

Jefferson-Clarion Head Start, Inc.



ANNUAL REPORT 2018-2019

Includes Financial Report, Shared Governance, &
Summary of Most Recent Community Assessment





Staff receive recognition and awards for years of service.

ABOUT OUR AGENCY

Jefferson-Clarion Head Start, Inc. is a private non-profit corporation that serves as the administrative entity for child and family development programs including Head Start, Early Head Start, Maternal, Infant Early Childhood Home Visiting (MIECHV), Family Literacy, Pre-K Counts, the Head Start Supplemental Assistance Program (HSSAP), and the PA Pilot Home Visiting Program; Opiate Use Disorder / Substance Abuse Disorder (OUD/SUD). Although each of these programs may differ in some respects, each has our fundamental mission at its core which is to provide comprehensive services to children and families.

To operate these programs effectively our agency has established and maintains effective partnerships with other community organizations, child care providers and school districts. Jefferson-Clarion Head Start, Inc. believes we are to be an integral part of our community where many agencies and service providers work together to identify needs, remove barriers and maximize our resources collectively to meet the needs of children and families.

The contents of this annual report will provide specific information about each program as well as highlight the major accomplishments over the past year.

We want to take this opportunity to acknowledge and express our appreciation to our Board of Directors, Policy Council, and Advisory Councils who so willingly volunteer their time and expertise to provide support, oversight and direction to our agency. Finally, this report is dedicated to our staff that work so hard and go above and beyond the call of duty to provide the highest level of quality services to children and families.

VISION STATEMENT

Jefferson-Clarion Head Start, Inc. will continue to be a role model to other organizations in the provision of services to children and families. We will be a community leader in establishing and maintaining effective collaborations. We will strive to continually improve our program while identifying and responding to the changing needs of our communities.

MISSION STATEMENT

Jefferson-Clarion Head Start, Inc. is dedicated to providing comprehensive education and health services to income eligible children to ensure they will be healthier and better prepared for success in school and life. We seek to promote family self-sufficiency by providing educational opportunities to parents and establishing family partnerships designed to build upon the strengths of each family. We are committed to collaborating effectively with schools, child care providers, and other social service agencies while being responsive to the changing needs of our communities.

Saying Farewell.....

We wished Colleen Jeffries, Family Services Area Manager, all the best as she retired in December after 32 years of service to Jefferson-Clarion Head Start, Inc. as staff gathered together to help her celebrate.



Congratulations and Thank You, Colleen!

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.”

- Jane D. Hall

“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

- Nelson Mandela

“Hugs can do great amounts of good- especially for children.”

- Princess Diana

Head Start is a federally-funded, high quality child and family development program that promotes the school readiness of low-income children 3-5 years of age by enhancing their cognitive, social, and emotional development in learning environments that support children's growth in language, literacy, math, science, social and emotional functioning, creative arts, physical skills, and approaches to learning.

Head Start also provides children and their families with health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.

At least 10% of enrollment opportunities are made available for children with disabilities. Head Start recognizes the importance of family-focused early intervention and strives to build upon the strengths of each family. Services and opportunities to children and families are provided through Head Start's major service areas which include:

- **Education:** Provides a variety of developmentally appropriate learning experiences to foster intellectual, social and emotional growth through center based options
- **Transition:** Provides children and parents with information and educational opportunities to prepare them for entrance into the public school system
- **Disabilities Services:** Ensures that children with disabilities receive the full range of developmental services in an inclusive environment
- **Health/Nutrition:** Emphasizes the importance of early identification and treatment of health problems and comprehensive health care
- **Mental Health:** Recognizes the importance of providing mental health and psychological services to children and parents to encourage emotional and social development
- **Parent Involvement:** Recognizes parents as the primary educator of their child and the most

important influence in their child's lives, parental involvement is encouraged at all levels

- **Social Services:** Provides a wide range of education and training opportunities and referral and support services to meet identified family needs

IMPORTANT INDICATORS FOR 2018-2019

- **309** children received Head Start services (funded enrollment is 262).
- **234** families (100%) participated in a family partnership process.
- **73%** of all children enrolled received a medical exam.
- **69%** of children completed a dental exam, of those **20%** needed treatment; **43%** received treatment.
- **97%** of children were up-to-date with immunizations.
- **42%** of children enrolled (131) were identified as having a disability.
- Our program was at **100%** enrollment for each operating month.
- Of the **287** families served, **49%** were single-parent families.
- **84%** of children served were income eligible (*below poverty guidelines or categorically eligible*)
- **8%** were over-income and **8%** were between 100% and 130% of the federal poverty guidelines.

JEFFERSON-CLARION HEAD START

provides services to approximately
300 children each year.

Services are available in the following areas:

JEFFERSON COUNTY

- Brockway
- Brookville
- Punxsutawney
- Reynoldsville
- Sykesville

CLARION COUNTY

- A-C Valley Area
- Clarion Area
- Knox
- New Bethlehem
- Rimersburg

RESULTS OF MOST RECENT FEDERAL ON-SITE REVIEW & ANNUAL AUDIT

The Administration for Children and Families (ACF) and Office of Head Start (OHS) conducted a focus area one monitoring review, from October 29, 2018 to November 2, 2018, for the Head Start and Early Head Start programs of Jefferson-Clarion Head Start, Inc. The findings of this report describe the progress of our programs in implementing high-quality programs that promote positive outcomes and school readiness for children and their families. This report also highlights included information about the program's unique, or innovative, service delivery. This reports highlights Education and Mental Health areas due to how the agency has implemented Positive Behavior and Intervention Supports (PBIS). Jefferson-Clarion Head Start, Inc. was found to be in full compliance in all areas. Please visit our website to view the complete Program Performance Summary Report.

Jefferson-Clarion Head Start, Inc.'s 2018-2019 Independent Audit Report was completed by the firm Mauthey, Yutzey, Gabler, and Troxell, LLC. An unmodified audit report was issued in February 2020 and there were no findings or questioned costs. Visit the Agency website to view the Audit Report.

TRANSITION / SCHOOL READINESS

Jefferson-Clarion Head Start staff are committed to making the transition from Head Start to Kindergarten as smooth and successful as possible for both children and their families. To facilitate this transition, teachers utilize the Creative Curriculum that is aligned with the Pennsylvania Early Learning Standards and to provide continuity between Head Start and Kindergarten. This curriculum also provides tools that allow teachers to individualize lessons and activities for each child. This assures that each child is receiving appropriate challenges, that will allow these children to learn at their fullest potential.

School readiness goals have been identified for children in a variety of domains that are aligned with the Head Start Early Learning Framework and Pennsylvania's Early Learning Standards. All enrolled children are assessed three times each year utilizing Teaching Strategies Gold. Results of

these assessments are aggregated and analyzed at the program and center levels. Teachers use the assessments to classroom goals within each child's Individual Curriculum Plan and review them with the parents.



Jefferson-Clarion Head Start, Inc. also maintains open communication and cooperation with parents, early intervention programs, and local school districts. Our goal is to ensure a smooth transition and seamless provision of services for all preschool children. Some of these responsibilities include, but are not limited to:

- Transition/Education Advisory Committee meeting that occur twice a year
- Assistance with Kindergarten registrations
- The transfer of Passport to Kindergarten portfolios, with parental consent, at transition meetings with Head Start staff and incoming Kindergarten programs
- Field trips to new school settings
- Dissemination of information and activity packets, at the end of the year, to help parents work with their child during the summer months to maintain the school readiness skills obtained in Head Start.

All of our Head Start classrooms are STAR4 (Standards, Training/Professional Development, Assistance, Resource, and Support).

PARENT INVOLVEMENT ACTIVITIES / ENGAGING FAMILIES

Many opportunities existed during the year for Parent Engagement which has and will continue to be an area of major emphasis. First and foremost, many parents and guardians of enrolled children participated as volunteers in the classroom throughout the year with some parents having successfully completed our structured Volunteer / Employment Training Program. Additional opportunities for parents to be directly involved with their child's development occurred through parent-staff conferences and home visits, effective participation of parents who worked in the home with their own children utilizing individualized activities sent home or those learned from workshops, flyers and newsletters.



