

# S.L.H.D.A

## Child Development Program

Head Start

Early Head Start

Child and Adult  
Food Program (CACFP)

Head Start  
Supplemental  
Assistance Program  
(HSSAP)

Pre K Counts



## Career Development

The program has a well-trained, experienced staff with an average of 8.5 years of service.

Training Plans were written and followed during the year based on the annual Self-Assessment and Outcomes Training Need Assessment, Child Development Associates training continued under the direction of child care providers.

Center visits were continued this year and are made by Head Start Parents in May and November to serve as a follow-up to parent orientation and home visits. Weekly bulletins are sent to the homes every Friday recapping activities of the week and keeping parents informed of educational themes and projects. Ethnic Days were also continued.

### STAFF QUALIFICATION

#### TEACHERS (38)

2	MS/EARLY CHILDHOOD EDUCATION
22	BACHELOR'S DEGREE – EARLY CHILDHOOD EDUCATION
6	BACHELOR'S DEGREE – ELEMENTARY EDUCATION/ECE
4	BACHELOR'S DEGREE – ELEMENTARY EDUCATION WITH CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION/18 ECE CREDITS
1	BACHELOR'S DEGREE – ART ED/CDA/18 ECE CREDITS
1	BACHELOR'S DEGREE – COMMUNICATION/CDA/18 ECE CREDITS
1	BACHELOR'S DEGREE – KINDERGARTEN/NURSERY/FAMILY STUDIES
1	BACHELOR'S DEGREE – PSYCHOLOGY/CDA/18 ECE CREDITS

#### ASSISTANT TEACHERS (12)

5	ASSOCIATE DEGREE – EARLY CHILDHOOD EDUCATION
1	BACHELOR'S DEGREE – ELEMENTARY EDUCATION
2	BACHELOR'S DEGREE – EARLY CHILDHOOD EDUCATION
1	BACHELOR'S DEGREE – ELEMENTARY EDUCATION/CDA
1	BACHELOR'S DEGREE – SECONDARY ED/HISTORY
1	BACHELOR'S DEGREE-SOCIOLOGY
1	ASSOCIATES-APPLIED SCIENCES

#### TEACHER AIDES (14)

13	CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
1	ATTENDING CLASSES FOR CDA

#### FAMILY SERVICE WORKERS (28)

14	CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
3	ASSOCIATE DEGREE EARLY CHILDHOOD EDUCATION
1	BACHELOR'S DEGREE IN HUMAN DEVELOPMENT
1	BACHELOR'S DEGREE - HISTORY/ASSOCIATES
1	BACHELOR'S DEGREE - SOCIOLOGY
1	BACHELOR'S DEGREE – CRIMINAL JUSTICE
1	BACHELOR'S DEGREE – MUSIC
1	BACHELOR'S DEGREE – EARLY CHILDHOOD EDUCATION
1	ASSOCIATES DEGREE-LIBERAL STUDIES

#### PARENT EDUCATORS/HOME VISITORS' INCLUDING PARTNERS (14)

1	MASTERS DEGREE EDUCATION
2	BACHELOR'S DEGREE HUMAN DEVELOPMENT/CHILD STUDIES
4	BACHELOR'S DEGREE CHILD AND FAMILY DEVELOPMENT
2	ASSOCIATE DEGREES EARLY CHILDHOOD EDUCATION
5	ELEMENTARY EDUCATION/EARLY CHILDHOOD

#### EHS CENTER BASED TEACHERS

2	ELEMENTARY EDUCATION
6	EARLY CHILDHOOD EDUCATION

#### COOKS (21)

1	BACHELOR'S DEGREE COMPUTER SCIENCE
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#### TRANSITION AIDES (2)

1	CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
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#### PART TIME BUS AIDES (21)

1	CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
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## Special Needs/Mental Health Component

The goal of the SN/MH component is to work collaboratively with parents, the educational staff, and community providers in the fields of early intervention and mental health services. This collaboration allows for the program to identify, refer, and assess children with a suspected or known disability and or social/emotional/behavioral concerns and to ensure needed services to any eligible child. This includes the provision of all Head Start and Early Head Start services.

