

The background of the entire page is a photograph of three children in red graduation gowns and caps walking away from the camera on a concrete sidewalk. The child on the left is a boy, the middle one is a girl, and the one on the right is another boy. They are holding hands. In the background, there is a stone wall and some greenery.

*Jefferson
Clarion*

HEAD START, INC.

PROVIDING COMPREHENSIVE SERVICES TO CHILDREN AND FAMILIES

Annual Report & Financial Statement

2024-2025

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A Message from the Executive Director

Dear Community,

In accordance with Section 644(a)(2) of the Head Start Act, we are excited to present and share our annual public report for the 2024-2025 school year, highlighting our progress and commitment to our children, parents, and community through our high quality Head Start / Early Head Start, Pre-K Counts and Parents as Teachers programs.

Throughout the past year, we have made significant accomplishments. These efforts have been made possible by the dedication of our staff, the support of our partners, and the trust placed in us by our community.

The Annual Report is made available to the public in the following formats:

- ◇ Website access: The full report is available for viewing on our JCHSI website;
<https://jcheadstart.com/annual-report/>
- ◇ Community Partners: A copy of the annual report is distributed by email and/or mail to community partners.
- ◇ Request by phone: A printed copy may be requested by phone by contacting our main office at (814) 849-3660.
- ◇ Request by mail: A printed copy may be requested by mail at:
Jefferson-Clarion Head Start, Inc.,
18 Western Ave., Suite C
Brookville, PA 15825

We are excited about the possibilities that lie ahead. We invite you to join us on this journey as we continue to work towards our mission and vision. We welcome your feedback and thank you for your continued support and engagement. Together, we can make a meaningful difference in our community.

We would also like to give some special recognition to 24 employees who hit major milestones this year:

Shannon Wilson - 30 years	Diane Ananea - 10 years	Acacia Hollenbaugh - 5 years
Zandra Acree - 15 years	Laura Beatty - 10 years	Jane LaVan - 5 years
Barb Haney - 15 years	Patricia Ellenberger - 10 years	Nikki Pickens - 5 years
April Smail - 15 years	Lisa Ferringer - 10 years	Hannah Pletcher - 5 years
Autumn Smith—15 years	Sherry Reed - 10 years	Julie Steffy - 5 years
Carol Schuckers - 15 years	Nathan Conway - 5 years	Andrea Wallace - 5 years
Chrissy Shirey - 15 years	Melissa Daniels - 5 years	Laiken Walter - 5 years
Ruth Ace - 10 years	Melanie Guidice - 5 years	Colleen Tucker - 5 years

Thank you for your dedication and years of service of providing high quality services to children and families.

Sincerely,


Pam Johnson
Executive Director
Jefferson-Clarion Head Start, Inc.

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), Pre-K Counts, Head Start Supplemental Assistance Program (HSSAP), and a Parents as Teachers (PAT) grant. 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.

Shared Governance

Board of Directors and Policy Council

Shared governance is a cornerstone of the Head Start model, representing a distinct and collaborative approach to leadership. This structure requires the Policy Council and the Board of Directors to operate as equal partners in the decision-making process. To succeed, both bodies must maintain a comprehensive understanding of their mandated roles within a culture of transparency. By prioritizing continuous communication and ensuring universal access to accurate data, both groups remain aligned in their primary objective: improving the lives of the children and families we serve.

Jefferson Clarion Head Start, Inc. maintains a distinguished record of governance, characterized by the successful administration of diverse service models and the rigorous oversight of complex programmatic operations. Our Board of Directors and Policy Council ensure full compliance with all federal, state, and local regulatory frameworks while upholding a high standard of fiscal and operational

accountability.