Many parents participated in various workshops and trainings such as:

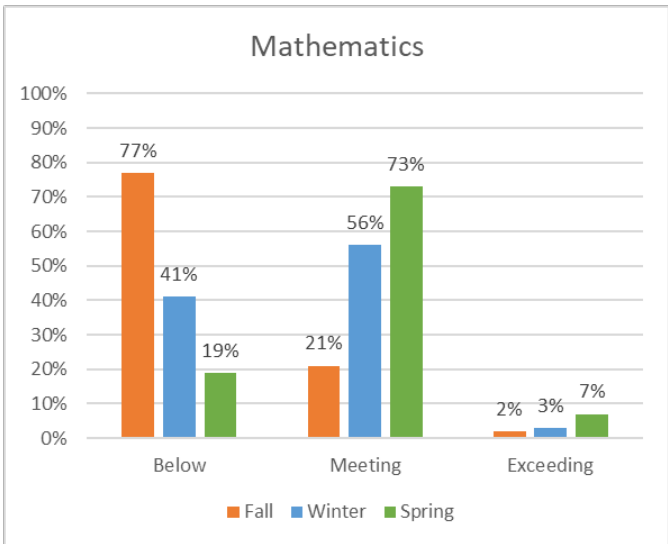
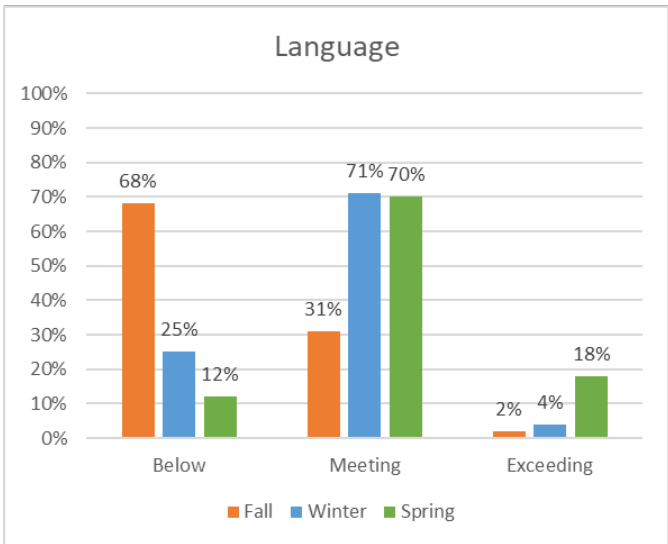
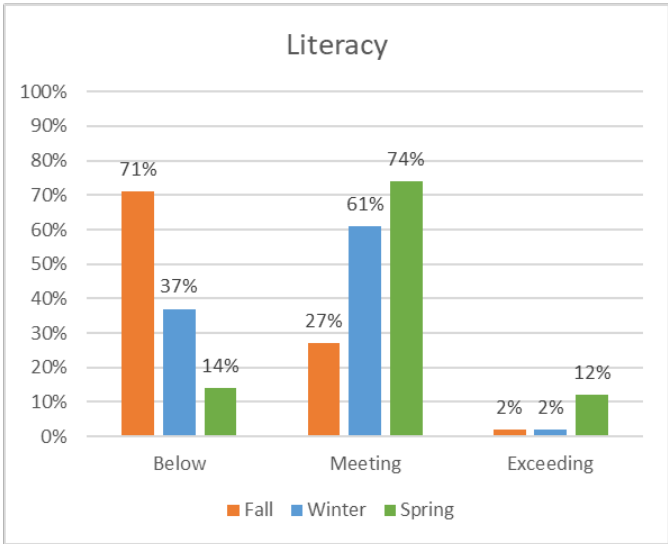
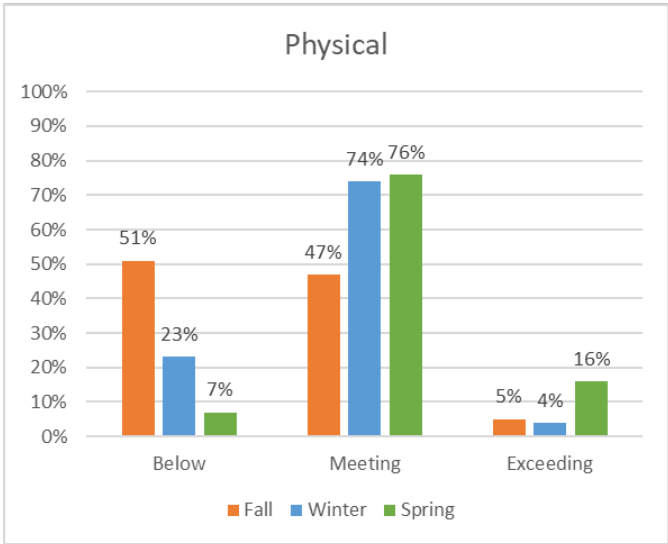
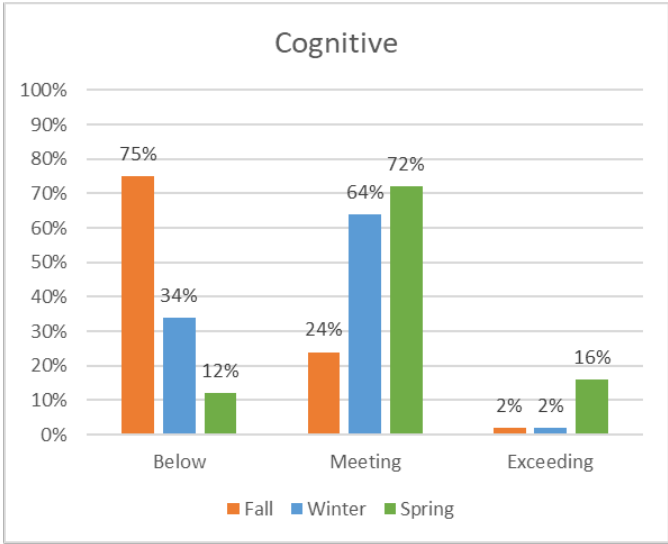
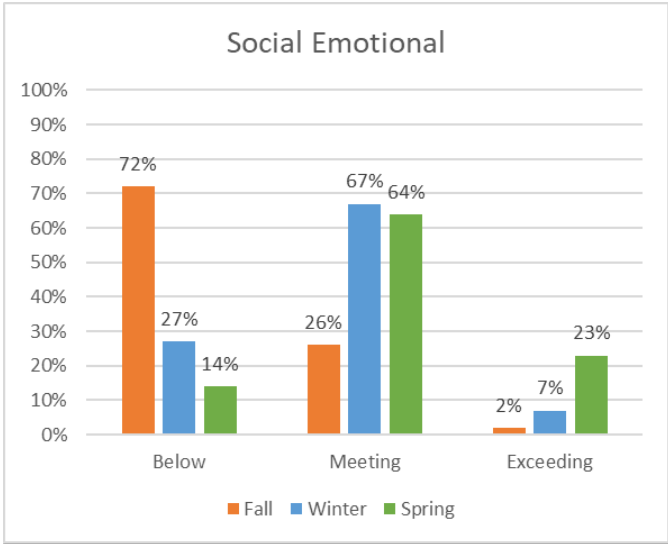
- Nutrition
- CPR Training
- Building Blocks for Literacy
- Fatherhood Connections
- Positive Parenting Solutions
- Mommy and Me Painting

Many parents also participated in Policy Council, Center Parent Committee, or on various advisory committees for the program. In doing so, they had the opportunity to become an integral part of discussing program policies, service area reports, and program planning, as well as child and adult educational activities, health, transportation and mental health information. Additionally, parents participated in experiences and educational activities which led to their own development in areas such as child and family nutrition, prevention of child abuse, transitioning children into kindergarten, preventative medical and dental care, home safety practices, asset building, family literacy, and community resources including links to adult education and employment training.

