



Northern Panhandle Head Start, Inc.

*Engaging Young Children and their Families
in a Comprehensive Early Childhood Development Program
Annual Administrative Report 2021-2022*

A Message from the Executive Director

Our main goal is to teach and prepare children for life-long learning, growth, and development while keeping our children and families safe and healthy so they can actively participate in activities and enjoy their learning experiences.

We have continued to support our staff in their growth and professional development, family engagement, along with strong community partnerships. Some of the trainings provided this year included Creative Curriculum, Conscious Discipline, Active Shooter, Active Supervision and Autism training. We also contracted with The Village Network for Mental Health support for the children/families and contracted with Brandon Williams for coaching and classroom support for our staff.

This year we continued to struggle to achieve full enrollment in our Head Start and Early Head Start programs, we are funded for 359 Head Start children and 140 Early Head Start children but have not reached full enrollment in Head Start this year. We were at full enrollment in the Early Head Start program until December 2021, since then we have not maintained full enrollment. We have maintained full enrollment in our Child Care Partnership program which provides services to 72 children. Our MIHOW/MIECHV program can serve up to 40 families in Ohio County.

We have found it difficult to hire and retain qualified staff. We have needed approximately 44 staff on average all year. The open positions range from all areas of the program, Teachers, Teacher Assistants, Bus Drivers, Kitchen Aides, Social Service staff and Central Office staff. Many of our staff are doing multiple jobs daily. Our Board has directed us to give every staff member an additional increase in pay for every hour worked. This increase will continue while funding permits. We have been informed that the agency will receive additional COLA and Quality Improvement funds that will be rolled into our current continuation grant. We plan to utilize all these funds to increase salaries and pay the additional fringe benefits associated with the increases, thus allowing the increases to be added to our base pay.

Thank you to our staff and parents for having patience while we navigated through another difficult year. Staff have continued to rise to the challenge and have provided the needed support to the children and families that we serve.

On behalf of the Board of Directors, Policy Council, and staff of Northern Panhandle Head Start, it is an honor to serve the children and families of the northern panhandle communities.

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

Community Assessment Summary

NPHS is funded to serve 611 children throughout Hancock, Brooke, Ohio, Marshall, and Wetzel counties in West Virginia. NPHS provides Early Head Start, Head Start, Child Care Partnership and Home Visiting services through MIHOW & MIECHV. An annual Community Assessment is compiled and updated yearly with an in-depth assessment taking place every 5 years.

This report shows that all five counties have seen a steady decrease in the population. The state of West Virginia continues to have the highest drug overdose rate in the nation. Four of the five counties NPHS serves are considered High Intensity Drug Trafficking Areas. The Northern Panhandle which consists of all five of the counties NPHS serves has the highest NAS rate in the state. Parental Substance Abuse is the leading cause of children being removed from their homes and placed in Foster Care. The agency has seen a slight increase in the number of Child Abuse & Neglect Reports with the state lifting stay at home orders which allowed children to return to classrooms.

The number of children estimated to be eligible for our services has declined in all five counties. This estimate considers the number of live births in each county which has dropped in three of the five counties as well as the current child poverty rate which has also declined in three of the five counties. Unemployment rates in each of the five counties is lower than reported the previous year. One of the five counties reported an unemployment rate that is higher than the statewide average of 3.7%. The state has also seen a decrease in the number of children who are experiencing homelessness.

Health outcomes for the state of West Virginia continue to be poor with the state holding the second highest rate of obesity in the nation. Along with the highest rates of hypertension, diabetes, and depression. The agency has a contract with the Village Network to provide Mental Health Services to the children and families enrolled in our program. Two local hospitals have implemented Mental Health Services to help fill the gap in our area. WV Birth to Three and the local LEAs provide services to the children with identified disabilities. The agency has partnerships throughout all five counties with the local county school boards and provide services to families through collaborative classrooms. As well as partnerships with four local daycares located in three of the five counties.