Pam Johnson, Executive Director

2024-2025

Board of Directors

Janet Shreckengost, Chairperson

Marlene Austin, Vice Chairperson

Craig Coon, Treasurer

Granville Carter

Amy Como

Tricia Pezutti

Tiffany Pompa

Policy Council Members

Paula Hanna - Community Representative

Lisa Leavens - Community Representative

Early Head Start

Destiney Fuchs

Stephanie Held

Jessica Kennedy

Krysta Uhrin

Head Start

Chauntele Billock

Tina Callandar

Rebecca Clayton

Samantha Corteau

Jessie Forsyth

Michaela Gromolini

Sabrina Mingucci

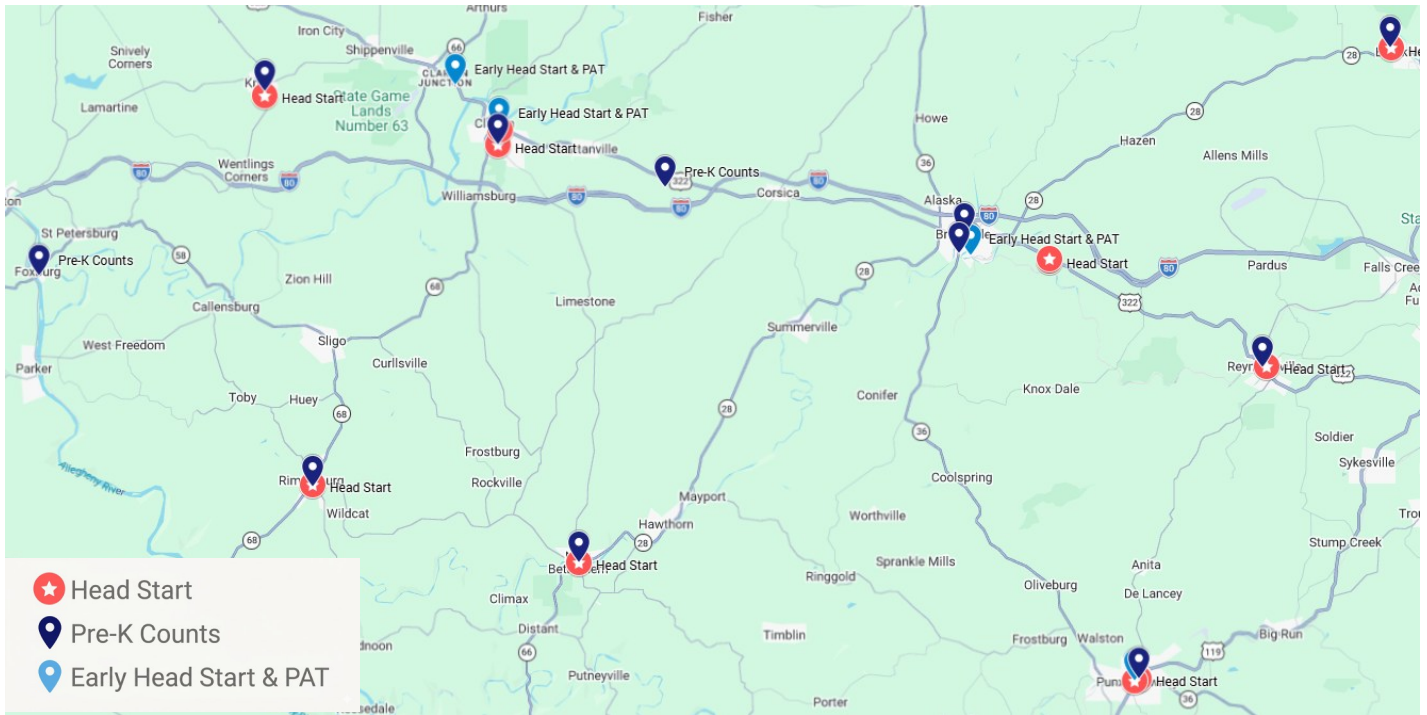
Randi Minalga

The composition of our governing bodies strategically incorporates the mandated areas of expertise alongside diverse perspectives that reflect the community we serve. In accordance with Head Start standards, the Policy Council is primarily comprised of elected parents of currently enrolled children, supplemented by two community representatives. This structure ensures that our leadership remains deeply rooted in the families and neighborhoods we support.

Jefferson Clarion Head Start, Inc. maintains a comprehensive training curriculum for the Board of Directors and Policy Council, covering all essential program domains. To ensure maximum operational impact, training modules are strategically scheduled to align with key milestones and regulatory requirements throughout the program year. This proactive approach ensures that governance members possess the specific knowledge necessary to provide effective oversight during critical decision-making periods.

Our Programs and Site Locations

Jefferson Clarion Head Start, Inc. serves families across all of Jefferson and Clarion Counties!



Clarion County Head Start

- CL/Clarion 1
- CL/ Clarion 2
- Knox
- New Bethlehem
- Rimersburg

Jefferson County Head Start

- Brockway
- Brookville 1
- Brookville 2
- Punxsutawney 1
- Punxsutawney 4

Pre-K Counts

- A-C Valley
- Brockway
- Brookville 1
- Brookville 2
- Clarion
- Clarion - Limestone
- Knox
- New Bethlehem
- Punxsutawney
- Reynoldsville
- Rimersburg/Sligo

HSSAP Head Start

- Punxsutawney 2
- Punxsutawney 3
- Reynoldsville

Early Head Start

- Brookville Location
- 3 EHS Parent Educators
- 2 MV Parent Educators
- Clarion Location (Shippenville)
- 1 EHS Parent Educator
- 2 MV Parent Educators
- Punxsutawney Location
- 2 EHS Parent Educators
- 1 MV Parent Educator

Parents as Teachers

- Clarion - 2 Parent Educators
- Brookville - 1 Parent Educator

Monthly Enrollment By Program

	Head Start		EHS/ MIECHV		Pre-K Counts	
July 2024	Summer Break	Summer Break	106	91%	Summer Break	Summer Break
August 2024	170	87%	109	93%	162	92%
September 2024	179	91%	112	97%	169	96%
October 2024	177	90%	122	*100%+	171	97%
November 2024	183	93%	120	*100%+	171	97%
December 2024	183	93%	123	*100%+	171	97%
January 2025	191	98%	125	*100%+	173	98%
February 2025	194	98%	120	*100%+	173	98%
March 2025	193	98%	119	*100%+	175	99%
April 2025	191	97%	115	99%	176	100%
May 2025	195	99%	117	*100%+	174	99%
June 2025	195	99%	119	*100%+	Summer Break	Summer Break

* Early Head Start slots are per child and MIECHV slots are per family. Numbers are reported by child.