The “Positive Solutions for Families” parenting curriculum presented as a series workshop provides yet another opportunity for parents, raising young children, to develop parenting skills. Going forward, we will seek to engage and collaborate with parents and families, in traditional and non-traditional ways, by providing opportunities to achieve outcomes in areas such as: family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the community, or families as advocates and leaders.



PROGRESS ON CHILD OUTCOMES:
FALL, WINTER, & SPRING 2018-19



Early Head Start is designed to provide high quality child and family development services to low-income expectant mothers and families with infants and toddlers. Services are provided year-round, at no cost, to meet the health, educational, developmental, and social needs of children and families.

Our program operates a home-based model where Parent Educators visit families each week for 1 ½ hours, however, visits may vary for expectant parents. We also offer opportunities for parents and children to come together twice per month for Infant/Toddler Playtimes. Services are provided throughout Jefferson and Clarion Counties.

HOME VISITS FOCUS ON THE FOLLOWING AREAS OF SCHOOL READINESS:

PARENT-CHILD ATTACHMENT

To promote positive parent-child relationships, a Parent Educator might:

- Bring helpful information / activities about bonding with your child
- Model ways to interact with children-for example; assisting you in reading with your child
- Model talking with your child-for example; describing what your child is doing: "You stacked four blocks. Great!"
- Assist you in observing your child's strengths and give you tips for developing them
- Connect families with one or more of our Certified Educators of Infant Massage

CHILD HEALTH AND SAFETY

Parent Educators will provide information about the following:

- The importance-of well-baby check-ups, immunizations, and early oral health care
- Recognizing a baby's cues, such as knowing when your baby is hungry
- Proper childhood nutrition, including breastfeeding support
- Ways to childproof your home

CHILD DEVELOPMENT

Parent Educators can talk about:

- What is typical for a child's age
- What to expect next in your child's development
- Preparing for preschool
- Positive discipline strategies
- Common childhood issues like sleeping or toilet training

PARENT SUPPORT

Parent Educators or other EHS staff may assist parents in setting goals such as:

- Job search or education goals
- Stress management and coping with problems
- Budgeting
- Transportation to Playtimes or Medical appointments

SERVICES TO EXPECTANT MOTHERS & FAMILIES

Parent Educators and our EHS staff can also perform home visits or assist in providing support/ transportation to prenatal visits. Services include:

- Education on fetal development
- Education on nutrition and breastfeeding
- Assistance in preparing siblings for baby's arrival
- Assistance in preparing a birthing plan
- Education on the effects of smoking, alcohol, and drug use during pregnancy
- Assistance in identifying emotional supports and education on postpartum depression and anxiety
- Home visit by a licensed nurse within 14 days of birth

CHILD ASSESSMENTS

Children are assessed three times per year, using the Teaching Strategies Gold assessment tool. Parents and their Parent Educator jointly develop an Individual Curriculum Plan (ICP) that will identify goals for each child's development. Assessment information is aggregated and analyzed at each checkpoint to determine children's progress towards meeting school readiness goals.

SERVICES TO FAMILIES AND CHILDREN WITH SPECIAL NEEDS / DISABILITIES

At least 10% of enrollment opportunities are made available to children with special needs. Early Head Start staff work closely with parents, professionals and other agencies to ensure children receive comprehensive services. Parent Educators and Early Head Start staff will work with parents to provide education on advocacy and will provide activities and resources to help children with disabilities reach their full potential. We served a total of 32 children (15% of enrollment) with an Individual Family Service Plan (IFSP) in 2018–2019 School Year.

MENTAL HEALTH

Early Head Start recognizes the importance of providing mental health support to infants, toddlers and their families through caring, long-term relationships established by staff and certified mental health professionals. The quality of the parent-child relationship is the most important aspect of infant mental health promotion, prevention and treatment. Newborns and their parents are given an opportunity to complete an infant massage course to aid in positive relationship building. Early Head Start staff, who are Certified Educators of Infant Massage, conduct these courses in the home. Parents are educated on the importance of touch and the strokes used to massage an infant, how massage aides in the bond and attachment that occurs between a child and parent, using "gentle movements" to promote brain development by crossing the mid-line, and ways to aid a baby that may suffer from colic or tummy problems.

TRANSITION

Beginning six months prior to a toddler's third birthday, a comprehensive transition process begins with each family. Staff work with families to ensure a smooth transition occurs into Head Start or another preschool program. Some of the activities involved in the transition plan are: educating parents about "getting ready" for preschool, visiting a preschool classroom, completing a Passport to Preschool which is given to the incoming preschool teacher and using social stories to teach children what to expect at their new preschool classroom.

PARENT INVOLVEMENT

Many opportunities were provided this year for Parent Involvement in the Early Head Start Program. Parents, expectant mothers, and guardians play an integral role in all of the activities Early Head Start offers. First and foremost parents are active participants in all activities during home visits and Infant/Toddler Playtimes. During home visits and playtimes parents become active observers / teachers of their children. Parent Educators provide opportunities to nurture parent/child relationships and build on the skills that families already have.



Families have participated in experiences and educational activities which led to their own development in areas such as using their home as a learning environment, infant/toddler and family nutrition, prevention of child abuse, transitioning children to preschool, preventative medical and dental care, home safety practices, prenatal care and fetal development, finance, family literacy, community resources including links to adult education and employment training. In addition to these opportunities, Early Head Start parents have participated in Policy Council, parent meetings, advisory committees/councils and numerous training events throughout the year. These experiences gave parents opportunities to participate in program planning, reviewing program policies, service area reports, as well as child and adult educational activities, health, transportation and mental health information.

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2018-2019 ENROLLMENT DATA

| | |
|--------------------------------|------------|
| Total Funded Enrollment | 132 |
| MIECHV Grant Program | 40 |
| Early Head Start | 84 |
| Total number of Pregnant Women | 5 |

Children by Age:

| | |
|--------------|-----------|
| Under 1 Year | 64 |
| 1 Year Old | 56 |
| 2 Years Old | 62 |

| | |
|----------------------------------|------------|
| Total Number of Pregnant Women | 27 |
| Total Cumulative Enrollment: | 209 |
| Total Number of Families Served: | 148 |

- Our program was at **100%** enrollment for each operating month.
- **84%** of children and pregnant women were income eligible (below Poverty Guidelines)
- **8%** of children and pregnant women's income were in the 100-130% of the federal poverty line and **8%** were over-income.