West Virginia was named a high-risk state during the COVID-19 pandemic due to the overall poor health outcomes and ageing population of the state. COVID-19 vaccines are now readily available to all citizens ages 5 and older, with booster shots recommended for residents ages 12 and older.

*~Community Assessment data compiled by
Ashley Benson, Administrative Assistant
The full Community Assessment can be provided by request*

Program Information Report Outcomes for 2020-2021

(Information compiled from the most recent PIR 2020-2021 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 418 children enrolled in Head Start during 2020-21, 81% were up to date on a schedule of preventative and primary health care, 94% up to date on all immunizations and 83% completed a professional dental examination.

Of the 205 children enrolled in Early Head Start for the same period, 76% of the children enrolled were up to date on a schedule of preventative and primary health care and 96% up to date on all immunizations.

Of the 88 children enrolled in the Child Care Partnership for the same period, 76% of the children enrolled were up to date on a schedule of preventative and primary health care and 96% up to date on all immunizations.

Of the children enrolled in Head Start, 10.3% had an Individualized Education Plan (IEP) while 26.3% of the children enrolled in Early Head Start had an Individualized Family Service Plan (IFSP). 20.5% of the children enrolled in the Child Care Partnership had an Individualized Family Service Plan (IFSP).

Enrollment ~

Grantees are required to report the total number of children and pregnant women served during each operating month via the Head Start Enterprise System. During the cumulative enrollment period July

2020 – June 2021: Early Head Start Reported 100% full enrollment each month while Head Start did not meet full enrollment for any month during the same period. COVID – 19 directly impacted participation in the Head Start program during the program year. CCP reported 100% full enrollment during the same operating period.

Of the 418 children enrolled in Head Start during 2020-21, enrollment eligibility types were 5% enrolled based on public assistance, 65% were enrolled based on 100% federal poverty guidelines or below, 9% were over-income, 6% were enrolled based on foster care with 9% based on homelessness, and 6% were enrolled based on incomes between 101% & 130% of the federal poverty guidelines.

Of the 205 children and 18 pregnant women enrolled in Early Head Start during the same period, 5% were enrolled based on receipt of public assistance, 59% at or below 100% of the federal poverty guidelines and 7% were enrolled based on foster care eligibility with 21% based on homelessness, 2% based on over-income eligibility, and 5% were enrolled based on incomes between 101% & 130% of the federal poverty guidelines.

Of the 88 children enrolled in the Child Care Partnership during 2020-21, enrollment eligibility types were 6% enrolled based on public assistance, 47% were enrolled based on 100% federal poverty guidelines or below, 8% were over-income, 12% were enrolled based on foster care with 7% based on homelessness, and 20% were enrolled based on incomes between 101% & 130% of the federal poverty guidelines.

Annual Budget ~

The Head Start and Early Head Start program received \$6,891,316 to provide services for pregnant women and children ages birth to 5 during the operating period of July 1, 2021 – June 30, 2022. The non-federal share (or local in-kind match) was \$1,702,332. Maternal Infant Health Outreach Worker (MIHOW) program (Ohio County) received \$68,000 to operate during the same period. Maternal, Infant Early Childhood Home Visiting (MIECHV) program received \$100,000. The Child Care Partnership received \$1,380,309 for the period of July 1, 2021 – June

30, 2022. The non-federal share (or local in-kind match) was \$341,008.

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 Early Head Start Programs. The most recent monitoring review was conducted the week of April 19, 2021. We received the results of the review on June 4, 2021. The reviewer concluded that we complied in all areas.

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 February 24, 2022, 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, 2021.

