



Northern Panhandle Head Start, Inc.

*Engaging Young Children and their Families
in a Comprehensive Early Childhood Development Program
Annual Administrative Report 2018-2019*

A Message from the Executive Director

I would again like to share with you an overview of our current program year.

In addition to our on-going funding and our Cost of Living increase for our Head Start, Early Head Start and the Child Care Partnership grants, we have received additional funding to expand hours for our Head Start program. The award amounted to an additional \$585,302 in funding in March of 2019. The expansion will allow us to hire an additional six staff to support the current staff and one additional bus driver, as well as, purchase two additional buses.

Our MIHOW and MIECHV program remain strong as we provide support to the children and families of Ohio County.

Our agency applied for additional funding through WVU (Impact Grant) to support responsive caregiving in order to reduce the traumatic effects on children through objective, non-judgmental listening and the empowerment of the person.

We are still waiting on a response from Regional Office concerning the purchase of the Marshall County Day Care facility. We have submitted all requested documentation and have secured loan approval.

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.

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

Hello my name is, Leslie Dulaney this is my story.

My name is Leslie Dulaney. I have been married for 25 years. I have two daughters and one son in law. I have one granddaughter that is 6 months old. I love to spend time with my family. We do a lot of camping and traveling around the United States as a family.

I am a past parent of Head Start. After my child was out of Head Start I began to clean houses for a living. I was working for a past employee of Northern Panhandle Head Start when she asked me if I ever applied for a job with Head Start. I said “no I never thought about it”. She then got on the phone and started calling into Wheeling. I put in a resume and went for an interview a few months later. I got a call to start as a Kitchen Aide in New Martinsville.

Months later I was approached by another employee that suggested I apply for the Parent Educator job that was open. They told me that there was very little paperwork. I applied and started as a Parent Educator. Guess what “they told a tale about the paperwork”. The first year was rough and I didn’t know if the job was for me but I keep telling myself I was making a difference in the lives of families. I have been with Northern Panhandle Head Start for 9 years now as a Parent Educator and am hoping to continue working with families and making a difference in their lives.



~ Leslie Dulaney, Wetzel County Parent Educator

“Early Head Start and Head Start means getting my family off on the right foot for life. We have been given so many tools and learning opportunities that we have been able to work through many problems. I know that no matter what, my kids have had the best start to life because I have had NPHS walking along side us for the past 9 years. My favorite thing about Head Start is that the program is about the whole family, not just teaching my kids through one stage of life. NPHS has reached into all areas of my life making a positive impact. During a particularly stressful time, even though it was for a child who had “graduated” NPHS, EHS staff walked me through techniques to try with my son, they partnered with their mental health agency to provide us both extra support. More importantly they followed up to see how I was doing, making sure that I had a “friend” in EHS. If the family isn’t functioning at its best, if part of the unit is broken then the kids that NPHS are serving aren’t learning to their fullest potential and this program truly understands that. Without their help, one of my kiddos would have taken a back seat during his most crucial learning years, while I focused on the child that needed me more. However, their whole family philosophy made those trying times a manageable and positive experience for everyone. Thank you!” ~ Kara Bellen

Program Information Report Outcomes for 2017-2018

(Information compiled from the most recent PIR 2017-2018 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 480 children enrolled in Head Start during 2017-18, 82% were up to date on a schedule of preventative and primary health care and 63% completed a professional dental examination.

Of the 206 children enrolled in Early Head Start for the same period, 83% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the 101 children enrolled in the Child Care Partnership for the same period, 91% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the children enrolled in Head Start, 10.6% had an Individualized Education Plan (IEP) while 24.2% of the children enrolled in Early Head Start had an Individualized Family Service Plan (IFSP). 15.8% 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 2017 - June 2018 for Head Start and Early Head Start was 100%, respectively.