HEALTH STATISTICS

From August 1, 2018 to July 31, 2019

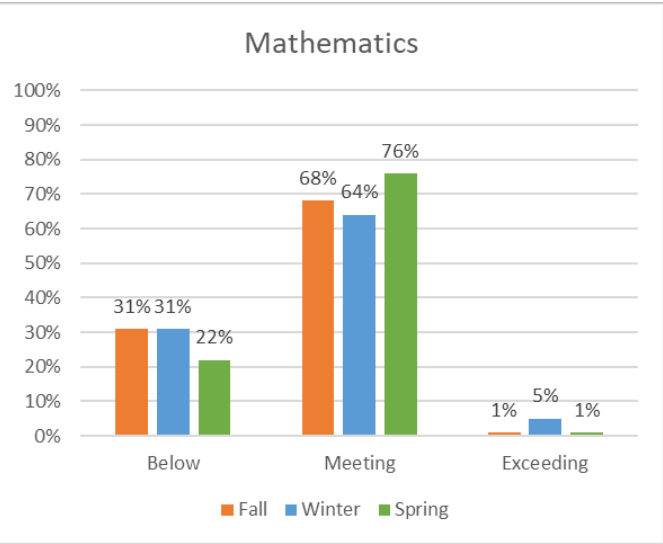
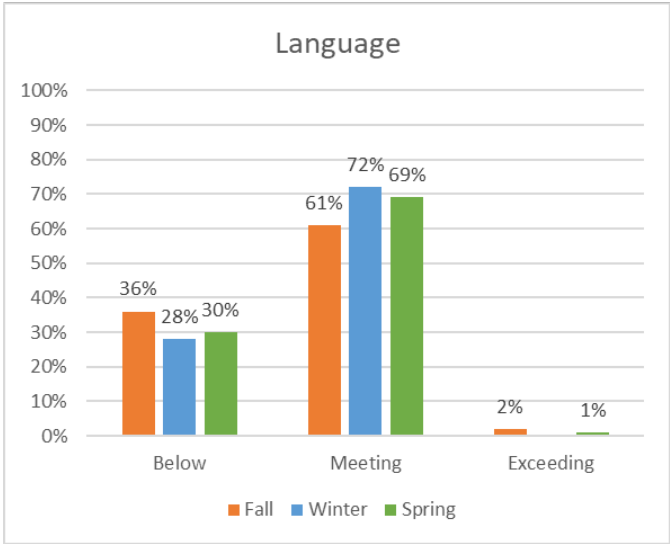
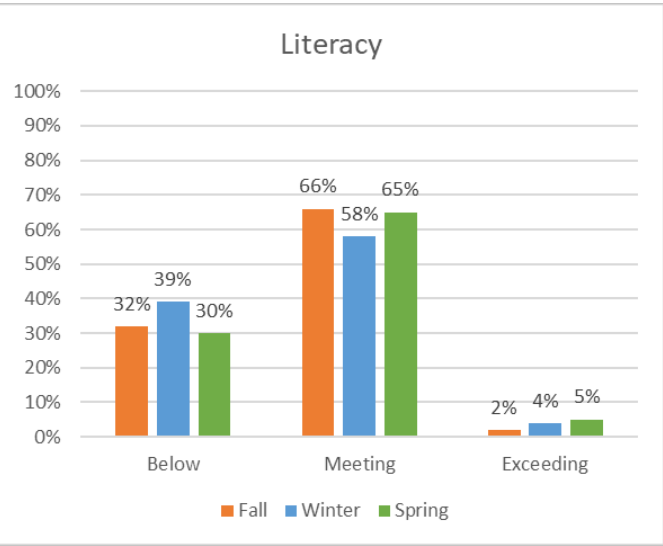
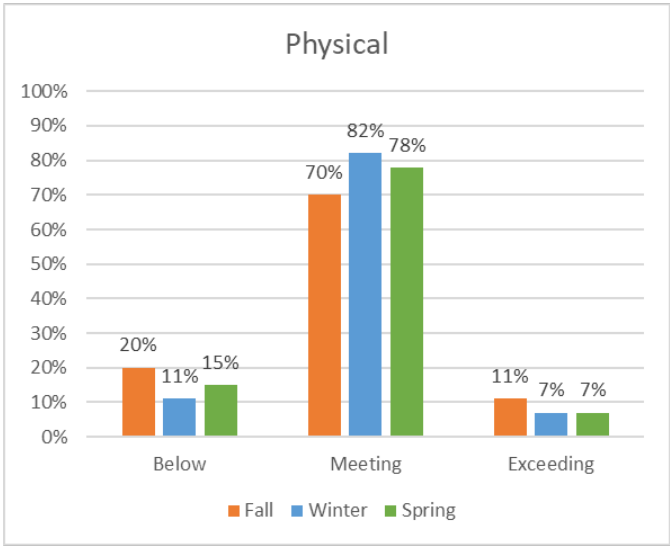
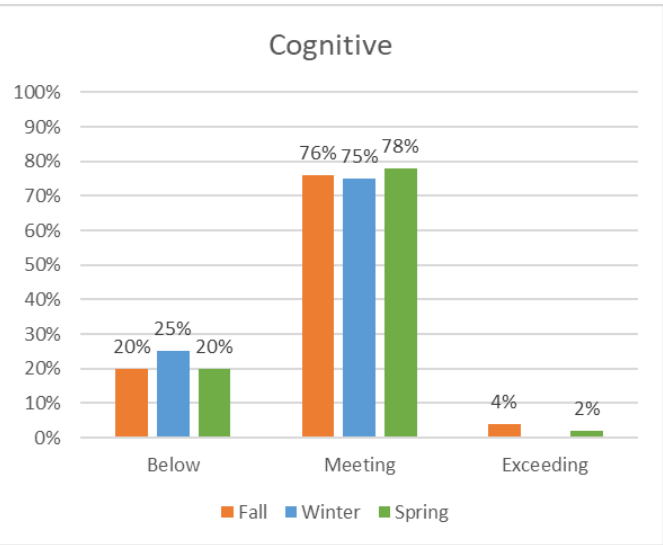
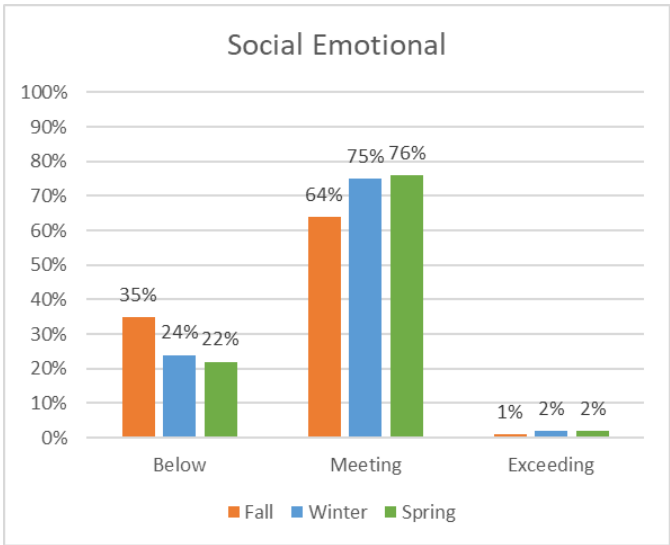
- **97** (52%) children were up-to-date for their EPSDT medical exam
- **166** (88%) children were up-to-date on all immunizations
- **72** (45%) children received a dental exam
- **2** (7%) pregnant woman received a dental exam
- **168** (89%) children received a hearing & vision screenings
- **170** children completed screenings for developmental, and behavioral concerns
- **26** (96%) pregnant women received prenatal care
- **2** (7%) drops prior to delivery
- **174** (94%) children had health insurance
- **25** (86%) pregnant women had health insurance

ODU/SUD

Jefferson-Clarion Head Start, Inc. received notification in August of 2018 that they were awarded funding for an OUD/SUD (Opiate Use Disorder/Substance Use Disorder) Pilot Home Visiting Program. This funding was used to support families experiencing issues or that are impacted by Opiate Use or Substance Use Disorders. This program serves five families in Clarion County and five families in Jefferson County using the Early Head Start model. Additional Mental Health services and other enhanced services are available to families in this program.



PROGRESS ON CHILD OUTCOMES: FALL, WINTER, & SPRING 2017-18



The Jefferson-Clarion Pre-K Counts program is a high-quality prekindergarten education program for three and four-year-olds funded by the Pennsylvania Office of Child Development and Early Learning. Children participate in classes five days a week and attend a total of 180 classroom days each year.

There are 11 full-day classrooms that children attend for five and a half (5.5) hours per day, five days a week.

Every component of our Pre-K Counts program is designed to provide high-quality early education for those children who can benefit most from the experience. Children who come to kindergarten without knowing all the skills they need often stay behind and struggle in school. Quality pre-kindergarten prepares children for reading, paying attention, following directions and getting along with others. Pre-K Counts gives children a chance to learn, to become excited about school and to be better students. This strong early start in pre-kindergarten means they have a better chance of doing well in school, of going on to college or career training and of getting a job.

Each child who participates in a PA Pre-K Counts classroom in Jefferson or Clarion county will have the opportunity to participate in large group activities, small group activities, and one on one instruction. Children also participate in gross and fine motor activities, songs, games, free play which includes choosing from multiple centers such as dramatic play, math and science, art, sand and water, reading and writing centers, manipulatives, computer and other areas. The children also have the opportunity to enjoy outside activities and try different foods during meals and cooking experiences.