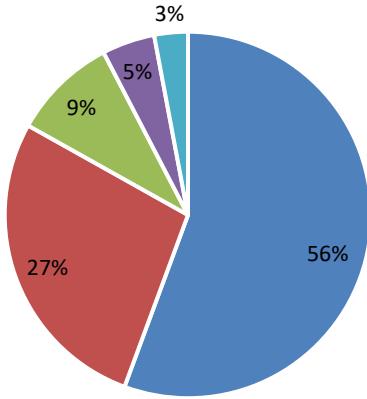
The audit included the following statement of activities for Fiscal Year ending June 30, 2021:

<u>REVENUE</u>	
Federal Assistance	\$8,684,702
USDA Meal Reimbursement	91,355
MIHOW Grant	68,000
MIECHV Grant	69,552
Fee for Service income	205,696
Food Basket donations	5,440
Other Income and refunds	3,649
Investment income	10,041
Interest income	64
In-kind revenue	<u>669,632</u>
Total Revenue	\$9,808,131
<u>EXPENSES</u>	
Program	\$7,728,538
Administration	<u>894,624</u>
Total Expenses	\$8,623,162

~ fiscal data compiled by
Cathy Williams, Executive Director

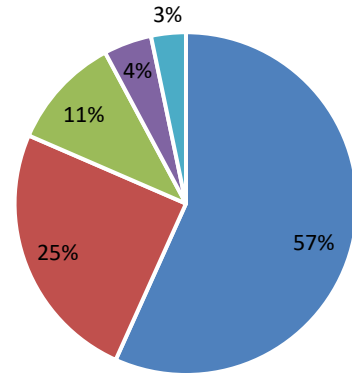
Approved Budget Heat Start & Early Head Start 7/1/2021 - 6/30/2022

- Personnel
- Fringe Benefits
- Other
- Contractual
- Supplies



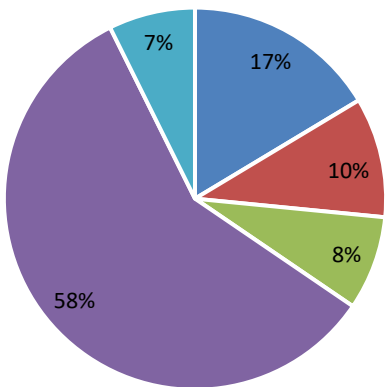
Projected Budget Head Start & Early Head Start 7/1/2022 - 6/30/2023

- Personnel
- Fringe Benefits
- Other
- Contractual
- Supplies



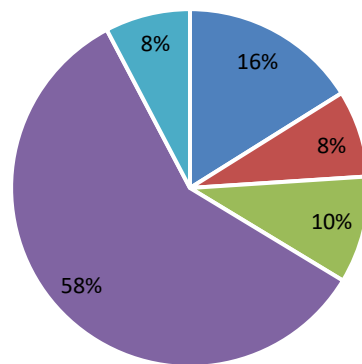
Approved Budget Child Care Partnerships 7/01/2021 - 6/30/2022

- Personnel
- Fringe Benefits
- Other
- Contractual
- Supplies



Projected Budget Child Care Partnerships 7/1/2022 - 6/30/2023

- Personnel
- Fringe Benefits
- Other
- Contractual
- Supplies



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 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 2021-2022.

Domain	Fall Scores	Winter Scores	% of Gain
Math/Science	1.7	2.4	39.25%
Social/Emotional	2.5	3.1	24.80%
Language/Literacy	2.0	2.6	28.90%
Physical Health & Dev.	2.3	2.8	20.75%
Approaches to Learning	2.0	2.7	32.03%

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

Children in Homeless Situations: Fall- 2.0, Winter- 2.7, Gain of 29.30%; Children in Foster Care: Fall- 1.8, Winter- 2.3, Gain of 38.06%, Children with an IEP: Fall- 2.1, Winter- 2.5, Gain of 19.84%

*Due to the COVID-19, the winter to spring ELRS data were not completed in time for this report. The checkpoint was delayed until late May 2022.

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

NPBS SCORES IN THE FALL OF 2021-2022 (Rating 1-7) *			
	Emotional Support	Classroom Organization	Instructional Support
NPBS & Collaborative Classrooms	5.77	5.65	3.14
*The spring CLASS observations for 2021-2022 are still happening so the scores are not included in this report. The initial fall scores and all but 3 collaborative scores are included in this report. We are under the national average in Emotional Support. We are just under the national average for classroom organization. We were higher in Instructional Support.			
NATIONAL SCORES AT THE END OF 2020 (RATING 1-7)			
	Emotional Support	Classroom Organization	Instructional Support
NATIONAL SCORES	6.03	5.78	2.94
*National Averages for 2021 are not posted for view. These are the averages for 2020.			