Head Start regulations state that a minimum of 10% of enrollment slots are reserved for children with disabilities. Recruitment efforts target agencies that provide support services to children and their families in the 4 county areas. The program has established strong collaborative agreements between HS/EHS with the LEA's/BSU's (NEIU #19, Wayne County Consortium, IU #20, Scranton Counseling Center, Tri-Valley Care, Inc., Wayne County Office of BDP/EI, and Pike County MH/DS have been implemented and include provisions/procedures for screenings, referrals, diagnosis, and intervention services in a timely manner. Head Start staff provides developmental, speech, vision and hearing screenings to all enrolled children within 45 days following enrollment with parental consent. Early Head Start staff provides screenings to identify developmental/social emotional difficulties in infants and toddlers.

Children requiring further evaluations are referred to NEIU #19, Wayne County Consortium, Colonial Intermediate Unit 20, Scranton Counseling Center, Tri Valley Care, Inc., Wayne Co. Office of BDP/EI, and Pike Cty MH/DS. Evaluations occur with parental consent and follow state early intervention guidelines. If a child is eligible for services, an IEP or IFSP is developed with the parent. These documents outline specific goals and objectives that the therapists will be working on with the child. Services are often provided in the Head Start centers one time per week or in an early intervention classroom two to four times per week. Services for EHS are provided in the most natural environment which typically is the home.

Mental health services include the Ages and Stages Social Emotional (ASQ-SE) screening tool conducted by the classroom staff and two classroom visits by mental health professionals. Parents are provided an opportunity to address a particular concern or question on the parent input form. These forms are provided prior to the scheduled visit. In EHS/Home-based Head Start, the consultant schedules visits each month to alternate sites during FIT days/play days(socialization) to be available to both parents and staff. For center based EHS classrooms, visits are scheduled once during the fall and once during the spring. The consultant will review the forms and provide a written answer or a phone call on the day of visit if necessary. The Special Needs/Mental Health Coordinators will follow up with classroom staff and families if necessary. The Head Start Helpline is also available on Wednesday mornings from 9-12 at 383-7272. This is an opportunity to speak with a psychologist. All calls are confidential.

Each year, training is provided on various disabilities and behavior issues to help staff work effectively with all the children in the class. Staff has received training provided by Head Start and the LEA's on Building Positive Behaviors in Early Childhood Centers. The program is also participating with NEIU #19, through their Inclusion Grant, in the implementation of Positive Behavior Interventions and Supports (PBIS) with fidelity. The South Scranton 2 Head Start, NEIU Early Intervention classroom and an Early Head Start center-based classroom are participating in this initiative.

The program utilizes the *AI's Pals* Mental Health curriculum for use in all head start centers. *AI's Pals: Kids Making Healthy Choices*. *AI's Pals* is a nationally recognized evidence-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old.

### **Special Needs/Mental Health Activities: (2013-2014 Program Year)**

Children Referred for Early Intervention Services	98
Children Receiving Early Intervention Services	295
Children Referred for Mental Health Services	35
Children Receiving MH Services that were referred	25
Children Birth to 3 Receiving Early Intervention Services	51

## Family Engagement Component

Component coordinators are responsible for the supervision and leadership of the Family Engagement Workers (FEWs). Coordinators provide guidance and instructions to FEWs as it relates to performance standards, policies and procedures focused on Attendance, Family Demographics, Family Partnership Agreements (FPA), Resources and Referrals and Community Collaborative Agreements. Additionally, Coordinators provide staff with In-services and Trainings relevant to their responsibilities, Develop/Change/Implement policies as they relate to social services and ensure program meets attendance requirements.