2024-2025 Enrollment by Eligibility Category

Eligibility Category	Head Start	Early Head Start
Income at or Below 100% of Federal Poverty Line	22	24
Income between 100% and 130% of Federal Poverty	7	11
Foster Care	7	9
Homeless	3	3
Public Assistance (SNAP, TANF, SSI)	162	132
Over Income	21	16
Total	222	195

Head Start

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 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



Transition

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.

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, Resource, and Support).

Impact by the Numbers




222 children received Head Start services (funded enrollment is 196).

72 families met their family partnership goal 




86% up to date on physicals/ well care visits

95% completed a dental exam, of those 39% needed treatment; 67% received treatment. 



100% have a dental home

88% up-to-date with immunizations. 



99% current vision screening

42% (94) children with disabilities served 



96 transitioned to kindergarten

Parent Involvement and Engaging Families

Parent engagement remained a top priority this year, with numerous opportunities for families to play an active role in our community. Most notably, parents and guardians contributed significant time as **classroom volunteers**. Beyond the classroom, families supported their child's growth through parent-staff conferences, home visits, and the



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.

consistent use of individualized home-learning activities provided through our workshops and newsletters.

Parents also served as vital leaders through the Policy Council, Center Parent Committee, and various advisory groups. These roles allowed them to directly influence program planning, policy development, and service area reporting. Beyond leadership, families engaged in specialized training that supported both personal and child development, covering topics from financial asset building to kindergarten transition

Family Partnership Agreement

Top 5 goals identified

- * Parenting
- * Home Repair/Safety
- * Family Finance
- * Promoting Literacy
- * Family Routine

209 families enrolled

184 Families Completing a Home Visit

149 total goals set

72 goals were fully met

Classroom Family Engagement Events

- * Breakfast With Families
- * Bingo for Books
- * Hug a Tree
- * Play with me at the Park
- * Spring Family Engagement
- * Dog Safety
- * Simple Machine and Lose Parts
- * Rock Painting
- * Gardening
- * Huey Hangout Dance
- * Family Painting Event
- * Sing and Dance Turtle
- * Movie Night
- * Trim a Tree
- * Gingerbread Houses
- * Charlie Brown Thanksgiving Fest
- * Fire Safety Night
- * Wildlife Night
- * Craft/Activity Night
- * Pumpkin Paint Snack
- * Fall Engagement



Family Engagement Events Agency Wide

- * Totally Tie Dye
- * Positive Solutions for Families
- * Lego Derby-Agency Wide- Fatherhood Engagement
- * Twiggles Takes Care of His Community
- * Autumn Adventures



Head Start Child Outcomes

Jefferson-Clarion Head Start, Inc. is committed to supporting children and families with school readiness, self-sufficiency and success in life. Our program provides children with comprehensive health, nutrition, and other family support services, as well as a developmentally appropriate early childhood education. Our Head Start program utilizes Teaching Strategies Gold (TSG) as the assessment tool. This tool supports the goals and objectives of the curriculums used in our early learning programs.

Head Start Development Growth Report: Fall 2024 to Spring 2025

■ Below Expectations
 ■ Meeting and Exceeding Expectations

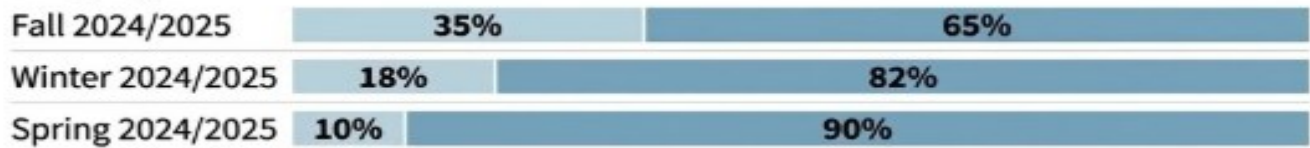
Social-Emotional



Physical



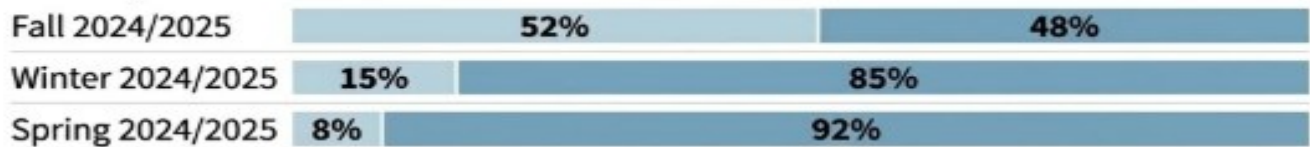
Language



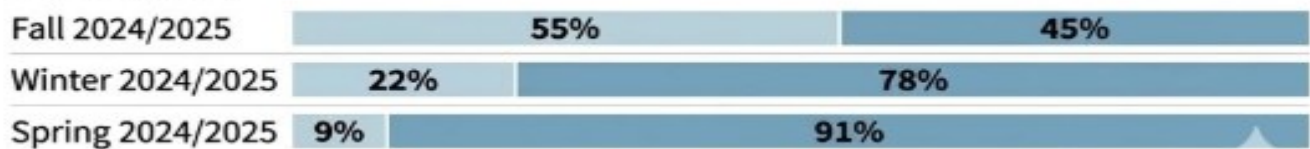
Cognitive



Literacy



Mathematics





FRED ROGERS
— INSTITUTE —
Saint Vincent College

"Every time we affirm how special our children are to us for being themselves, we're helping them grow into adults who rejoice in the diversity of the world's people."

