monthly socializations at the local volunteer fire department. My son Casey also attended Head Start, but by this time Jacksonville had a center based program and Casey attended class Monday-Thursday four hours a day. I served on Policy Council at this time and was an active volunteer at the center.



Casey's Teacher Ms. Pansy Rush helped me to become an employee by talking to me about opportunities offered by the Head Start Program such as CDA and CDL classes. I signed up for the CDL class and was trained by Mr. Jack Miller. I got my commercial license in April of 1998 and in May was hired as a substitute bus driver. In August 1998 I became a full time employee for the agency. In the fall of 2001, I applied for and was hired as the Licensing/Transportation Coordinator and have been in this position since that time.

NPHS is beneficial in the growth and development of the children and families of the northern panhandle. A sincere and heart felt thank you to Head Start for everything that you do!

~ Mary Pingley, Licensing & Transportation Coordinator

Parent Testimonials

"Head Start/Early Head Start means just that to myself and my family; a head start. HS/EHS has given my children the time, dedication and opportunity to grow and thrive both physically and mentally HS/EHS has gone far beyond my expectations, with devoted and amazing teachers and staff from every aspect. HS/EHS means a brighter tomorrow not just for my family but all the families whom come in contact with this program". ~ Rebecca Wise

"Head Start means that my child has a safe, fun learning environment. It is a place I feel the upmost comfort sending her to everyday with the amazing teachers and staff. She gets so excited to tell me about her day at school and show me all her new and beautiful artwork. She has made leaps and bounds when it comes to spelling and writing her name this year. She is developing social skills and is becoming a well-rounded soon-to-be Kindergartner". ~ Angela Mozingo

"Honestly, we had some serious concerns about how Rowan would be treated for having two moms and about how we would be treated. We have been beyond thrilled with how we were all received. The teachers never even batted an eye, the other children, though curious, simply accept it and haven't been giving Rowan a hard time as far as we know, and no problems have arisen with other parents. We've been included just as much as everyone else, our opinions respected. And that gives us so much hope for our children and in our community. Thank You"! ~ Laura Poggenburg & Jen Bartolomei

"Head Start has introduced me to others in my community and showed me how to apply for help such as WIC. It's a wonderful program". ~ Cheryl

"Head Start has changed my life in a way that it has freed up time for me so I can have a little more time for my other children, job, also more time for being me! Also just knowing I can relax knowing my child is in the hands of good people with the best intentions for my child physically, socially and academically"! ~ Kathlene Paree

"This program has changed our lives we have had all three of our children in this program. It is quite thrilling as a parent when they come home and tell you about the new things they learn on a daily basis and now our girls teach one another new things also". ~ Ashley Johnson

"Head Start/Early Head Start means to me that my daughter has a head start on her education. I believe that this experience will help her later on in life throughout school. She is understanding at a young age in what manner she learns the best".

"Early Head Start has not only changed my life. It has changed the life of my daughters and other family members worried about her progress. She was very underdeveloped and with the help of this program she is coming along wonderfully". ~ Amanda Duke

"Quality, caring, family. I am grateful to have had a chance for my child to be a part of this program. To watch them grow, how smart they have gotten, the ability for them to be able to know and recognize emotions and ways to deal with them blows my mind"!

"It has broadened my child's learning ability and showed her how to interact with other kids and adults, not just her family. This has changed her life and in return changed mine. I am able to search for work now". ~ Charlotte Cain



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“USDA Civil Rights Non-Discrimination Statement”

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) MAIL: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) FAX: (202) 690-7442; or (3) EMAIL: program.intake@usda.gov.

This institution is an equal opportunity provider.

Funded Enrollment

Early Head Start – 132 children birth to 3 years old and pregnant women.

Head Start – 415 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

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”



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