All children are expected to maintain an 85% monthly average attendance rate. When children fall short of this, staff implement appropriate support services (if needed) and emphasizes the importance of consistency in their child's education. If absences are documented as unexcused, FEWs implement our attendance policy and follow up with coordinators if a withdrawal, due to attendance, is necessary. Staff and Coordinators work with families experiencing difficulty with attendance to ensure appropriate referrals are made if needed.

FEWs are responsible for maintaining accurate records as they relate to family demographics. Information is obtained through the Application, Orientation, and pertinent court documents. All information is recorded and kept up to date on COPA (Child Outcome and Planning Assessment-Web Based data entry program)

FEWs are responsible for engaging parents in partnership building process (FPA) that identifies family's strengths and then utilizes them in order to obtain goals set forth by the families. This is done doing Home Visits where staff complete Family Needs Assessments with parents. Typical goals include anything from GED, ESL, Higher Education, Employment, Housing, etc. Goals are developed with assistance from FEWs and are set up in order to assist the families to move towards a more self sufficient state. Through the Family Partnership Agreements, families are also provided with additional resources and referrals that may not necessarily reflect their goal but do provide them a base knowledge of services and programs available in their area. In order to provide families with information on these agencies and services offered, FEWs go out into the community and develop Collaborative Community Partnerships with local agencies/programs that service similar populations. This allows for families to feel more comfortable in seeking out assistance from these agencies.

The Family Engagement Coordinators are also responsible for assuring parent engagement and volunteerism in the Head Start Program. This process begins at the start of each school year with a group orientation for new parents. Parent groups are established in each center/site and officers are elected in September.

Parents from each center/site are elected at this September meeting to serve on Policy Council. Policy Council officer elections are held at the October Policy Council meeting and training is then conducted for new officers on their duties and responsibilities.

Parent Group meetings are also the means for educational topics to be presented to parents. Topics of interest are chosen by the parent groups and information, videos or a guest speaker are provided. Adult Basic Education, English as a Second Language, GED and Literacy continue to be a good primary focus of the program's educational efforts. Each year each center plans a family literacy project every month as part of the curriculum.

Partnerships have been formally established with Workforce Investment, SCOLA, Voluntary Action Center, Lackawanna College, Marywood University, local school districts, the University of Scranton, and Community Libraries in our service areas to provide these services to interested parents.

Family Partnership agreements and an emphasis, beginning with enrollment, on family input as to services they may need requires that Family Engagement Coordinators work collaboratively with other coordinators, staff, parents and agencies involved to coordinate services to our Head Start families. As issues are identified (i.e. behavior problems, hygiene, parenting) meetings are established to formulate a corrective plan.

The Family Engagement Coordinators are also responsible to respond to any comments or concerns a parent may have and act as a mediator to resolve the concern.

The Family Engagement Coordinators oversee the volunteer effort. We monitor volunteers in the centers as to ensure that appropriate screenings are completed (State Police, Child Abuse, etc.).

Family Engagement Coordinators work closely with the Transition Coordinator and members of the Family Engagement Committee to establish a system for parent group meetings to become a more integral part of the transition process. In the Spring we invite elementary school principals and PTA members to speak at our parent meetings.

Many annual projects are conducted to help families including Toys for Tots and Community wide Angel Trees. In April, a luncheon is held for National Volunteer Week to honor those outstanding parent and community volunteers and active Policy Council members, who contribute their time and energies to the program.

Other projects include a Fatherhood Initiation Program to improve male engagement in both the program and their child's life. The Head Start Director provides training at the September Board of Directors Meeting to enhance the governing board's knowledge of the Head Start Program.