Of the 480 children enrolled in Head Start during 2017-18, enrollment eligibility types were 2% 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 14% based on homelessness, and 8% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

Of the 206 children and 19 pregnant women enrolled in Early Head Start during the same period, 2% were enrolled based on receipt of public assistance, 64% at or below 100% of the federal poverty guidelines and 7% were enrolled based on foster care eligibility with 17% based on homelessness, 2% based on over-income eligibility, and 8% were enrolled

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

Of the 101 children enrolled in the Child Care Partnership during 2017-18, enrollment eligibility types were 4% enrolled based on public assistance, 62% were enrolled based on 100% federal poverty guidelines or below, 2% were over-income, 9% were enrolled based on foster care with 14% based on homelessness, and 9% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

Annual Budget ~

The Head Start and Early Head Start program received \$6,196,009 to provide services for pregnant women and children ages birth to 5 during the operating period of July 1, 2018 - June 30, 2019. The non-federal share (or local in-kind match) was \$1,549,001. 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 \$80,000. The Child Care Partnership received \$1,281,396 for the period of July 1, 2018 - June 30, 2019. The non-federal share (or local in-kind match was \$320,349.

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 December 27th, 2018 stated that there were no findings related to the financial statements and no findings or questioned or likely questioned costs for federal awards for the fiscal year ending June 30, 2018. The audit included the following statement of activities for Fiscal Year ending June 30, 2018:

REVENUE

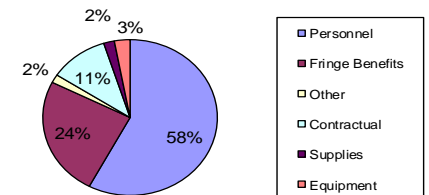
Federal Assistance	\$6,884,306
MIHOW Grant	64,772
E-Rate	10,279
Private Grants & Contracts	31,988
Pre-K collaborative contracts	155,770
Unrealized gain on Invest	2,739
Other Income	6,880
Food Basket donations	5,197
USDA Meal Reimbursement	159,119
In-kind revenue	<u>884,588</u>
Total Revenue	\$8,205,638

EXPENSES

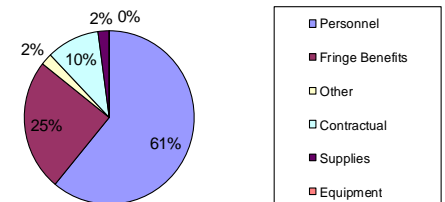
Program	\$7,721,662
Administration	<u>598,701</u>
Total Expenses	\$8,320,363

~ fiscal data compiled by
Beth Fletcher, Accounting Assistant

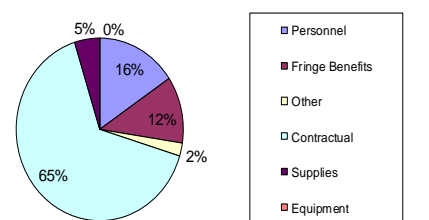
Approved Budget Head Start and Early Head Start 7/1/18 - 6/30/19



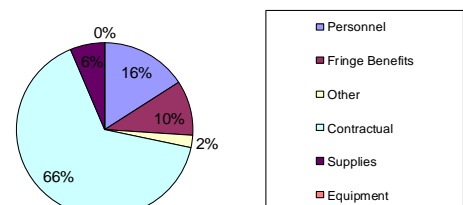
Projected Budget Head Start and Early Head Start 7/1/19 - 6/30/20



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



Projected Budget Child Care Partnership 7/1/19 - 6/30/20



Child Development Outcomes & School Readiness



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

Head Start Child Development Outcomes (serving children ages 3-5) show results of child assessment data using the Early Learning Reporting System (ELRS), 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 percentage of gain in developmental domains from ELRS fall to winter 2018-2019.

