



*Northern Panhandle Head Start, Inc.*

*Engaging Young Children and their Families  
in a Comprehensive Early Childhood Development Program  
Annual Administrative Report 2016-2017*

## *A Message from the Executive Director*

Once again it is a pleasure to share our program overview for this current year. Our vision statement "Building Foundations for Life-long Growth and Development" helps each of us to focus on our overarching program goal and we are excited to share with you a preview of another successful year of services provided to our little ones! 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. These experiences relate directly to the agency's infant/toddler and preschooler school readiness goals and build on the Head Start Early Learning Outcomes Framework.

As we conclude Year 3 of this 5 year grant project period, we are acutely aware of the quality of services expected of us based on the outcomes of two quality assurance reviews. The fiscal integrity of our program was acknowledged with a (clean) annual fiscal audit conducted by a local accounting firm. We were also in compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations through the Aligned Monitoring System specific to the Classroom Observation Assessment Scoring System. This system measures the interaction between teachers and students in the domains of Emotional Support, Classroom Organization and Instructional Support. Our agency has updated and revised policies and procedures for the implementation of the updated Program Performance Standards.

The agency will be concluding 2 ½ years of our Child Care Partnerships Five-Year Grant Project. This new partnership allows us to serve an additional 72 children under the age of three at five independent child care businesses located in Hancock, Brooke, Ohio and Marshall Counties. This partnership allowed for professional resource sharing, upgrades of child care classrooms/facilities/playgrounds, as well as facilitating and supporting teachers through trainings and enhanced learning materials. We have assisted in the credentialing of 18 child care staff and we are currently working with an additional 21 staff to obtain their Child Development Associates credential.

We will be concluding fifteen months of our Maternal Infant Early Childhood Home Visitation Program (MIECHV) which provides additional training and support to the MIHOW (Ohio County) families that we serve. A new pantry has been opened to provide emergency food, diapers, wipes, clothing and other essential items.

Two of our classrooms participated in the Family and Child Experiences Survey (FACES). This study presents information about changes in Head Start classroom quality and some teacher characteristics over time. We will also be participating in the Study of Nutrition and Activity in Child Care Settings (SNACS) during the month of May. This study is being conducted by The U.S. Department of Agriculture. The study will examine the important influence of nutrition and activity in child care.

The cornerstones of the Head Start Early Learning Outcomes Framework are staff development, child development, family development and community building with the ultimate goal of children's competence. Our management systems will continue to provide support to staff, create 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 as the relationships they have established with families, the partnerships forged in the community to support families and the attainment of school readiness goals.

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

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

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## *Father Advocate*

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

As the Father Advocate, I am responsible for conducting regular home visits with fathers that have shown particular interest, or need extra support and I assist them with finding a job and/or acquiring higher education. I am also available to help fathers with resume writing, job skills, interview tips, etc...

I have organized four Father Events this year: A Chicken and Burger Night and three Father Networking Group meetings. I am planning future Father Events for the upcoming months. Another part of my role as Father Advocate is teaching the Inside Out Dad curriculum with inmates in the Northern Regional Jail. I have enjoyed working with the fathers in NPFS!



*~ Keith Miller, Father Advocate*



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## *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 into 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.

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



## Program Information Report Outcomes for 2015-2016

(Information compiled from the most recent PIR 2015-2016 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 491 children enrolled in Head Start during 2015-16, 80.4% were up to date on a schedule of preventative and primary health care and 70.6% completed a professional dental examination.

Of the 189 children enrolled in Early Head Start for the same period, 90.4% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the 84 children enrolled in the Child Care Partnership for the same period, 78.5% of the children enrolled were up to date on a schedule of preventative and primary health care.

Of the children enrolled in Head Start, 13.6% had an Individualized Education Plan (IEP) while 26.9% of the children enrolled in Early Head Start had an Individualized Family Service Plan (IFSP). 10.7% 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 2015 - June 2016 for Head Start and Early Head Start was 100%, respectively.