Children between the ages of 3 and 4 who are at risk for school failure because of income (must be below 300% of the federal poverty level, or a family

of 4 earning less than \$75,300 this year) are eligible to receive Pre-K Counts services. Other risk factors may be used to determine priorities for selection.

STATISTICAL SUMMARY

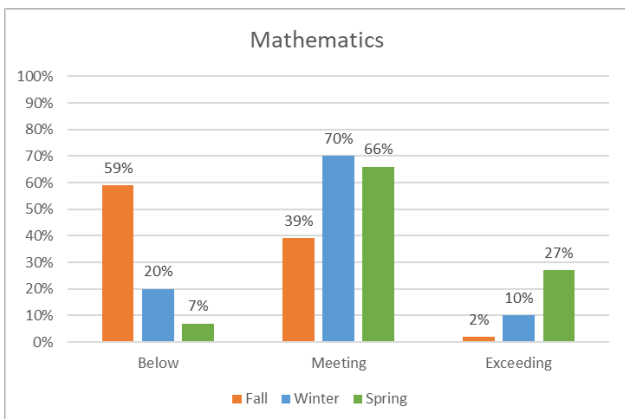
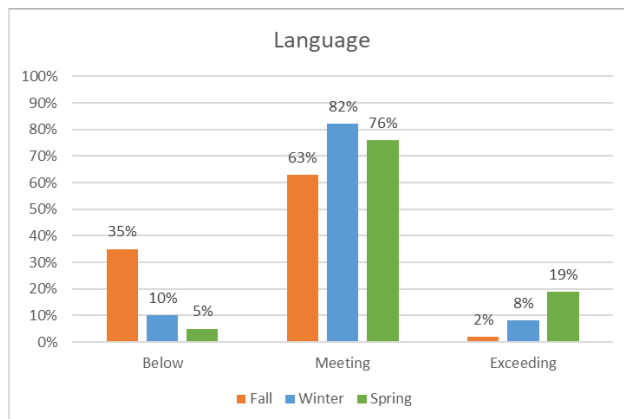
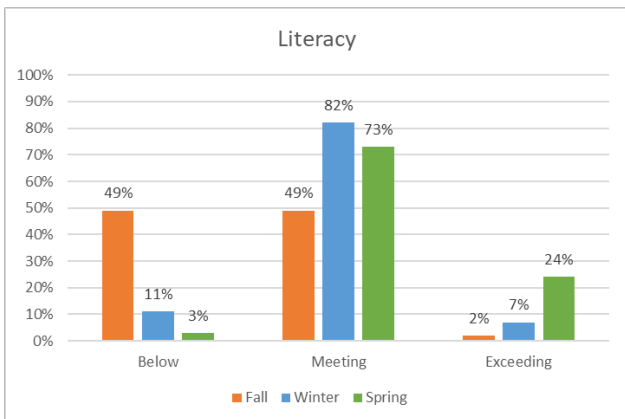
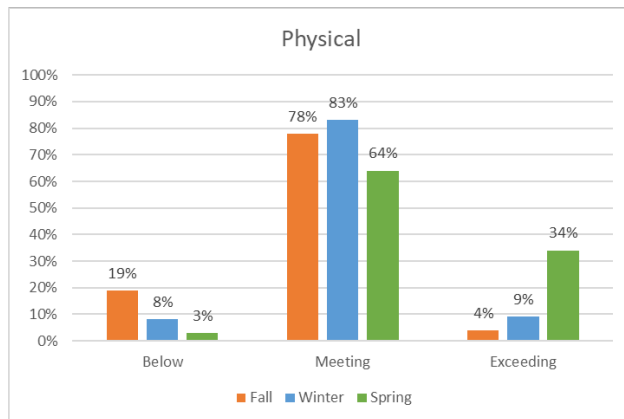
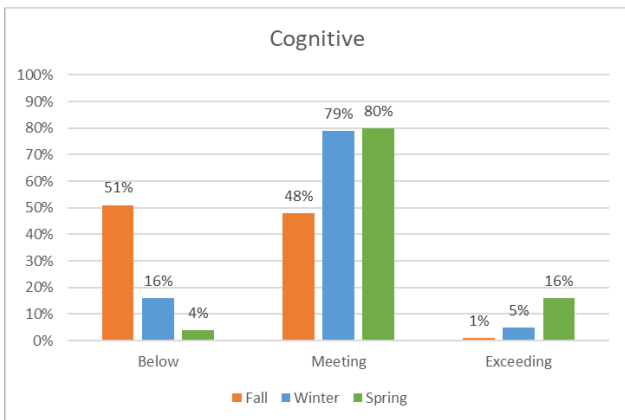
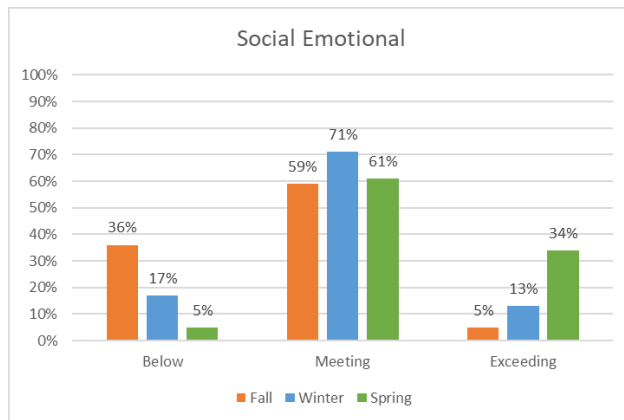
- **190** children received full-day Pre-K Counts services (funded enrollment is **176**)
- **190** children were assessed using state approved *Teaching Strategies Gold*. Children were assessed in the following areas:
 - Social-Emotional
 - Language and Literacy
 - Mathematics
 - Science and Technology
 - Social Studies
 - The Arts
 - Physical Development
 - Health
 - Cognitive
 - English Language Acquisition
- All Pre-K Counts teachers have an *Early Childhood Certification*
- The average classroom size for full-day classes was **18 students to 3 staff**.
- All classrooms used the *Creative Curriculum 5th Edition* that aligns with *Pennsylvania's Early Learning Standards*.



The PA Pre-K Counts program offers the following in its classrooms:

- Teachers with the education and expertise to teach young children.
- A curriculum that will help children grow academically and socially.
- Regular review of every child's progress and teaching and learning activities that are individualized for each child.
- Transitional services to ease a child from home to pre-kindergarten and then from pre-kindergarten to kindergarten.
- Developmental, speech/language, behavioral, and health screenings.

PROGRESS ON CHILD OUTCOMES: FALL, WINTER, & SPRING 2018-19



The Jefferson-Clarion Family Literacy Program is a family-focused literacy program intended to improve the educational opportunities of area adults and children by integrating early childhood education and adult education into a unified program. This unique and holistic approach to supporting Pennsylvania families most in need is what separates it from other literacy programs. Family Literacy can be successful in breaking the inter-generational cycle of under education and poverty when the parents understand their role in supporting their children’s education and focus on learning together and working together toward common goals.

Our staff relies on most recent brain research for understanding early childhood development and recognizes parents as their children’s first and most important teacher. Our educators place emphasis on the home as the place where all learning begins. Our Family Literacy lessons empower parents to improve their basic skills and to be role models for their children. As a result, parents and children view learning, especially reading, as pleasurable and a regular part of their daily lives.

During the fiscal year of 2018-2019 the family literacy program continued to serve families within Jefferson and Clarion counties. The program receives funds through the Pennsylvania Department of Education and the Division of Adult Basic and Literacy Education. The program provides literacy services to families who qualify free of charge. To qualify for the program, a family must have a child between the ages of birth through third grade and the adult must have verified, educational need.