DOMAINS	Percentage of gain from Fall to Winter
Math/Science-Cognition	88.328
Social-Emotional	55.604
Language/Literacy	73.242
Physical Health and Development	66.778
Approaches to Learning (Cognition & SE)	67.434

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

Children in Homeless Situations: 1.67>3.00; Children in Foster Care: 1.36>2.60, Children who transitioned from Early Head Start > Head Start: 1.62>3.00; Children with an IEP: 1.57>2.45.

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

CLASS 2018-2019 FALL SCORES (Rating 1-7)			
	Emotional Support	Classroom Organization	Instructional Support
NPBS & Collaborative Classrooms	5.7169	5.0400	3.6339

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

"It's an opportunity for children to begin or continue their education. It's a place that provides education as well as structure to children to prepare what is expected when they attend Kindergarten and higher grades". ~ Da'Sanae Stallworth

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 enhance the quality of comprehensive services.

During the 2018-2019 school year EHS has enrolled thirteen prenatal moms. Ten of the thirteen mothers have delivered healthy babies and have received a postpartum visit and diaper bag filled with goodies from the EHS Nurse. Seven of those newborns have remained enrolled in the EHS program this program year.

The Early Head Start-Child Care Partnership Program provides Early Head Start services to families attending child care centers. NPBS collaborates with five child care centers in the northern panhandle. Our current partners include The 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 Higher Hills Children's Center in Marshall County. The EHS-CCP program has assisted in the credentialing of 48 child care staff and is currently working with an additional 11 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.

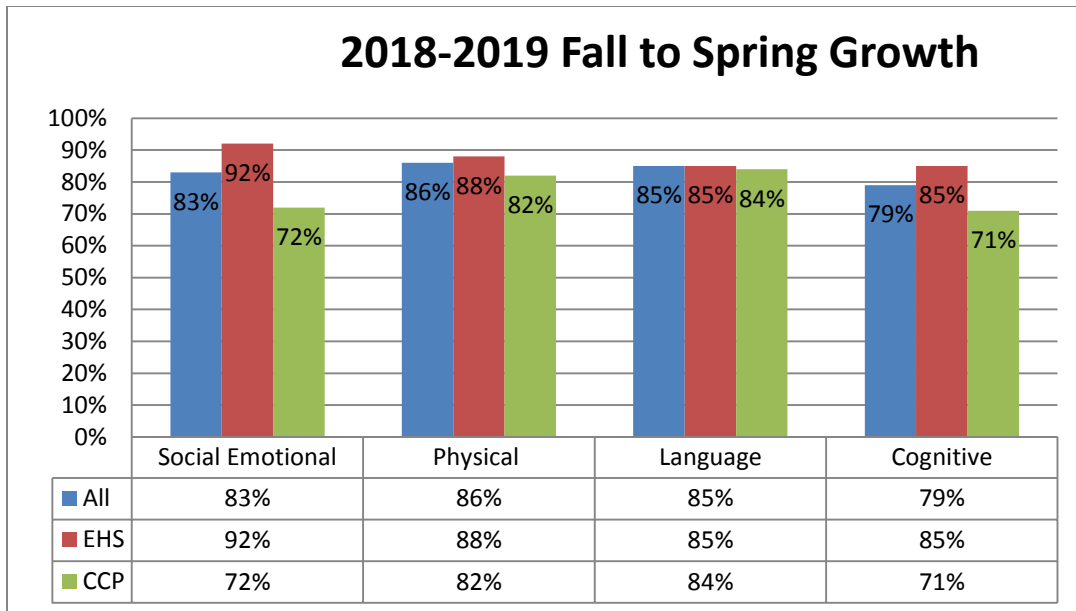


School Readiness Goals for EHS and CCP are measured through Teaching Strategies GOLD data which is collected via observing the child at play, exploring their environment, and through interactions with peers and adults. The following data shows the percentage of children meeting EHS School Readiness Goals 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
EHS	88%	96%	92%	97%	82%	90%	86%	94%	89%	96%
CCP	96%	96%	98%	97%	91%	92%	96%	95%	97%	96%

The 2018-2019 program year has shown children's progress in all developmental areas measured. The chart below outlines the total growth percentage for children in the Early Head Start and the Child Care Partnership program separately and together over three of the four reporting checkpoints.