Of the 491 children enrolled in Head Start during 2015-16, enrollment eligibility types were 9% enrolled based on public assistance, 58% were enrolled based on 100% federal poverty guidelines or below, 8% were over-income, 6.7% were enrolled based on foster care with 10% based on homelessness, and 7.5% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

Of the 189 children and 13 pregnant women enrolled in Early Head Start during the same period, 12% were enrolled based on receipt of public assistance, 61.8% at or below 100% of the federal poverty guidelines and 3.4% were enrolled based on foster care eligibility with 14% based on homelessness, 4% based on over-income eligibility, and 4% were enrolled

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

Of the 84 children enrolled in the Child Care Partnership during 2015-16, enrollment eligibility types were 6% enrolled based on public assistance, 64.2% were enrolled based on 100% federal poverty guidelines or below, 4.7% were over-income, 8.3% were enrolled based on foster care with 8.3% based on homelessness, and 8.3% were enrolled based on incomes between 100% & 130% of the federal poverty guidelines.

### Annual Budget ~

The Head Start and Early Head Start program received \$5,410,140 to provide services for pregnant women and children ages birth to 5 during the operating period of July 1, 2016 - June 30, 2017. The non-federal share (or local in-kind match) was \$1,352,536. 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 \$58,000. The Child Care Partnership received \$1,237,597 for the period of July 1, 2016 - June 30, 2017.

### 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.

### 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 March 15, 2017 stated that there were no findings related to the financial statements or material weakness/significant deficiencies in the financial statements or Federal awards for the fiscal year ending June 30, 2016.

The audit included the following statement of activities for Fiscal Year ending June 30, 2016:

#### REVENUE

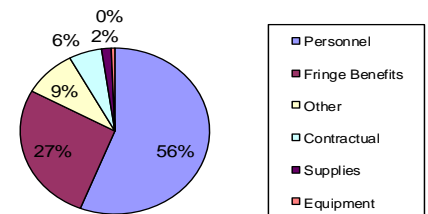
Federal Assistance	\$6,502,946
MIHOW Grant	64,437
E-Rate	5,132
Private Grants & Contracts	17,419
Interest & Dividends	1,450
Pre-K collaborative contracts	174,169
Unrealized gain on Invest	(356)
Gain (Loss) Sale of Furniture	805
Food Basket donations	2,840
USDA Meal Reimbursement	149,722
In-kind revenue	<u>895,689</u>
Total Revenue	\$7,814,253

#### EXPENSES

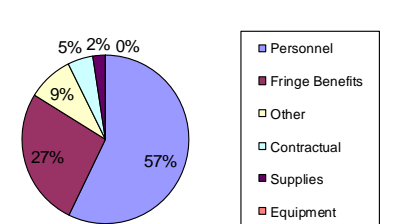
Program	\$7,045,712
Administration	<u>722,381</u>
Total Expenses	\$7,768,093

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

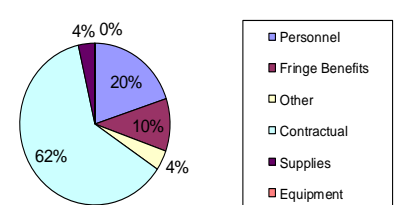
#### Approved Budget Head Start and Early Head Start 7/1/16 - 6/30/17



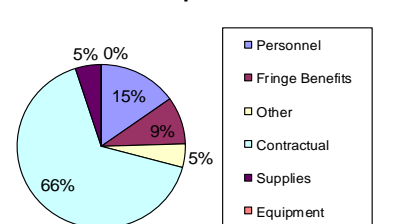
#### Projected Budget Head Start and Early Head Start 7/1/17 - 6/30/18



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



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



# 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. NPBS established 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.

**Head Start Child Development Outcomes** (serving children ages 3-5) are based on the results 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 results of the ELRS identifies where the program needs improvement, such as training, materials, and mentoring in order to provide a quality education for all children.

Chart shows children's progress and % of gain in developmental domains from fall to winter 2016-2017.