Amber Boring, Education & Training Manager

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 to children and families.

During the 2021-2022 school year EHS has enrolled thirteen prenatal mothers. Currently, four of the prenatal mothers are currently pregnant and eight of those newborns have remained enrolled in the EHS program this year. One of the thirteen either withdrew before the child was born or right after delivery.

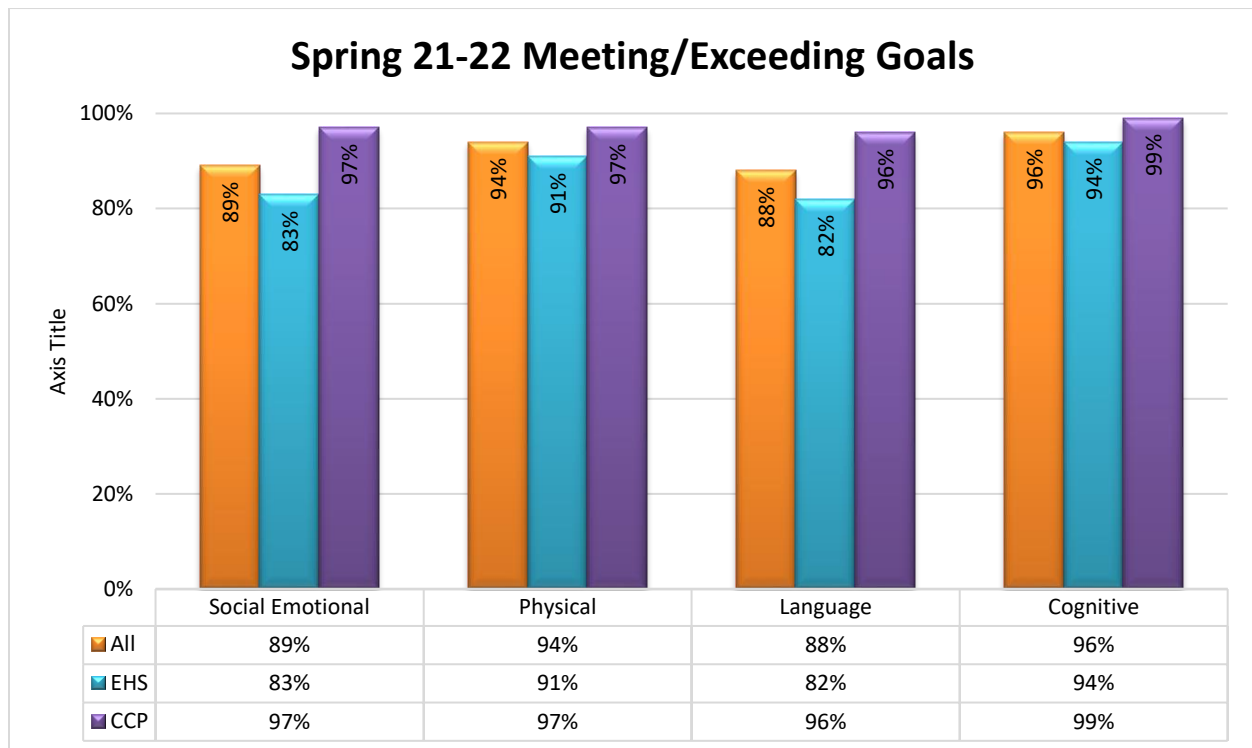
The Early Head Start-Child Care Partnership Program provides Early Head Start services to families attending child care centers. NPBS collaborates with four child care centers in the northern panhandle. Our current partners include The Children's Academy LLC in Hancock County, Little Bear of Weirton in Brooke County, Glen Dale Child Development Center, and Higher Hills Children's Center in Marshall County. There have been 58 child care teachers who have completed the CDA or ACDS program since July 1, 2015. Through the EHS-CCP program we have steadily maintained an average of 75% 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 Winter and Spring.