2018-2019 Fall to Spring Growth



~Beth Prettyman, MSSL, Early Head Start Manager

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/Conscious Discipline parenting 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 March 29, 2019, 699 volunteers (parents and family members) have provided 49,887.75 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 2018, the theme was, Mental Health, featuring the Village Network staff members. A total of 221 children and parents/guardians attended this event throughout the 5 counties. The January 2019 theme was, "Literacy." A total of 156 children and parents/guardians attended this event throughout the 5 counties. In March 2019, 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 90 children and parent/guardians attended this event throughout the 5 counties, although Magnolia/New Martinsville has not held their FAN, as of April 3, 2019, due to a problem with the original location. They plan to reschedule this event once they secure a new location.

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.

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

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, 50 Head Start children (ages 3-5) have been identified to receive special education services from the county schools (Individualized Education Plan – IEP), 12 children receive services for speech (Speech Improvement Plans), while 34 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 16 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. 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, 22 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 19 children are receiving a combination of classroom support, home visits and counselling from the Village Network. These 19 include 15 Head Start children and 3 Early Head Start children.



~ Amanda Huntsman, Child Development/Disabilities Coordinator

Parent Testimonials

“The Head Start and staff has been amazing I couldn't have had better teachers or support. They have understood me working, going to school, moving and all things in life with the twins. Also they have helped them come a long way. They have brought my kids home with fun educational memories and they have been nothing but great. Thank you all!”

~ Stefany Williams

“I really appreciate everything you do for children. Justin loves going to school. It has changed my life and my son's life. Justin had the opportunity to go to school an extra year and he is showing that. He is so smart and loves learning new things. We can't wait to come back next year”. ~ Jamie Gant

“I love Head Start it has made a huge difference in my daughter's life. She has made friends and is not as shy now. When she first started I didn't think she was going to make it longer than the first week, but with a little coaching on my part and the teachers she now loves to go and play with her new friends”. ~ Hanna

“It gives me relief to know that a dedicated, caring, professional is sharing her knowledge to help Hannah. Courtney has been so amazing with Hannah. In the past two years, I've seen Hannah speak more clearly, learn to count, say her ABC's, but most of all she's come out of her shell! All of this is due to Courtney's dedication and hard work”.

~ Rhonda Stewart

“Head Start means a solid foundation of education for my kids. It helps my kids learn social skills and emotional self-regulation techniques. It is a great kick start to my kids' lives. It has given me the tools to continue my kids' education, social and emotional self-regulation development at home. I would not have these resources otherwise”.

~ Laurie Sweigart

“This is my fourth child in the program, so I have fully benefited from the Head Start/Early Head Start program. All my children are succeeding in an academic environment now, and I know that it stems from the earliest learning stage (that of the Head Start time). I also previously was going to become a Head Start Instructor because I love working with kids and the opportunity that that program provides to become one. I still want to further my education to become an educator, but for older children now. This was all inspired by the Head Start program”.

~ KaTeashia Dalton

“Head Start means a lot to me because it brought my first born daughter out of her shell. She was very shy girl and that changed the first day of preschool. She has discovered how much she enjoys school. My son was in the school last year and currently this year and is leaning a lot about social skills. My youngest daughter is in the Early Head Start program and is progressing rapidly. Head Start has changed my life because I never had the opportunity to attend preschool and my children are getting the early academic and social skills that were not provided for me.