<b>DOMAINS</b>	<b>% of gain from Fall to Winter</b>
Math/Science-Cognition	56.55
Social-Emotional	39.58
Language/Literacy	60.31
Physical Health and Development	55.71
Approaches to Learning (Cognition & SE)	48.06

**Classroom Assessment Scoring System (CLASS)** measures the interactions between teachers and students in the domains of Emotional Support, Classroom Organization, and Instructional Support. The Federal Review Team observed classrooms the week of March 13 and below are the results.

CLASS Scores 2016 - 2017 (Scores range from 1-7)			
	Emotional Support	Classroom Organization	Instructional Support
NPHS Averages including Collaborative Pre-K Classrooms	6.1667	5.7716	2.9383

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

***"It means a solid early foundation for all three of my children to build their success! I've had an amazing experience with the program and do not know what I would've done without them!"***  
~ Charnell Mitchell

**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 2016-2017 School Year EHS enrolled 9 prenatal moms. Of the 9 enrolled 7 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.

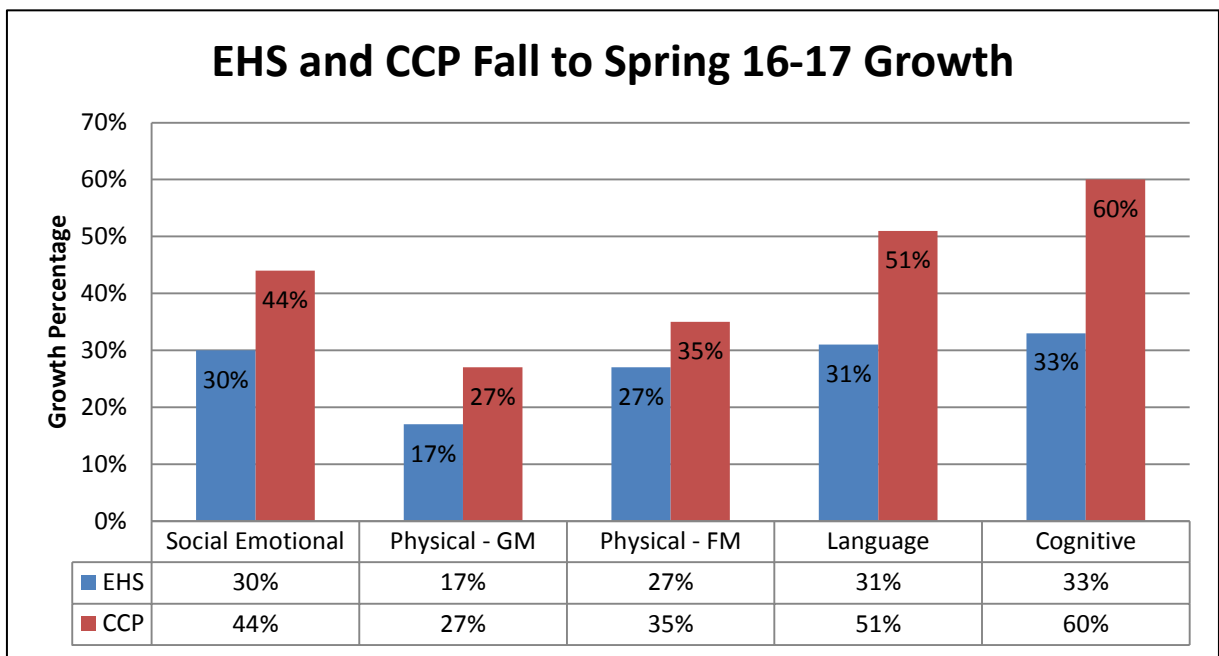
The Early Head Start-Child Care Partnership Program provides Early Head Start services to families attending child care centers. NPBS collaborates with five child care centers in the northern panhandle. Our current partners include Children's Academy LLC in Hancock County, Little Bear of Weirton in Brooke County, Noah's Ark School in Ohio County, Glen Dale Child Development Center and Marshall County Day Care Center in Marshall County. There was a change in the facility at Noah's Ark, we did collaborate with the Wheeling Park High School site but that was closed on October 30<sup>th</sup> due to low enrollment numbers and we continued the partnership with their Wheeling Island site. The EHS-CCP program has assisted in the credentialing of 36 child care staff and we are currently working with an additional 16 staff in various stages of their Child Development Associates credential. Through the EHS-CCP program we have steadily maintained 75% child care subsidy funding for the 72 enrolled children.