SRG Domains	Social & Emotional		Cognition & General Knowledge		Language & Literacy		Physical Health & Development		Approaches to Learning	
	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring
EHS	86%	90%	86%	95%	79%	84%	88%	91%	84%	94%
CCP	95%	99%	95%	98%	89%	95%	92%	98%	95%	98%

The 2021-2022 program year has shown an overall increase in most developmental areas measured since the Winter checkpoint. The chart below outlines the percentage of children in Early Head Start and the Child Care Partnership that are meeting or exceeding age-appropriate developmental goals for the current Spring checkpoint.



~Beth Prettyman, MSSL, Early Head Start 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, 37 Head Start children (ages 3-5) have been identified to receive special education services from the county schools (Individualized Education Plan – IEP), while 29 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 15 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, 14 children have been referred for individualized mental health support through the Village Network program. When a family with multiple children is referred, all the children receive support and benefit from the strategies provided. Currently 10 children are receiving a combination of classroom support, home visits and counselling from the Village Network. These 10 include 9 Head Start children, 1 Early Head Start child and 0 Child Care Partnership children.



~ Amanda Ames, Child Development/Disabilities Coordinator

Family and Community Engagement

Family Involvement: Parent Meetings and Trainings have returned to in person while the agency still provides the virtual option for those families who are still not comfortable. Parents participate in monthly parent meetings to discuss classroom activities, offer suggestions to enhance the program, as well as to socialize with one another.

NPHS 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 April 21, 2022, 518 volunteers (parents, family members and community members) have provided 35,214.70 hours collectively! These totals equal \$916,643.16! These volunteers have participated in Policy Council, parent meetings, completion of daily activity sheets, to name a few things.

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 making cards for the residents, the collection of pop tabs for the Ronald McDonald House, and community clean-up projects.

~ Katie Livingston, Family & Community Partnerships Manager

Hello, my name is, Maria Reinauer this is my story.

My name is Maria Reinauer. I grew up on Wheeling Island and now live on a 130-acre farm in Valley Grove with my partner of 17 years. When I am not working on the farm, I love to spend time with family and friends. I love watching the Pittsburgh Penguins and my alma mater WVU!

My passion has always been working with children. While in college, I did my volunteer hours at a few daycare centers as well as a Head Start center and I knew then that this is the career I would truly love. After I graduated, I became a Nanny for a few years. I came to learn about Northern Panhandle Head Start through a neighbor of mine as well as a college roommate who both worked here. I applied to be an Infant & Toddler Teacher.

I started my career with Northern Panhandle Head Start in 2012. I was offered the teaching job in a Brooke County Pre-K classroom. I thought I could get my foot in the door and then eventually transfer to become an Infant & Toddler Teacher. My first year was very scary as I came from only managing two children to now having a classroom of 17. However, the support from my co-teacher, Healthy Child and the Child Development Coordinator truly made the difference for me. I knew at the end of my first year that I was where I wanted to be.

I have been a teacher at NPHS for 10 years now. I have spent a few years in the Brooke County Pre-K and then went to a 3-5 year old classroom in Ohio County at North Park. After spending a few years at North Park, I moved to Orchard Park's Pre-K. I have been at Orchard Park for a few years now and I absolutely love what I do in the classroom with the children every day!



~ Maria Reinauer, Orchard Park 1 Teacher

Parent Testimonials

Head Start means a lot to me. I feel it is a safe place for my child to reach her milestones. To prepare for kindergarten readiness. To make friends and have routines. It has changed my child's life. She loves to go to the center. She has made new friends. Has learned a lot of things to help her with transitioning into kindergarten. She has learned to be away from home and family. Head Start provided I-pads to continue her education. Had team meetings with activities and was able to keep in touch with the teacher and classmates. Also, activities were dropped off at home so we could work together. All this helped my child to continue in the right path to reach her milestones for her age. ~ Melinda Beegle

It means a lot to me to know that our son has a good safe place to go and interact with other kids. It helped our son properly hold his pencil. ~ Laura Weber