- Fred Rogers



Early Head Start

Early Head Start provides 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. Visits may vary for expectant parents may vary based on need. Opportunities are offered for parents and children to come together regularly at Infant/Toddler Playtimes.



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
- Encourage new ways to play with your child
- Provide resources and strategies that support early literacy skills
- Assist you in observing your child's strengths and give you tips for developing them
- Connect families with one of our Certified Educators of Infant Massage

Child Health and Safety

Parent Educators 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 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 assist parents in setting goals such as:

- Employment
- Adult education
- Stress management
- Budgeting
- Transportation

Expectant Mothers and Families

Parent Educators and our EHS staff 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

Special Needs and Disabilities

Early Head Start staff work closely with parents, professionals and other agencies to ensure children receive comprehensive services. Staff educate parents on advocacy and provide activities and resources to help children with disabilities reach their full potential. During 2024-2025 36 children (31% of enrollment) with an Individual Family Service Plan (IFSP) were served.

Mental Health

EHS recognizes the importance of providing mental health support 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 can participate in an infant massage course designed to foster positive relationships. Led by EHS staff—who are Certified Educators of Infant Massage—these in-home sessions teach parents the vital role of touch in building secure attachments. The course covers specific massage strokes, 'gentle movements' that cross the midline to stimulate brain development, and practical techniques to soothe colic or digestive discomfort.

To enhance mental wellness within our program, we are excited to introduce Finnegan, a certified therapy dog through the Alliance of Therapy Dogs. Finnegan loves visiting our Head Start, Pre-K, and Early Head Start classrooms. Whether he is joining Infant-Toddler Playtimes, PAT Group Connections, or attending agency events, he brings joy and smiles to everyone he meets.



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.

Family Engagement

All caregivers are encouraged to participate in the planning of home visits, Infant Toddler Playtime (ITP) family engagement events, Parenting and Understanding Shared Experiences (PAUSE) meetings, and Policy Council. Participation allows them to design their EHS services and build the confidence they'll need to be an advocate for their child.

2024-2025 Program Year:

- 37 families participated in ITP
- 7 families attended more than 10 ITP events
- 24 families engaged in EHS PAUSE meetings
- 2 EHS parents sat on Policy Council as Representatives
- 2 EHS parents sat on Policy Council as Alternates

**This year we changed from having a PC rep and PC alternate for each home base (11 home bases) to one per EHS site (3 sites)

Family Services

EHS Parent Educators partner with families to develop Family Partnership Agreements (FPAs) each year that help them set goals. Action steps include responsibilities for both the family and staff, along with connections to other community agencies when necessary.

Family Partnership Agreement Data

- Top 5 goals identified
 - * Family Routine
 - * Parenting
 - * Family Finance
 - * Promoting Literacy
 - * Transportation
- 80 families set goals
- 115 total goals set
- 48 goals were fully met 115 total goals set
- 48 goals were fully met

2024-2025 Enrollment Data

Total Funded Enrollment	116
MIECHV Grant Program	50
Early Head Start	66
Total number of Pregnant Women	19
Children by Age:	
Under 1 Year	80
1 Year Old	50
2 Years Old	46
Pregnant Women	19
Total Cumulative Enrollment:	195
Total Number of Families Served:	143
Two Parent	100
One Parent	43

Impact By the Numbers

Infant/Toddler

176 Children Served

96% with health insurance

98% accessible health care

73% up to date on wellness exams

98% up to date on immunizations

27% preventative dental care

5% required treatment, 100% received

treatment

20% (36) had a Individualized Family Service

Plan (IFSP)

Impact By the Numbers

Prenatal

19 Pregnant Women Served

89% with health insurance

89% accessible health care

95% Prenatal health care

89% Postpartum health care



Child Outcomes

Jefferson-Clarion Head Start, Inc. is committed to supporting children and families with school readiness, self-sufficiency and success in life. Our Early Head Start program utilizes the Desired Results Developmental Profile (DRDP) assessment instrument in a comprehensive approach that facilitates the achievement of positive outcomes identified for both children and families. The Infant/Toddler Comprehensive View is designed for children from early infancy to 36 months of age. This tool supports the goals and objectives of the Partners for Healthy Baby curriculum and aligns with the Head Start Early Learning Outcomes

Jefferson-Clarion Early Head Start

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Social and Emotional Development (SED)

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

Cognition, Including Math and Science (COG)

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2025								
Winter 2025								
Fall 2024								

Physical Development–Health (PD-HLTH)

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2025									
Winter 2025									
Fall 2024									

The vertical line represents the median score for the group. RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Pre-K Counts

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. Our 11 full day classrooms Children participate in classes five days a week, five and a half (5.5) hours per day. and attend a total of 180 classroom days each year. There are 11 full-day classrooms that children attend for

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 \$93,600 this year) are eligible to receive Pre-K Counts services. Other risk factors may be used to determine priorities for selection.