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

SRG Domains	Social & Emotional		Cognition & General Knowledge		Language & Literacy		Physical Health & Development		Approaches to Learning	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
EHS	92%	95%	96%	97%	87%	93%	94%	96%	94%	95%
CCP	85%	93%	88%	97%	81%	93%	86%	94%	84%	94%

The 2016-2017 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

***“It has changed my life, because now I am more open to being involved. I love to see my daughter succeed and to get to see her do that in Early Head Start has made me want to be more involved”.***  
 ~ Seth Guillie

## Health and Nutrition Services



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

The health protocol utilized by Northern Panhandle Head Start requires each child to establish a medical and dental home, stay up-to-date on all required health needs such as yearly physical exams, immunizations, as well as hemoglobin and lead testing, and attend twice-yearly dental exams. In addition, heights, weights, and hearing and vision screenings are completed by staff at certain intervals throughout the school year. Teaching parents and guardians to be advocates for their children is the key to each child's successful growth and development. Each family may face their own unique challenges but NPHS works diligently to bridge this gap by providing continual support and improving health education and communication strategies.

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

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

~ Cindy Yahn, LPN, Early Head Start Nurse



# Family and Community Engagement

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

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, Homelessness, Foster Care, 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 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 5, 2017, 827 volunteers (parents and family members) have provided 49,156.00 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, 620 children and their family members have participated (inclusive of 3 events.) In October 2016, the theme was, Mental Health, featuring the Village Network staff members. The January 2017 theme was, "Literacy." In March 2017 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.

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

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

**"Head Start has allowed me to be able to attend college so I could continue to pursue my career dreams and goals. Thank you!" ~ Juanita Burress**

## 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, 56 Head Start children (ages 3-5) have been identified to receive special education services from the county schools (Individualized Education Plan – IEP) while 31 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 13 children enrolled in our Child Care Partnerships programs who are receiving services from West Virginia Birth to Three as well.



Mental health support for children and families is a passion for this program. The Disabilities Manager has had the opportunity to be part of the creation and Advisory Board for the West Virginia Infant and Toddler Mental Health Association. The goal of this association is to build the skills of the professionals working with young children and their caregivers and to place a focus on the critical period of development of social-emotional skills. NPHS's mental health component is also supported through a partnership with the Village Network who offers individualized support for children and their families and facilitates referrals for outside mental health services when needed. Currently, 14 total families 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. These 14 referred families include 7 Head Start children and 7 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 4 counties and all of our Child Care Partners. Conscious Discipline is a comprehensive social-emotional curriculum that has an incredible impact on the culture of the classroom and the skills of the children and adults. The strategies in this program help parents and teachers create meaningful bonds with children. We have also trained parents on specific strategies during one-on-one Family Support Committee meetings, parent meetings and at Family Activity Nights in several counties.



### *Positive and engaging collaborations*

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

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

## Human Resources and Professional Development

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

- Head Start teachers meet the National Head Start Standards of 50% with bachelor degrees in Early Childhood Education or comparable degrees. The remaining 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 of 2015. An additional 4 individuals completed the program in 2016 while 2 are currently in training. We continue to encourage parents to apply for this program.

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

# *Hello my name is Bruce Schultz, this is my story.*

Hello! I'm Bruce and I am a chocoholic! Seriously, my name is Bruce Wayne Schultz Sr. and believe it or not I was named after Batman (Bruce Wayne). Out of High School in 1974 I served four years in the Air Force as Security Police. I was stationed in Alaska for two years and in Indiana for the other two years.

I have been married for longer than I have been single (43 years). I have two natural children one boy and one girl. I also have a foster daughter. I have nine grandchildren and three great grandchildren. I have always loved woodworking, camping and just being outdoors.