STATISTICAL SUMMARY

During the 2018-2019 program year, the contracted number of families to be served was 66. 61 (92%) families met the requirements of the four program components and were formally enrolled. To be considered enrolled, a family must have the following: 12 hours of adult education, 1 hour of parent education, 3 hours of interactive literacy, and 12 hours of early childhood education. We are pleased to report that 23 families were co-enrolled with Head Start, Early Head Start, and Pre-K Counts. Other goals set and met by enrolled families included the following:

| | |
|--|----|
| Obtain secondary credential-GED® | 6 |
| Enter post- secondary education or training..... | 0 |
| Enter employment | 12 |
| Retain employment | 18 |

AREAS SERVED

The Jefferson-Clarion Family Literacy Program provides services to families in the following areas:

JEFFERSON COUNTY

- Brookville Area
- Punxsutawney Area
- Reynoldsville Area
- Sykesville Area

CLARION COUNTY

- Clarion Area
- Knox Area
- New Bethlehem Area
- Sligo Area

THE FAMILY LITERACY PROGRAM OFFERS EDUCATIONAL SUPPORT TO FAMILIES IN THE FOLLOWING AREAS:

ADULT EDUCATION

Our goal is to promote economic self-sufficiency by:

- Assisting adults working to earn their GED®, high school equivalency diploma, or providing workplace essential skills.
- Increasing math, reading and language skills for those who have a high school diploma based on the needs of the individual.

PARENTING EDUCATION

Our goal is to teach parents to be their child's first and most important teacher and to be full partners in their child's education by:

- Increasing parenting skills and knowledge of early childhood development.
- Stressing the importance of reading and teaching emergent literacy and numeracy skills.

INTERACTIVE LITERACY ACTIVITIES

Our program will provide opportunities to incorporate strategies learned during Parenting Education by:

- Providing opportunities for parents and children to learn and play together at home, in early childhood classrooms, Family Fun events and other special programs.

EARLY CHILDHOOD EDUCATION

Children not enrolled in elementary school, Head Start, or another preschool program are engaged in educational activities at our centers while their parent works on adult education or parenting lessons.



FINANCIAL OVERVIEW ▼

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| | Head Start | Early Head Start | All Programs |
|--------------------------------------|------------------------|----------------------|------------------------|
| Salaries & Wages | \$ 1,481,489.69 | \$ 482,334.32 | \$ 3,770,751.53 |
| Fringe Benefits | \$ 419,484.29 | \$ 162,338.99 | \$ 1,094,193.09 |
| Total Salaries and Related Expenses | \$ 1,900,973.98 | \$ 644,673.31 | \$ 4,864,944.62 |
| Consultant & Professional Fees | \$ 11,244.57 | \$ 3,265.95 | \$ 31,893.66 |
| Supplies | \$ 113,198.99 | \$ 29,007.06 | \$ 366,484.92 |
| Equipment & Vehicles | \$ - | \$ - | \$ - |
| In-Kind** | \$ 287,386.44 | \$ 9,484.71 | \$ 296,871.15 |
| Occupancy | \$ 139,263.48 | \$ 70,537.93 | \$ 399,614.09 |
| Insurances | \$ 8,601.48 | \$ 7,984.99 | \$ 28,673.20 |
| Training & Technical Assistance | \$ 38,493.00 | \$ 19,728.00 | \$ 77,090.49 |
| Maintenance & Vehicle Operation | \$ 2,258.14 | \$ 9,697.83 | \$ 18,063.69 |
| Local Travel | \$ 14,789.05 | \$ 6,495.71 | \$ 44,774.01 |
| Out-of-County Travel | \$ 15.35 | \$ 67.63 | \$ 82.98 |
| Postage | \$ 3,850.08 | \$ 702.61 | \$ 7,128.18 |
| Telephone | \$ 25,550.80 | \$ 15,308.58 | \$ 82,580.31 |
| Repairs & Maintenance | \$ 9,366.24 | \$ 2,635.90 | \$ 17,986.52 |
| Advertising, Printing & Publications | \$ 15,144.65 | \$ 6,749.20 | \$ 53,527.00 |
| Payroll Processing | \$ 11,525.28 | \$ 2,177.69 | \$ 26,044.46 |
| Food & Related Expenses | \$ 32,538.90 | \$ 336.77 | \$ 394,985.06 |
| Parent Activities & Involvement | \$ 7,600.09 | \$ 188.31 | \$ 17,386.09 |
| Literacy & Parent Resources | \$ - | \$ 538.11 | \$ 11,423.06 |
| Field Trips | \$ 374.88 | \$ - | \$ 762.73 |
| Contracted Services | \$ 365,810.99 | \$ 2,249.17 | \$ 500,756.75 |
| Memberships | \$ 2,109.05 | \$ 1,211.25 | \$ 15,856.10 |
| Depreciation | \$ 12,404.24 | \$ 41,907.66 | \$ 59,946.09 |
| Interest | \$ - | \$ - | \$ 1,936.31 |
| Sub-Contacted Services | \$ - | \$ - | \$ - |
| Total Expenses: | \$ 3,002,499.68 | \$ 874,948.37 | \$ 7,318,811.47 |

****NOTE:** In-Kind reported above reflects donations meeting the criteria for Generally Accepted Accounting Principles (GAAP) reporting. Actual In-Kind received is greater than reported above.

FINANCIAL OVERVIEW ▼

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FEDERAL AND STATE FUNDING SOURCES

2017-2018

2018-2019

| | | | | |
|---|-----------|---------------------|-----------|---------------------|
| Head Start | \$ | 2,659,780.00 | \$ | 2,702,709.00 |
| Maternal, Infant, Early Childhood Home Visiting | \$ | 373,296.00 | \$ | 373,296.00 |
| Early Head Start | \$ | 863,003.00 | \$ | 863,003.00 |
| Family Literacy | \$ | 396,000.00 | \$ | 396,000.00 |
| PA Pre-K Counts | \$ | 1,496,000.00 | \$ | 1,496,000.00 |
| Head Start State Assistance Program (HSSAP) | \$ | 766,843.00 | \$ | 766,843.00 |
| Keystones to Opportunity | \$ | 17,000.00 | \$ | - |
| State Pilot Program OUD/SUD | \$ | 175,000.00 | \$ | 175,000.00 |
| Child and Adult Care Food Program (CACFP) | \$ | 250,000.00 | \$ | 270,166.11 |
| TOTALS: | \$ | 6,996,922.00 | \$ | 7,043,017.11 |

FUNDS RECEIVED

2017-2018

2018-2019

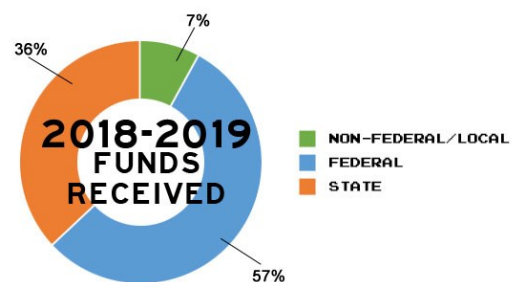
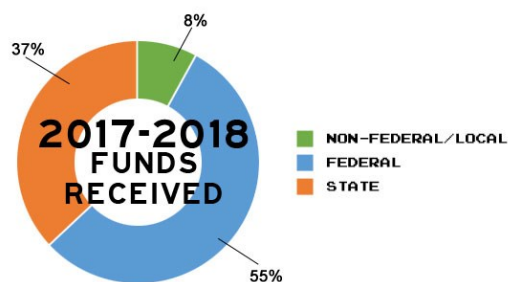
| | | | | |
|---|-----------|---------------------|-----------|---------------------|
| Head Start | \$ | 2,588,973.00 | \$ | 2,702,709.00 |
| Head Start Non-Federal | \$ | 418,423.00 | \$ | 418,422.68 |
| Early Head Start | \$ | 841,633.00 | \$ | 863,003.00 |
| Early Head Start Non-Federal | \$ | 135,457.00 | \$ | 122,631.70 |
| Classroom Support Aides - IU-6 Grant | \$ | 42,900.00 | \$ | - |
| Child & Adult Food Program - USDA | \$ | 248,767.00 | \$ | 270,166.11 |
| Family Literacy | \$ | 396,000.00 | \$ | 396,000.00 |
| Pre-K Counts | \$ | 1,549,875.00 | \$ | 1,496,000.00 |
| Local Funds | \$ | 1,754.33 | \$ | 1,369.12 |
| Keystones to Opportunity | \$ | 17,000.00 | \$ | - |
| Maternal, Infant, Early Childhood Home Visiting | \$ | 373,296.00 | \$ | 373,296.00 |
| Head Start STATE Supplemental | \$ | 766,843.00 | \$ | 766,843.00 |
| TOTALS: | \$ | 7,380,921.33 | \$ | 7,410,440.61 |

LOCAL FUNDING SOURCES

2017-2018

2018-2019

| | | | | |
|---------------------|-----------|------------------|-----------|-----------------|
| Local Funds | \$ | 1,754.33 | \$ | 1,369.12 |
| Intermediate Unit-6 | \$ | 42,900.00 | \$ | - |
| TOTALS: | \$ | 48,158.64 | \$ | 1,369.12 |



Methodology:

In accordance with federal Head Start Performance Standards, Jefferson-Clarion Head Start, Inc. (JCHS, Inc.) conducted a comprehensive Community Assessment during program year 2017-2018 and has been updated in 2018-2019 and in 2019-2020.