Impact by the Numbers

- ★ **180 children received Pre-K Counts Services (funded enrollment is 176)**
- ★ **91% received a physical**
- ★ **98% completed a dental exam, of those 34% needed treatment; 66% received treatment**
- ★ **97% up-to-date with immunizations**
- ★ **100% vision screens**
- ★ **100% hearing screen**
- ★ **41% of children enrolled (70) were identified as having a disability**
- ★ **All Pre-K Counts teachers have Early Childhood Certification**
- ★ **The average classroom size for full-day classes is 16 students to 2 to 3 staff.**

Child Outcomes

Jefferson-Clarion Head Start, Inc. is committed to supporting children and families with school readiness, self-sufficiency and success in life. Our programs provides children with comprehensive health, nutrition, and other family support services, as well as a developmentally appropriate early childhood education. Our PA Pre-K Counts program utilize Teaching Strategies Gold (TSG) as the assessment tool .

■ Below Expectations ■ Meeting and Exceeding Expectations

Social-Emotional



Physical



Language



Cognitive



Literacy



Mathematics



Development of School Readiness Goals

The 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	
Early Head Start (Birth-3)	Head Start/ Pre-K (Ages 3-5)
Language and Literacy Development- Children will understand and use language for communication. Children will develop reading and writing skills.	
<p>Children will:</p> <ul style="list-style-type: none"> * understand increasingly complex communication and language * communicate or act in response to language and respond to increasingly complex language. * engage in back and forth communication that develops into increasingly extended conversations. * show interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways. 	<p>Children will:</p> <ul style="list-style-type: none"> * use language to express thoughts and needs. * demonstrate knowledge of print and its uses. * comprehend and respond to books and other texts. * show an awareness that language can be broken into words, syllables, and smaller pieces of sound.
<ul style="list-style-type: none"> * Parents will have conversations with their children and will read to their children on a daily basis. * JCHSI 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 - Children will use and control their bodies. Children will make healthy choices about safety and nutrition.	
<p>Children will:</p> <ul style="list-style-type: none"> * develop control of their gross-motor skills for movement such as sitting, crawling, walking and running. * develop fine-motor strength and coordination in their fingers and hands. * learn and begin to show healthy and safe habits. 	<p>Children will:</p> <ul style="list-style-type: none"> * demonstrate gross-motor manipulative skills. * develop fine-motor strength and coordination. * learn and begin to show healthy and safe habits.
<ul style="list-style-type: none"> • Parents will support their child(ren) in making healthy choices and will provide opportunities for active play. • JCHSI 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 -Children will engage in social interactions and learning experiences

Children will :

- * develop the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.
- * develop the capacity to comfort or soothe self in response to distress from internal or external stimulation.
- * mirror, repeat, and practice the actions or words of others in increasingly complex ways.
- * develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

Children will:

- * follow the classroom rules and routines with increasing independence.
- * manage their actions, words, and behavior with increasing independence.
- * maintain focus and sustain attention with minimal adult support.
- * demonstrate initiative and independence.
- * show interest in and curiosity about the world around them.
- * use imagination in play and interactions with others.

- * **Parents** will provide a variety of experiences for their children that foster their love of learning.
- * **JCHSI** will provide parents with ideas, trainings, and opportunities that support children’s natural curiosity and love for learning.

Social and Emotional Development

Children will develop healthy meaningful relationships with adults and other children.

Children will develop the ability to express, recognize, and manage their own emotions as well as respond appropriately to others’ emotions.

Children will:

- * show increasing awareness of self as distinct from and also related to others.
- * show developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.
- * develop close relationships with one or more familiar adults and interact in an increasingly competent and cooperative manner with familiar adults.
- * become increasingly competent and cooperative in interactions with peers and develop friendships with several peers.
- * develop the capacity to use objects to represent other objects or ideas and will engage in symbolic play with others.

Children will:

- * manage their feelings.
- * follow limits and expectations.
- * form relationships with adults.
- * respond to emotional cues.
- * interact with their peers.
- * will make friends.
- * solve social problems.

- **Parents** will provide a nurturing home environment that provides for healthy, secure relationships with their children.
- **JCHSI** 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.

School Readiness Goals cont.

Cognitive and General Knowledge -Mathematics Development and Scientific Reasoning

Children will develop thinking and problem solving skills.

Children will explore the environment and understand how things work.

Early Head Start (Birth-3)	Head Start/ Pre-K (Ages 3-5)
<p>Children will:</p> <ul style="list-style-type: none"> * show an increasing ability to compare, match, and sort objects into groups according to their attributes. * show developing understanding of numbers and quantity. * demonstrate an increasing ability to observe, anticipate, and reason about the relationship between cause and effect. * show understanding of how objects move in space or fit in different spaces. * .observe, explore, and investigate objects (living and nonliving things) and events in the environment and become increasingly sophisticated in pursuing knowledge about them. 	<p>Children will:</p> <ul style="list-style-type: none"> * plan and conduct investigations and experiments. * use classification skills. * use number concepts and operations. * explore and describe spatial relationships and shapes. * demonstrate knowledge of patterns. * understand shapes. * analyze results, draw conclusions, and communicate results.
<ul style="list-style-type: none"> • Parents will support their child(ren) as they explore home and community surroundings to develop problem solving skills. • JCHSI will provide activities and opportunities that will challenge children’s natural curiosity and encourage development of social studies, mathematical, and scientific thinking skills. 	