In March of 2017 I celebrated over 18 years with Head Start. After being discharged from the Military I took a job at a cabinet shop where I was employed for 17 years. After the cabinet shop was sold and I was let go I took a dish washing job at Wheeling Jesuit University.

My grandson Brian was enrolled in the Ritchie Elementary Head Start program at the time. My grandson's bus driver an employee of NPHS approached me and asked if I would possibly be interested in driving a school bus and well the rest is history. I enrolled in the NPHS CDL training program and 18 years later here I am!

At the start of the NPHS 2016-2017 program year I accepted a position as the Maintenance Coordinator on top of continuing to drive a bus.

*~ Bruce Schultz, Maintenance Coordinator/Bus Driver*



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## *Parent Testimonials*

"My husband and I are so pleased with the schools employees' educational program, and the caring for the children that we see every day. Our toddler comes home and we can see how he's learning. He tells us every day the different things he's doing and about the friends he's making. He loves his teachers and so do we! We feel Head Start will meet all our grandson's needs. Also being in school every day is a great respite for Na Na & Poppy!"

"Early Head Start has changed my life and my daughters. She has learned so many things since she started, as have I. This program has brought my daughter and I closer and have made us both more comfortable with the school setting. I love to be involved with my child in anything she does and this program gives me that opportunity. This program has also taught me patience with my daughter and different ways to handle discipline". ~ Tori Wells

"Head Start has turned my son into a wonderful polite, courteous young boy. Grant has more respect for his elders. Mrs. Paula and Mr. Tom are two of his favorite people they really go above and beyond to make sure the kids have a positive experience at Head Start. Grant cleans up his toys, he shares, he even goes to bed a decent time. Head Start is one of the best things to happen to my son." ~ Shiela Carmichael

"The entire faculty approached Zane with what I like to believe, the way they'd embrace a personal family member. The level of thought, compassion and love shown to him by far exceed any and all expectations I could ever have had. From life lessons to manners, daily chores or tasks, hygiene, proper table etiquette on top of scholastics and grammar, his first exposure to academics has not only been rewarding but engaging. Zane comes home, excited to share his day with us over dinner and talk about all of his classmates. From the bottom of our hearts, we thank you for the stellar work you do"! ~ Stacy Skariot

"NPHS has changed my life. I was an unemployed mother. My daughter started and while she attends a school that she loves, I was able to obtain a job to take care of my family. It has also helped my daughter to not be afraid of other children and to make friends. She has learned so much and is so excited about her school and what she has learned". ~ Lauren DeBeni

"As a mother with a child in both Head Start and Early Head Start it means a lot to me to have such a wonderful, caring and educational facility to take care of my kids. My daughter has been with Orchard Park for two years in their Head Start. We all love the staff. She has learned so much and is ready to jump head first into kindergarten in the fall. My son is in the infant room, I can't wait to watch him grow in each class! NPHS has given me the opportunity to take classes to obtain a Child Development Associate Degree. In a few months I plan to be working in a Head Start program. The idea of a new career with lots of opportunity is very exciting". ~ Tonya Vacheresse

"For my family, Head Start means an opportunity for the best foundation of lifelong learning. It represents stability, confidence, structure, honesty and love. It has proven many times over to be a safe and very positive environment. Head Start has enabled me, as a parent to continue to be a key teammate in my child's educational journey. You really were everything that we were looking for in an entry educational facility". ~ Laurie Sweigart





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## *Individual Benefactors*

+NPHS Inc. Board of Directors

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Mark & Barbara Trushel Charitable Fund  
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The Experience Church  
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Human Resources Manager

Cheche Price,  
Education & Training Manager

Marcy Evans,  
Head Start Manager

Erin Roxby,  
Child Development & Disabilities  
Manager

Jackie Bell,  
Early Head Start Manager





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

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This institution is an equal opportunity provider.

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

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

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

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

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

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

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

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

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

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

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

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

“Building foundations for life-long growth and development”



#### ***Contacts***

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

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