Things I am unable to teach are being acquired by my children and that makes me happy”. ~ Jeff Sweigart

“Head Start means many things but for our family it's more of an opportunity to learn and get to watch our child discover new things. We bond on a newer level with our child. Since we started Head Start we've seen our child become more talkative and his imagination has grown. He loves when Ms. Courtney comes to play. Head Start has helped our family

further explore the mind of our child. His communication has increased as well he chats up a storm and even started to tell stories. We have got so much bonding time on a new level". ~ Kayla

"My child is the only child, so it helped me get her around children her age. I know she was lonely and know she has went to school and met kids that she talks about. It also helped me learn how to teach her things. How to get on a schedule and how to have a routine in our lives. Gives her something to look forward to". ~ Marie Brown

"My child will get to interact with other children her own age, while learning valuable social skills. She has her first chance to make friends that she will have for years. I also know that she is learning much more at school than I would be able to teach her on my own, and I am incredibly grateful. ? My daughter did not have very many other children her own age to play with. Working full time on closing shift made it difficult to plan any play dates with friends. I see a noticeable difference in my child since she started Head Start. She talks more, and is definitely able to understand more". ~Kristen Owen

"Head Start/Early Head Start has helped my daughter with her separation anxiety. The teachers are great and can help and listen to anything the child has to say. My daughter has come a long way since day one of Head Start". ~ Nikita Holt

"My oldest daughter gets started on her education earlier and it helps her socialize with other children. Which I feel is important to her development. Aubrey has learned her colors and some shapes. She is working on her speech and enunciates more difficult words. It means she will be prepared for the classroom. The home visits help to teach myself new strategies to help my children". ~ Katlyn Harris

"Reassurance that my child is on track with his development. Resources for any type of help that my family could need. Playtime for my child and a change of pace for the day. We love this program. We have met some amazing people through Head Start. We love the activities and our in-home worker. It gives my son someone else to play with and it gives me another adult to enjoy company with for an hour and a half. It has opened many resources that I was never aware of before. Thank you to everyone at Head Start"!

"Head Start means that you have almost a family. The parent educators are family to me and they have been here since my 6 year old was 6 months old and 2 more kids later they are still here. My life has been changed by Head Start because I have been opened up to a world of info. No matter what problem I am having with the kids I know that I can always get info". ~ Talesia Roberts

"It is a preview and preparation for kindergarten. Head Start gives education to children also health nutrition and physical activities that prepare them to succeed in school and life and everyday happenings. Head Start has improved our lives. Everyone there is wonderful and my daughter has learned so much and made friends. I am very impressed and extremely grateful. I believe she is ready and prepared to move on to kindergarten with confidence. Thankful to Pipinos and everyone there"!! ~ Mary Green

"Head Start means opportunity to us. An opportunity for our child to learn new things work on current knowledge to perfect it and to gain new friends. A place to take our child where they will be safe and cared for. Head Start has changed our life by socialization. Both as parents and our child has gained socialization skills by interaction of the kids and parents. Bringing up concerns and questions to the teacher became easy and it helped open up other parents to become involved".

"Early Head Start is a way for my child to gain the social skills and experience a scheduled environment to prepare for school. This is also a way to learn to share, participate in group learning and start his educational career. Early Head Start has helped my child learn to speak more clearly and engage in social interactions. He wants to go play with his friends and have books read to him. He is able to be more attentive when we are engaging in games, crafts or other family activities".

"Early learning, socializing and getting along with other children, learning to be without parents. To be honest it gives me a break and has helped me with basic learning skills. Hazel loves school and I enjoy watching her have fun while she is learning. She has learned to be more independent". ~ Paula Stapel

"Head Start is to help children in early intervention for children in their developmental needs. The program has helped Gracie with social and learning needs as well as working with the mother who needs to know what to do. The referrals help with Gracie's ability to learn and grow".

"Early Head Start means getting your kids prepared for regular school and helping them learn new things and be around other kids their age and make friends. Letting them meet new people. It has also helped with his behavior. I love seeing how excited he is to get on the bus and to go to school and see his friends and he loves his teachers. David has learned so much in such a short time. He has learned his colors, can count a little higher each day and says his ABC's. He actually sits down now when doing something and his manners have gotten so much better. He is actually talking a lot better and he learns something new every day".



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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 -- 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.)