HEAD START VOICES



*Corey Peterson
Head Start Alumni*

“As the first male in my family who has earned both a bachelors and masters degree I know this would have never been achieved without Head Start being the catalyst that pushed my Mother and I to gain confidence and break a generational cycle of abuse..”

Federal Reviews and Audits

Focus Area One (FA1) February 2024

The Administration for Children and Families (ACF) monitoring review determined that our program meets the requirements of all applicable HSPPS, Laws, regulations, and policy requirements.

Independent Fiscal Audit February 2026

Report was completed by the firm Troxell & Associates, LLC. The unmodified audit report found no findings or questioned costs. A copy of the Audit report can be found on the agency website.



CLASS Observation December 2025

CLASS stands for Classroom Assessment Scoring System and is used by Head Start Programs across the country to measure quality teacher child interactions in preschool classrooms. Research shows classrooms with a score closer to a 7 within the three domains, the higher quality the interactions and more successful children will be academically and socially moving into their elementary school years and beyond. Head Start requires, at a minimum, an Emotional Support score of 5, a Classroom Organization score of 5, and an Instructional Support score of 2.3. They recommend for quality purposes an Emotional Support score of 6, a Classroom Organization score of 6, and an Instructional Support score of 3. The following scores are the results of the JCHSI CLASS observation conducted from 10/20/2025 to 1/02/2026.

DOMAIN	Scores
Emotional Support	6.2375
Classroom Organization	6.0167
Instructional Support	2.9333

Children who attend Head Start are:

The infographic features five arrows pointing upwards and three pointing downwards. The upward-pointing arrows are on the left, and the downward-pointing arrows are on the right. Each arrow contains an icon and text. The upward arrows have a graduation cap, an open book, and a hand holding a pencil. The downward arrows have a gavel, a hand with a heart, and a medical cross. Below the arrows is a summary statement.

More likely to complete high school

More likely to enroll in and complete college

Less likely to be arrested

Less likely to enter foster care

Less likely to experience poor health

Research shows that the benefits of Head Start appear to transfer from one generation to the next in a substantial way.

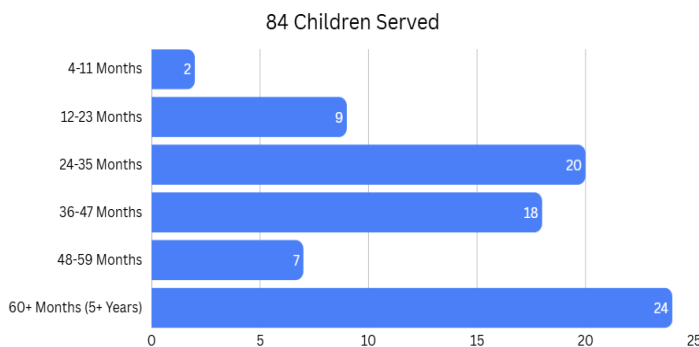
Parents as Teachers

Jefferson-Clarion Head Start, Inc. was awarded the Parents as Teachers grant in the fall of 2019. The agency started services to families in February 2020 right before the pandemic hit the country. It was difficult getting this program up and running in the middle of a pandemic. However, the staff continued training and enrolling families. In the 2024-2025 year the Parents as Teachers program served 64 families providing home visiting services to expectant women and families with children birth through kindergarten. The program has worked with many agency's such as Children and Youth and Early Intervention to enroll families that they have referred to the program.

awarded by OCDEL (Office of Child Development and Early Learning.) There are no income guidelines for this program, so any family in Jefferson and Clarion County is eligible to receive this program. However, families with the highest needs receive priority for enrollment. The program was able to provide home visits and Group Connections to encourage families to network and let their children socialize with other children their age.

Statistical Summary

- 64 Families in total received visits.
- 3 Prenatal Families Served
- 674 Total Home Visits were completed
- 24 Group Connections



The goals for the Parents as Teachers program include:

- Prevent child abuse and neglect.
- Increase parent knowledge of early childhood development.
- Improve parenting practices, increasing children's school readiness and success.
- Provide early detection of developmental delays and health issues.
- Help improve the health and well-being of families with young children.

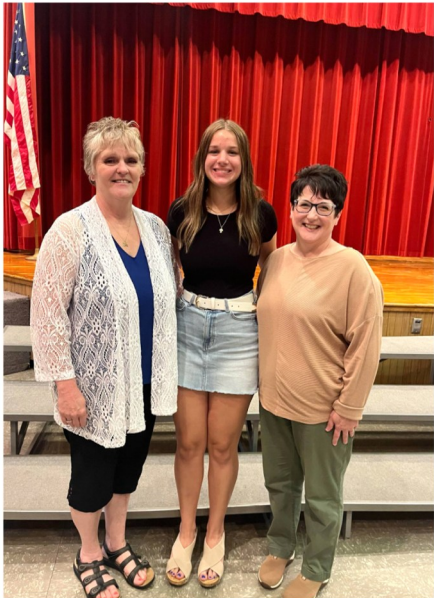


The Parents as Teachers program provides home visits to families living in Clarion County and has been funded through the Family Support grants

Mark Rummel Scholarship

The Mark Rummel Memorial Scholarship was established in 2022 in memory of the late Mark Rummel by the generosity of the staff at Jefferson-Clarion Head Start. Mark was the Rimersburg Head Start teacher for 39 years. He was affectionately known as “Mr. Mark”. His love of children learning and growing is something we should all aspire. Mark impacted nearly over 700 children during his 39 years. He was a leader in the Union School District Area as the past Mayor of Sligo, basketball coach, pre-school teacher, and served as a Member of the Union School District Board of Directors. His commitment to his community is inspiring to us all.