Every effort was made to ensure that the data contained in this document is used for the following purposes:

- Support our strategic planning process and establishment of the five year project period program goals
- Determine community strengths, needs and resources
- Determine child and family needs
- Determine the most appropriate service options to provide to children and families
- Determine the geographic areas in most need of services
- Identify trends based on prior years' service data
- Determine agency strengths and challenges
- Analyze data to chart future direction of services and programming

Data collection and analysis:

Jefferson-Clarion Head Start, Inc. conducted research on agency, county and state data services for the following topic areas:

- Demographic make-up of Head Start, Early Head Start and Pre-K Counts eligible children and their families, including their estimated number, racial, ethnic and linguistic composition
- Number of children experiencing homelessness
- Number of children in foster care
- Number of children with disabilities and relevant resources provided to children by community agencies
- Other early care and education programs/ services that may serve Head Start eligible children, including publicly funded state and local preschool programs and the approximate

number of eligible children served

- The education, health, nutrition and social services needs of eligible children and families
- The prevailing social or economic factors that impact children and families' well-being
- Work, school and training schedules of parents with eligible children
- Resources in the community that are available to address the needs of eligible children and families

Primary data collection sources:

Program Information Reports, Parent Survey of Children's Needs, Community Service Provider Survey of Community Strengths and Needs and Assessment of Children's Needs, Staff Survey of Community Strengths and Needs and Assessment of Children's Needs, monthly service area statistical reports, Penn State Data Center, School Districts, Child Care Information Services, Family Partnership Agreements, Pennsylvania Office of Child Development and Early Learning Program, Reach and Risk Assessment, Center for Workforce Information and Analysis, County Profiles, School District Profiles, and ChildPlus Data Reports

Data trends:

Our agency utilized current data as well as data generated, in many cases, over the previous four or five years to identify potential trends and predict future direction based on this data. This framework of data analysis allows us to utilize the most accurate data tracked in recent years and make appropriate and reasonable decisions for future strategic program planning. We have discovered that there is an amazing degree of consistency in data on children and families we serve from year to year.

Surveys:

JCHS, Inc. utilized a parent survey which was distributed to each family in Head Start, Early Head Start and Pre-K Counts to obtain their input into their perception of what are the most pressing needs of their children in the areas of Education, Health, Nutrition and Social Services.

We also distributed surveys to community based organizations and all school districts in our catchment area. These surveys also requested information on the needs of children identical to the parent survey but also requested their input into the strengths and needs of our communities in a variety of different areas. (Both surveys are included as attachments)

Governance review and approval:

The complete Community Assessment is reviewed and approved by both the Policy Council and Board of Directors.

Identification of Key Trends:

- There has been no major shift in bi-county demographics and the demographics of Head Start families is representative of our geographic area.
- Community service providers and parents' perspectives on children's needs have been very different but consistent over the years.
- Unemployment rates in our service area have run comparable to state and national averages in the past.
- School censuses once on a moderate decline, had shown increases over the last three years but decreased again this year.
- The majority of children being verified with disabilities continue to be in two categories; developmental delays and speech and language impairments and the total number of children 3 -4 years old identified with disabilities has increased over the last three years.
- Education levels of parents have remained very consistent over the years.
- Family types of Head Start families has also remained very consistent.
- The number of Head Start children needing

dental treatment has increased significantly from the previous year but is consistent with past years.

- The number of Head Start children served by a Mental Health Professional is increasing significantly.
- The number of children with disabilities served in Head Start and Early Head Start average about 30% last year. As of January 2019, 42% of children served in Head Start have a verified disability and 17% in Early Head Start.

Analysis of Information/Data:

- Significant risk factors exist for children and families in our bi-county area.
- There are a number of service providers for children and families in our bi-county area.
- The locations of Head Start and Pre-K Counts centers and Early Head Start home-based programs seem appropriate as enrollment statistics remain on target but there are still ongoing concerns regarding adequate waiting lists.
- There continues to be a significant difference in perceived children's needs as identified by parents and service providers.
- Since our agency now administers the Head Start Supplemental Assistance Program, Head Start, Early Head Start, Pre-K Counts, and Family Literacy programs, there are many opportunities for cross referrals and the foundation of a continuum of care for children birth to kindergarten.
- With the expansion funding for Head Start and Pre-K Counts, we believe we are providing services to the majority of income eligible children in the bi-county area.
- There have been consistent increases in EHS children receiving dental examinations.
- Head Start and Early Head Start have strong relationships with Early Intervention agencies which result in high percentages of children with disabilities receiving services.
- Serving a high percentage of children with disabilities in Head Start results in increased staffing needs.

Key Organizational Strengths:

- Strategic planning, ongoing monitoring, fiscal management, data management and communication systems are very effective
- Use of technology
- Implementation of Creative Curriculum for seasoned staff
- Instructional Coach for education staff for both Head Start and Pre-K Counts
- Head Start classrooms are at a STAR 4 level in the state QRIS system
- Children's progress in meeting identified school readiness goals
- Mental Health/Behavioral Specialists for Head Start (2) and Early Head Start (1)
- Two (2) certified instructors in Crisis Prevention Institute (Non-Violent Crisis Management)
- Strengthening relationship with other community agencies
- Three (3) of our Health/Nutrition/Safety Managers are certified to teach Pediatric First Aid/CPR
- Miracle Dental Clinics are increasing the number of dentals completed
- Improvements in new staff orientation
- Comprehensive Family Intake Assessments directly linked to the Parent, Family, Community Engagement Framework promote the development of Family Partnership Agreements and identification of needed services by families
- ERSEA policies and procedures
- Strong case management system
- Our agency has six (6) certified CLASS assessors
- Mental Health/Behavioral Specialists provide supports for assisting staff with children exhibiting challenging behaviors
- Effective services to children with disabilities and a strong partnership with Riverview Intermediate Unit & Early Intervention service coordination for infant/toddlers
- Effective working relationships with all school districts in our catchment area
- Efficient transportation system for Head Start children
- Experienced, qualified, knowledgeable and well trained management level staff
- Our agency has five (5) certified TPOT assessors
- Three (3) of our Health/Nutrition/Safety Managers are certified as child health care advocates
- Three (3) of our staff have attended training to be PBIS Facilitators and gained full program facilitator status (one Education Manager, one Instructional Coach, and one Mental Health/Behavioral Specialist)
- Contracted with SPEC to assist with the implementation of PBIS
- Recently received a state grant to operate a Pilot Home Visiting Program to address opioid use disorder/substance use disorder
- Our Head Start Instructional Coach is approved to provide PQAS training in teaching Pyramid Module One
- Our Pre-K Counts Health/nutrition/Safety Manager has a Bachelor's degree in Nutrition
- Our Family Literacy program assists parents in enhancing literacy skills or obtaining their High School Equivalency.
- Highly qualified, supportive and caring staff
- Provide or assist parents in obtaining transportation for Dental & Medical appointments to Pittsburgh, State College, etc.