**Family Engagement Activities  
(2013-2014 Program Year)**

<b>Family Referrals</b>	<b>#of Families that Received Services</b>
Emergency/Crisis intervention such as meeting immediate needs for food, clothing, or shelter	1,092
Housing Assistance such as subsidies, utilities, repairs, etc.	62
Mental Health Services	17
English as a Second Language (ESL) training	4
Adult Education such as GED programs and college selection	24
Job Training	4
Substance Abuse Prevention	1
Substance Abuse Treatment	1
Child Abuse and Neglect Services	12
Domestic Violence Services	1
Child Support Assistance	2
Health Education	120
Assistance to families of incarcerated individuals	1
Parenting Education	355
Relationship/marriage education	0

Of these, the number that received at least one of the services listed above

**1,112**

## **Early Head Start Family Engagement Component**

The Early Head Start Family Engagement Coordinator is responsible for the guidance and instruction to the Parent Educators and Center-Based Teacher as it pertains to performance standards, policies and procedures, primarily with attendance, family partnership agreements (FPA), resources, referrals and family demographics. The EHS Family Engagement Coordinator also provides trainings and teleconferences relevant to staff responsibilities. The Coordinator can develop/change/implement policies relating to family engagement and to ensure the Early Head Start is meeting its attendance requirements.

Center-Based- All children must meet the 85% monthly attendance rate. If a child does not meet the requirements, the Teacher will implement appropriate support services and emphasize the important of consistency in the child's education. Is absences are unexcused, the Teacher will follow up with the EHS Family Engagement Coordinator and implement the attendance policy if a withdrawal date (due to attendance) is necessary. Teacher and Family Engagement Coordinator work with families who are experiencing difficulties with attendance to ensure appropriate referrals and resources are put into place.

Home-Based- All children are expected to maintain 85% attendance, or 44 home visits a year. This number is prorated for families the begun during the course of the school year. If a child is short of this expected rate, Parent Educators discuss the importance of consistency of the child's education with the family. If the visit is considered unexcused, the Parent Educator will contact the Family Engagement Coordinator to discuss what will happen next. Implementation of the attendance policy may be needed if a visit is deemed unexcused. When a family has three unexcused absences, the Parent Educator will discuss with the Family Engagement Coordinator if a withdrawal, due to attendance, is necessary.

Parent educators and Teachers are responsible for keeping up-to-date records that pertain to family demographics. This information can be obtained through the application, family intake, and any pertinent court documentation. All information is recorded and maintained on COPA (Child Outcome and Planning Assessment-Web based data entry program).

Parent Educators and Teachers are responsible for engaging parents in a partnership building process (FNA) that identifies family strengths and then utilizes them to obtain goals made by the family. Typical goals include housing, employment, education (ESL,GED,higher education). Goals are developed with help from the Parent Educator and Teacher and are made to help the families move toward self-sufficiency. Using the Family Needs Assessment, families can also obtain additional resources and referrals that can be used as a starting point for reaching their goals.

The Parent Educator and Teacher are responsible for updating family goals monthly in COPA. Through discussions at home visits and in the classroom, the Parent Educators and Teachers can document and changes to the goals or progress that a family has made.

The Early Head Start Family Engagement Coordinator is responsible for assuring parent engagement and volunteerism in Early Head Start classrooms and FIT (Families of Infant and Toddlers) day sites. Early Head Start parent groups are established at each FIT day site and parents from center-based are encouraged to come to parent meetings. The parent group meeting is held on the first FIT day of the month.

Parents from each FIT day site are elected at the September meeting to serve on Policy Council. Policy Council officer elections are held at the October Policy Council meeting and training is then conducted for new officers on their duties and responsibilities.

Parent group meetings also provide an opportunity for parents to learn about different educational topics that may be of interest to them. The parent group chooses the educational topics and information, videos or guest

speakers are brought in. The parent group provides topics on the development of their child, employment issues, budgeting money, etc. Most of the educational topics focus on attaining self-sufficiency for the family.

Family partnership agreements and an emphasis on family input (beginning at enrollment) may require the Early Head Start Family Engagement Coordinator to work collaboratively with other Coordinators, staff, parents and agencies involved to coordinate service for our Early Head Start families. When an issue arises, (parenting, behavioral problems, health), meeting are established to formulate a corrective plan.