Promise has changed a lot since going to Northern Panhandle. The progress she has made since working with Ms. Maria and Ms. Becca is amazing. Promise was such a hard shell to crack, and Ms. Maria and Ms. Becca did just that. That is how Northern Panhandle changed my life. They were wonderful, understanding, caring and thoughtful. My husband and I have four kids, so when our oldest daughter caught COVID then it was our son. Promise did not show any signs of COVID in fact no symptoms of anything. We were going to send her to school, and Ms. Maria contacted us to let us know Promise had to be tested before returning. We do not have transportation, so we couldn't get her to be tested. At the time we did not have any money to buy a test. Ms. Reba and Ms. Maria had got one for Promise. Ms. Maria dropped it off and the test was positive. She had COVID, so we would not have known Promise was sick with COVID if it wasn't for Ms. Maria. She would have went to school and spread it around. So, thank you so much.

To our family this means your helping my child grow. The teacher we have is the best. She does above and beyond for her kiddos. A big thank you to her that my child learns more. It's taught us to pace yourself, keep working and never give up each child will adapt. ~ Natasha Colebank

Head Start for me meant my child could use it to his advantage and get a little jump ahead on interacting with other children his age. It's showed me how much my child could learn even from other children his age and how he gets excited to go see his friends and come home and explain what he did that day. ~ Harley Cook

It means a chance for Judiana to learn and thrive early, helping her in her weak areas early preparing her for kindergarten so she does not struggle later on in school. It has helped with balancing time with her and her baby brother. She is doing better with speaking and sharing at home. Her potty training has got better at home. She is more calm and relaxed after school. She enjoys her friends and teachers at school and riding the bus. ~ Caitlin Rogers

Head Start means expanding your knowledge, learning communication, learning to socialize, and meeting friends. It also means to use fun and activities as well as change scenery, and while in class mom gets a break and catch up on housework and any important things. Lynnzie has become ecstatic about her friends and looks forward to class every day. Lynnzie has learned things I struggled teaching her. She has values and more respect as well as vocabulary.

Head Start is a great way to jump start my child's education. She wants to go to school daily and gets upset when there isn't class that day. Head Start has implemented a steady routine into our lives, which my child loves. It's a fun way for her to learn. Head Start has helped us in many ways. My child was able to receive child interactions daily instead of being stuck in the house day after day. She has been able to receive a quality education and make friends. ~ Charlianne Leighton

It means that my son is getting the extra help that he needs to go farther in life. He's getting help with his communication needs and his sensory needs. It has opened my eyes to see there is other/more help out there then besides me for my boys! ~ Ashley Greathouse

It gives children the opportunity to start early learning skills and develop vocabulary and build friendships. It gives me time to get stuff done and I know my child is in a safe environment with good people. ~ April Baxter & Brandon Lawson

Head Start personally means receiving assistance to provide my children with the best education/care in the valley. I'm very fortunate to find a center I can trust and has become more like family instead of child care providers. Head Start allows my children to attend daycare at Glen Dale Child Development Center 3-5 days a week. They are able to advance their education through the Head Start program with all the appropriate resources provided. Head Start has allowed me to be able to put my children in a safe environment because of all the precautionary measures this program and daycare facility provided while allowing me to continue my career.

Being a single mom, they have blessed me with daycare cost. Without the help it would have been nearly impossible. I am forever grateful! Also, Stephanie has been nothing but kind and always willing to work around my schedule. She also has helped with a good bit of resources.

Helping my children learn more on an all-day basis and getting time with kids her age. It's helped my daughter focus more also helps with my work schedule. ~ Jazmin Truex

It's there to help my child grow and learn new things. It helps Emma learn and use her brain a little, use her hands and gets her ready for school. It's nice that they come to the house and get to know the family and socialize with them. You get to know the child better.

I have been a parent in Early Head Start for a few years and am thankful that there is a program that helps me educate my young child and prepare them for school. Early Head Start has given me the opportunity to find fun engaging ways to spend time and complete activities with my child providing bonding time. Early Head Start has been able to give my family activities to keep my child busy from the boredom at home. Early Head Start has still been able to find ways to offer service to my child by keeping them safe through packet drop off.