Through the generous donations of our staff we are able to offer two \$1,000 scholarships. Seniors from eleven school districts were given the opportunity to apply by writing an essay about the benefits of volunteering in their community and how their volunteer experience impacted them.



Scholarship Recipient:

Ava Snyder

A-C Valley School District

A-C Valley Head Start

Education Manager Andrea Baker

Ava's Head Start Teacher Lisa Ferringer

Scholarship Recipient:

Morgan Hoare

Dubois School District

Reynoldsville Pre-K

Education Manager –Karen Ray

Morgan's Pre-K Teacher—Christina Mitchell



Annual Budget

	Head Start	Early Head Start	Agency Wide
Salaries & Wages	2,271,514.75	696,609.22	5,586,181.25
Fringe Benefits	578,229.95	208,251.84	1,466,519.65
Total Salaries and Related Expenses	\$ 2,849,744.70	\$ 904,861.06	\$ 7,052,700.90
Consultant & Professional Fees	4,503.52	850.31	9,394.95
Supplies	125,540.97	21,479.33	284,724.30
In-Kind**	98,928.04	-	98,928.04
Occupancy	142,612.61	64,184.54	407,331.80
Insurance	18,315.63	12,432.65	51,684.00
Training & Technical Assistance	31,574.00	19,728.00	75,872.92
Maintenance and Vehicle Operation	8,323.84	16,983.84	34,468.23
Travel	5,385.62	4,811.11	32,542.35
Postage	2,831.39	510.59	4,635.39
Telephone	36,466.53	14,950.67	111,233.53
Advertising, Printing & Publications	11,018.72	4,018.37	34,202.87
Payroll Processing	6,898.95	1,574.23	17,803.37
Food & Related Expenses	17,867.52	457.85	392,014.70
Parent Activities	1,139.98	364.91	2,032.30
Literacy & Parent Resources	5,880.29	984.91	16,709.40
Assessment/Recruitment	16,227.51	2,152.76	31,913.05
Contracted Services	21,179.36	24.84	155,115.21
Dues/Memberships	4,043.46	2,400.15	11,618.00
Depreciation	27,561.03	26,988.40	73,217.58
Interest	-	-	2,496.17
Total Expenses:	\$ 3,436,043.67	\$ 1,099,758.52	\$ 8,900,639.06

Federal and State Funding Sources	2023-2024	2024-2025
Head Start	3,335,039.00	3,412,670.00
Early Head Start	1,050,621.00	1,074,847.00
Maternal, Infant, Early Childhood Home Visiting	521,128.00	744,382.00
Maternal, Infant, Early Childhood Home Visiting - American Rescue Plan	97,387.00	-
Home Visiting Family Support Agreement	-	4,000.00
PA Pre-K Counts	1,760,000.00	1,848,000.00
Head Start State Supplemental (HSSAP)	920,000.00	948,383.00
State Pilot Program OUD/SUD	187,798.00	-
PARENTS AS TEACHERS (PAT)	400,211.00	445,005.00
Child and Adult Care Food Program (CACFP)	271,690.68	269,268.23
Positive Parenting Program (Triple-P): Passed to Subrecipient	95,213.00	95,213.00
TOTAL	\$ 8,639,087.68	\$ 8,841,768.23
FUNDS RECEIVED	2023-2024	2024-2025
Head Start	3,335,039.00	3,412,670.00
Early Head Start	1,050,621.00	1,074,847.00
Maternal, Infant, Early Childhood Home Visiting	521,128.00	744,382.00
Maternal, Infant, Early Childhood Home Visiting - American Rescue Plan	97,387.00	-
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TOTAL	\$ 8,639,087.68	\$ 8,841,768.23
Local Funding Sources	2023-2024	2024-2025
Head Start Non-Federal	308,619.99	266,228.43
Early Head Start Non-Federal	48,021.50	58,096.00
Local Funds	31,067.81	36,210.81
TOTAL	\$ 387,709.30	\$ 360,535.24