The Early Head Start Family Engagement Coordinator is also responsible to respond to any comments or concerns a parent may have and act as a mediator to resolve the concern.

The EHS Family Engagement Coordinator oversees the volunteer effort. The Coordinator monitors volunteers in the center/FIT day sites to ensure that appropriate screenings are in place (State Police, Child Abuse, Etc.)

In 2013-2014, our program increased in all areas of the family dynamics to ensure better outcomes for the family and the child(ren). 9.52% of total families in the program had an increase in their employment. Of these families, 3.89% of families that were unemployed became employed. 3.46% became employed part time and 2.17% became employed full time. 5.19% of families began to higher the education or trade. 96% of families have utilized referrals and services provided by the program or community referral. 76% of families have utilized one or more services or referrals by our program or referral to a community agency. 21% of families have attended parenting classes or training in parenting education. 34% of families have received health education for their children or family. 33% of fathers became engaged in activities and increased program participation. 9% of families experienced homelessness and 3.8% acquired housing during the program year. 3% of children were in foster care at some time during the program year. 3% were referred to our program by a child welfare agency.

**EHS Family Engagement Activities  
(2013-2014 Program Year)**

<u>Family Referrals</u>	<u>#of Families that Received Services</u>
Emergency/Crisis intervention such as meeting immediate needs for food, clothing, or shelter	158
Housing Assistance such as subsidies, utilities, repairs, etc.	17
Mental Health Services	7
English as a Second Language (ESL) training	0
Adult Education such as GED programs and college selection	3
Job Training	0
Substance Abuse Prevention	0
Substance Abuse Treatment	2
Child Abuse and Neglect Services	6
Domestic Violence Services	1
Child Support Assistance	3
Health Education	68
Assistance to families of incarcerated individuals	0
Parenting Education	42
Relationship/marriage education	2

Of these, the number that received at least one of the services listed above

## **ERSEA Component**

The ERSEA Component consists of two coordinators (1 for Head Start and 1 for Full Day/Full Year and Early Head Start).

The Coordinators are responsible to determine age and income eligibility, overseeing the recruitment efforts of the Family Services Workers, developing and implementing a Selection Criteria and ensuring that funded enrollment is met at all times.

The Coordinators work with other component heads and center staff to determine enrollment placement that best meets individual children's needs and families' needs as well. This may mean a child's enrollment may not be a traditional placement (i.e. Monday thru Friday/3.5 hrs per day).

Some families are in need of all day care and are then referred to our Full Day/Full Year program. One of the Coordinators then ensures that the family meets requirements for that program (Working, School, etc.) and implements contracts with local daycare provides to allow for children to receive all day care in their setting with supplemental head start services provided thru an Itinerant Teacher. The same Coordinator then also processes all billing for the FDFY program. Other families/children may need special provisions to their enrollment status due to involvement with other agencies. For example, a child might only attend a Head Start center on Mondays and for the remainder of the week attend an early intervention class. This is done only with the support of the child's IEP Team and is documented with the family through the partnership agreement process.

### **Enrollment Activities (2013-2014 Program Year)**

Funded enrollment	1,368
Actual enrollment	1,488
Withdrawals	202
Wait List	219



## **Community Assessment**

Every three years the SLHDA Program conducts an in depth Community Assessment to determine demographic trends, examine health, education, nutrition, special needs and social service data in the program service area. Community resources are identified that provide services and resources to our Head Start Children/Families. This information in the assessment is then utilized in the program planning process. This year 2014/15 we are in the process of conducting our comprehensive Community Assessment. In the two years following, the assessment is updated with any significant changes to information provided in the assessment.