Key Organizational Strengths (Continued):

- Collaboration with MCO's (Managed Care Organizations) regarding medicals and dentals
- Implementation of the Ready Rosie Parenting Curriculum
- Head Start registrations held prior to the start of classes assists in obtaining health status of children
- Monthly Risk Assessments completed by Education Managers and Health/Safety/
- Nutrition Managers assists Management in mitigating risks
- Monitoring on a consistent basis ensures that Active Supervision plans are being implemented and followed.
- Staff have improved their skills in dealing with children exhibiting dangerous behaviors by implementing PBIS and CPI de-escalation techniques
- Professional development in the Creative Curriculum and social emotional development for newly hired educational staff
- How to provide more opportunities for professional development for educational staff due to moving to five classroom days a week
- To engage all Head Start families in language and literacy activities to support children's language and literacy acquisition
- There are insufficient resources within our agency and the community at large to provide effective mental health services
- Meeting enrollment targets for our Family Literacy program
- Lack of parents attending our Positive Solutions parenting program
- Number of available classroom substitutes
- Maintain a usable waiting list for Head Start, Early Head Start, and Pre-K Counts
- Maintenance at facilities
- Adequate facilities
- Staff finding time to meet and develop plans for children's individual needs
- Transition process from EHS to HS
- Reduce chronic absences
- Extremely high number of children with identified disabilities (42% in 2018-2019)

Key Organizational Challenges:

- Increase attendance at Policy Council meetings
- Increase parent committee representation on Policy Council
- Reduce the turnover rate of educational staff
- The lack of dental providers participating in Medical Assistance make it difficult for Head Start children to receive a dental exam and obtain needed dental treatment
- To enhance outdoor playground areas at Head Start and Pre-K Counts classrooms
- Improve CLASS scores in the instructional support and classroom organization domains
- To increase the written documentation we obtain on Early Head Start children who are up to date on well baby checks

| | |
|---|---|
| Jefferson-Clarion Head Start, Inc. | |
| School Readiness Goals | |
| The following School Readiness Goals were developed with input from staff, parents, school districts and community representatives. School readiness includes preparing children for lifelong learning and the ability to adapt to changes and successful transitions throughout their education and life experiences. Parents are a critical participant in the development of their child's goals. This plan summarizes general school readiness goals with the understanding that individual goals are developed with the family for each child. | |
| School readiness goals were developed from the following five domains: Language and Literacy, Physical Development and Health, Approaches to Learning, Social and Emotional Development, and Cognition and General Knowledge. These goals align with the Head Start Child Development and Early Learning Framework and the Pennsylvania Early Learning Standards as well as Head Start and Early Head Start curricula, screening and assessment tools. This is a working plan and will be updated as appropriate. | |
| Early Head Start Ages Birth-3 | Head Start Ages 3-5 |
| Language and Literacy Development <i>Children will understand and using language for communication.</i> <i>Children will develop reading and writing skills.</i> | |
| Children will demonstrate age appropriate understanding and response to language. | Children will use language to express thoughts and needs. |
| Children will demonstrate an appreciation for books and respond to and enjoy literacy experiences. | Children will demonstrate knowledge of print and its uses. |
| Children will use language to communicate. | Children will comprehend and respond to books and other texts. Children will show an awareness that language can be broken into words, syllables, and smaller pieces of sound. |
| Parents will have conversations with their children and will read to their children on a daily basis. | |
| Jefferson-Clarion Head Start, Inc. will provide high-quality literacy experiences and materials and will provide trainings and resources that support literacy and language development. | |
| Physical Well-Being and Motor Development <i>Children will use and control their bodies.</i> <i>Children will make healthy choices about safety and nutrition.</i> | |
| Children will develop control of their gross-motor skills for movement such as sitting, crawling, walking and running. | Children will demonstrate gross-motor manipulative skills. |
| Children will develop fine-motor strength and coordination in their fingers and hands. | Children will develop fine-motor strength and coordination. |
| Children will learn and begin to show healthy and safe habits. | Children will learn and begin to show healthy and safe habits |
| Parents will support their child(ren) in making healthy choices and will provide opportunities for active play. | |
| Jefferson-Clarion Head Start, Inc. will provide children with opportunities to experience indoor and outdoor play where they use their bodies to explore the environment while building muscle control, balance, coordination and strength. Health and safety lessons will be integrated into daily experiences. | |
| Approaches to Learning <i>Children will engage in social interactions and learning experiences</i> | |
| Children will show curiosity in a variety of activities and will learn through experiences. | Children will stay focused, show curiosity for learning, and become engaged in activities. |
| Parents will provide a variety of experiences for their children that foster their love of learning. | |
| Jefferson-Clarion Head Start, Inc. will provide parents with ideas, trainings, and opportunities that support children's natural curiosity and love for learning. | |
| Social and Emotional Development <i>Children will develop healthy relationships and the ability to self-regulate.</i> | |
| Children will develop secure attachments. | Children will demonstrate a healthy self-concept. |
| Children will express feelings or thoughts and needs appropriately. | Children will engage in healthy relationships with adults and peers. |
| Children will begin to develop self-regulation. | Children will regulate emotions, attention, impulses, and behavior. |
| Parents will provide a nurturing home environment that provides for healthy, secure relationships with their children. | |
| Jefferson-Clarion Head Start, Inc. will provide loving and responsive adults that will provide activities that promote safe attachments and nurturing relationships. Training and resources will be provided to support mental wellness and self-regulation. | |
| Cognitive and General Knowledge <i>Children will develop thinking and problem solving skills.</i> <i>Children will explore the environment and understand how things work.</i> | |
| Children will begin to remember and connect experiences. | Children will think symbolically and engage in socio-dramatic play |
| Children will begin to engage in symbolic play. | Children will use classification skills. |
| Children will begin to develop a sense of number concepts and operations. | Children will use number concepts and operations |
| Children will begin to explore spatial relationships and shapes. | Children will explore and describe spatial relationships and shapes. Children will demonstrate knowledge of patterns. |
| Parents will support their child(ren) as they explore home and community surroundings to develop problem solving skills. | |
| Jefferson-Clarion Head Start, Inc. will provide activities and opportunities that will challenge children's natural curiosity and encourage development of social studies, mathematical, and scientific thinking skills. | |

BOARD OF DIRECTORS & POLICY COUNCIL

Shared governance is a concept very unique and distinct to the Head Start community. It is a rare occurrence when two groups share near equally in the decision-making process. Because of this governance structure it is imperative that the Policy Council and Board of Directors clearly understand their roles and responsibilities in an environment that emphasizes as well as mandates shared decision-making. Creating an appropriate environment that promotes open and continuous communication as well as access to accurate information are key ingredients in this process. The foundation in this governance structure must be that the Policy Council as well as Board of Directors share a common purpose - to improve the lives of children and families.

Our agency Policy Council and Board of Directors have a demonstrated record of effectively administering a wide array of services, overseeing and monitoring complex programs and complying with all applicable Federal, State and local laws and regulations. The composition of the governing body reflects all required membership areas of expertise as well as other backgrounds reflective of the community. Policy Council Membership is primarily composed of currently enrolled parents as well as two (2) community representatives. Policy Council members are elected by their parent groups to represent them.

There is a comprehensive Board of Directors and Policy Council Training Agenda on all relevant program topics. Efforts are made to provide trainings that correlate to specific timeframes during the program year.

Board and Policy Council members regularly receive comprehensive information on program finances, services and outcomes. They also review and approve all major program reports and policies including: personnel policies, financial policies, major program policies, grant applications, the financial audit, the self-assessment, the Program Information Report, the Community Assessment, and are active in program planning and monitoring.

USDA NON-DISCRIMINATION STATEMENT & COMPLAINT PROCEDURE

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

USDA is an equal opportunity provider, employer, and lender.

Effective Date 10/14/2015

Jefferson-Clarion Head Start, Inc.

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EARLY HEAD START

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PRE-K COUNTS

PHONE: 1-888-623-7735

FAX: (814)849-5684

FAMILY LITERACY

PHONE: (814)849-0023

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