Summary of Community Assessment

Key Community Insights

- Rural poverty and financial instability remain widespread across Jefferson and Clarion counties
- Many families are employed but still unable to meet basic living costs (working poor / ALICE households)
- Employment gains do not necessarily lead to economic security due to low wages, limited benefits, and minimal advancement opportunities
- Lack of affordable and accessible childcare—especially for infants and toddlers—limits parents' ability to work consistently or pursue higher-paying jobs
- Childcare shortages contribute to a cycle of instability, reinforcing reliance on public assistance and job turnover
- Behavioral and mental health needs among young children are increasing, likely reflecting family stress, trauma exposure, substance use, and economic strain
- Rising Tier 2 and Tier 3 behavioral incidents indicate growing demand for early childhood mental health and behavioral supports
- High rates of speech, language, and developmental delays may reflect effective screening and early identification, which is a protective factor
- Access to healthcare remains limited, particularly for dental care, mental health services, and specialists, due to rural provider shortages
- Dental health disparities represent a significant and often overlooked equity issue that may impact learning, behavior, and overall wellbeing
- Transportation barriers affect nearly all areas of daily life, including employment, childcare, healthcare, education, and access to services
- School districts serve high concentrations of economically disadvantaged students, contributing to persistent academic achievement gaps
- Educational risk is closely tied to early poverty, developmental delays, and limited access to early learning supports
- A high percentage of single-parent households increases vulnerability to poverty, stress, and service needs
- The aging rural population indirectly strains community resources, healthcare systems, and workforce availability, impacting families with young children
- The community has many service providers, but capacity, staffing shortages, waitlists, and distance reduce true accessibility
- Head Start and Early Head Start function as central community hubs, providing stability, coordination, and access to health, developmental, and family support services

Community Strengths:

- Strong collaboration among Head Start, school districts, healthcare providers, Early Intervention, and community agencies
- Comprehensive early childhood infrastructure (Head Start, Early Head Start, Pre-K Counts, Early Intervention, childcare, and preschool options)
- Head Start and Early Head Start function as central community hubs, connecting families to education, health, mental health, and social services
- High engagement of families in parenting

education, screenings, nutrition education, and developmental monitoring

- Effective early identification systems, including ASQ screenings and Early Intervention referrals
- Use of evidence-based practices such as PBIS and PTR-YC behavior plans
- Improved employment rates among enrolled parents in recent years
- High rates of health insurance coverage (Medicaid/CHIP) among children and pregnant women
- Gradual improvements in some child health indicators, including healthy BMI ranges
- Strong data capacity, including multi-year trend tracking and use of multiple data sources
- Clear governance and accountability through Policy Council and Board oversight

Program adaptability during disruptions (e.g., delayed state budgets and temporary classroom closures)

Community Weaknesses:

- Persistent rural poverty and financial instability, with many families classified as working poor (ALICE households)
- Employment often concentrated in low-wage, labor, service, and healthcare support jobs with limited benefits and advancement
- Heavy reliance on public assistance for eligibility verification limits accurate measurement of family income and mobility
- Severe shortage of affordable and accessible childcare, especially for infants, toddlers, and nontraditional work schedules


- Transportation barriers due to rural geography, lack of public transit, and high vehicle costs
- Limited access to healthcare providers, particularly dentists, mental health professionals, and specialists who accept Medicaid
- Low completion rates for dental treatment and some medical follow-up services despite successful screening
- Childcare quality variability, with many providers operating at low STAR levels
- Rising behavioral and mental health needs among young children, placing strain on classrooms and staff
- Workforce shortages across service sectors (healthcare, mental health, childcare, dental services)
- Educational risk tied to high concentrations of economically disadvantaged students and early developmental delays
- High proportion of single-parent households, increasing vulnerability to stress and economic hardship
- Housing instability risks likely underrepresented by formal homelessness counts (hidden homelessness)
- Geographic distance and service capacity limits reduce true accessibility despite the presence of many community resources
- Aging population indirectly strains healthcare systems, workforce availability, and public resources



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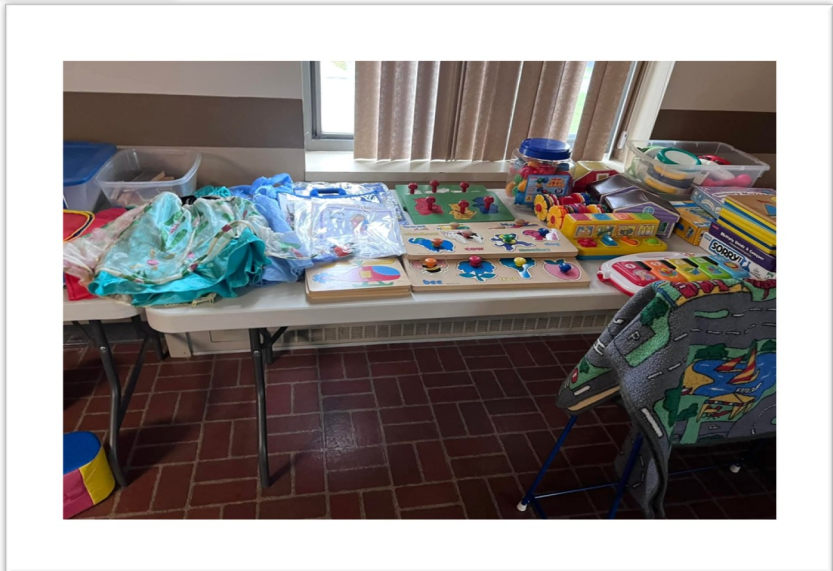
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2. **Fax:** (833) 256-1665 or (202) 690-7442;

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