It means a lot to my family. I think more people should sign their kids up for it. You help so much not only for my kids but myself. This program has helped my little girl so much and all my boys when they were in it. My daughter is 2 and loves working on math, colors, and counting she is learning so much and we love Miss Ashley. We will miss her when we move. We look forward to our visit every week it gives my daughter something to look forward to. She loves Miss Ashley and is always happy when I say she is coming today. ~ Maryia Shafer

Great way for a early start for kids. ~ Deb Gough

Head Start to us means a safe place to send our children to learn and grow. Head Start has given the children a safe structured environment to learn and make friends. ~ Willinda & Willda Greathouse

It means getting to see Xander learn and develop while getting to spend time with other children his age. He loves getting up every day knowing that he is going to school and that he is going to be spending time with other kids and having fun. It has been impressive seeing the changes in Xander. Watching him become a little more aware and a little more knowledgeable and mindful. The time he spends at school also makes it easier to do certain tasks and lets me be a little more productive. The pandemic was really hard for Xander. He loves being around people, but the pandemic took that away from him until he got to go to school. Head Start has definitely made him a lot happier during the pandemic. ~ Harmonica Adams

Everything! We were lost until we met the wonderful teachers and staff at NPHS! The teachers that have helped our sons, Axel and Abel, grow and learn are such a blessing. Ms. Robyn and Ms. Mel have gone above and beyond to make sure the twins are getting what they need. They are always in constant communication throughout the day. Our boys have grown and accomplished so much and have come a long way because of their caring and dedication to help them succeed. ~ Katie Hobbs & Zack Smith

It means never having to worry that my daughter doesn't have the essential things she needs. It means knowing I have support should I ever need it. It has helped to alleviate several financial burdens, thus allowing me to lighten my stress and be a better parent to my daughters. During a very financially and emotionally stressful time, Head Start has provided support to help ease the stress. ~ Veda O'Neil

To me, it means my boys get more than just daycare while I am at work. Not only do they get to interact with other children they get to learn new things also. It has made life a little easier as a single mom. Less worry about missing work due to lack of childcare. It also helps my boys learn new things and an early experience of socialization with other their age. It has allowed me to continue working in order to support my family. The care my boys receive from this center gives me piece of mind while they are there, I feel they are in good hands. ~ Samantha Fordyce

It means allowing us to give our daughter a great start in her life early on by assisting us with the program when needed the most. It has helped us out financially when my husband lost his job and allowed us to still be able to send Evelyn to daycare on a regular basis. We appreciate it more than anyone could ever know. Head Start is a wonderful program!

What Head Start means to me is that Memphis gets to work with her teacher and other kids learning more and more every day.

It's a great program to be in. Now that Memphis has childcare it has helped me have time to go to my Spokes class and start looking for jobs to support my child. Also, I feel like Memphis is understanding more things from being in the program. ~ Destiny Lindsay

It means to me that my children will be able to get a head start on things before they start school. It's helped Jazmyn a lot! Lexi loves learning like her sister does. It's changed my life because both girls have learned so much. The continue to learn more and more each day. ~ Katrina Douglass

It has been a life saver for me. I was completely alone and scared before finding this program. It has taught me a lot about being a parent and given me someone I can trust and talk to. It has shown me that there are people who care. It provided me with information and provided companionship. ~ Christina Wiethe

Chance for both my boys to meet kids their age. Also gets them both used to being in a school environment. It also helps them learn new things, instead of just being home playing with toys. During COVID there isn't much for me to be able to take my boys to do other than the park but going to the park no kids would even play with my kids. Early Head Start gets them around kids their age 5 days a week and it's helping them both so much. ~ Monica Moraski

We're grateful for the program and all it entails. It has enhanced our child care experience. By providing essentials during. Child care has helped tremendously on a financial aspect. ~ Nicolette Bonds



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Administrative Assistant



“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 – 359 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

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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.)