## **Transition**

The Transition Component of the Head Start Program is designed for children and families to experience a seamless move from one program to another. The transition from Early Head Start to Head Start includes providing information to the families regarding what to expect when their child enters a preschool classroom or developmentally appropriate placement. A visit to the Head Start classroom is scheduled to allow the family the opportunity to familiarize themselves with the staff and classroom set up prior to the child's first day of school. Valuable information compiled during the families enrollment with Early Head Start is shared with the staff at the child's new Head Start center or developmentally appropriate placement with parent permission. Screenings are conducted on the child to allow for the staff to individualize when planning activities. Activities focus on skills that will allow the child to be successful in their new preschool placement.

The transition from Head Start to the school system was developed to ensure that the families move from our program to the school district is smooth. Families of children transitioning into the school district are allowed the opportunities to communicate with the elementary center their child will attend. This is done by providing families with information regarding what to expect once their child leaves Head Start. With families consent, information regarding progress and goals are shared with the schools. Center staff completes a Transition/School Readiness booklet with each family. In the booklet, accomplished goals are listed and future goals for the child are developed. A visit to a typical kindergarten classroom is set up in the school district where the child will enroll. Teachers conduct observations of the kindergarten classroom. Information gathered on their visit will be used to individually plan for transitioning children with parent permission. Principals from elementary schools are invited to attend parent meetings to discuss the schools policies and procedures as well as address parents questions and concerns. Transitioning children and families are encouraged to participate in the Summer Kindergarten Readiness Program.. The Scranton-Lackawanna Human Development Agency receives funding from HSSAP and Pre-K Counts to conduct Summer Kindergarten Readiness Programs throughout the service area for two weeks each summer. This program serves 170 four year old children and families who are transitioning into Kindergarten in the fall. School District and Head Start staff work together with programming to prepare children and families for the new experience, ensuring children do not experience the "summer lag", and families are more comfortable getting involved with activities in their child's new school experience. Once the families enroll in the district, Head Start tracks the child's progress through third grade.

## **Literacy**

In addition to monthly Literacy Activities sent home to each family, our program had the opportunity this year to receive childrens books from First Book, a non-profit organization whose mission is to provide new books to children in need, addressing one of the most important factors affecting literacy – access to books. Head Start which included PDE and Pre K Counts received a total of 240 books. Our program is also involved in featuring the annual PA One Book. This year the book is "Number One Sam" by Greg Pizzoli.. This book will be utilized during National Volunteer Week in our centers program wide and each child in the program will receive a copy. Family literacy bags are sent home with each child on a weekly basis. The bag included books and literacy rich activities for the family to complete at home. Completed projects are sent in to the center and displayed.

## **Diversity Education**

Head Start has a vast population of families that have different cultural backgrounds which are growing every year. Many of our centers have children that are considered dual language learners (DLLs) because they have a primary language other than English. We try to address their needs with contracted interpreters that are utilized on an as-needed basis. Our center in Central City has a Nepali interpreter (center based) to be available to our Nepali-speaking parents and children. Many of our Scranton Centers have children and families whose primary language is Spanish and their needs and concerns are addressed orally and written. We employ two bilingual Community Education staff to work mainly with the Hispanic population to help bridge the language gap by engaging families in all aspects of the program and within the community. There is also a monthly Hispanic Family Story Hour at the Children's Library and a monthly Hispanic Family Engagement Committee that just started in December of 2013. ESL classes are also encouraged as a goal to most of our dual language families. Many of our documents have been translated to Spanish and sent home to our Spanish-speaking families. Depending on the importance of the document it will get translated to whatever language we need to get the message delivered- if not we will use our interpreters to deliver the message. We have working agreements with several community agencies, enabling us to provide appropriate referrals. We have a diverse Policy Council, which helps engage these populations in the governing aspect of Head Start and Early Head Start.

## **Safety /Maintenance/Transportation**

Head Start is in its 3rd year with a person dedicated to safety and emergency preparedness. While the Safety Coordinator does conduct bi-monthly safety inspections, they also review all documented inspections/ observations from other staff members. The Safety Coordinator is then responsible for minimizing and/or eliminating potential safety concerns through change in procedures or maintenance repair orders. When maintenance is required a written request is made and monitored by the Safety Coordinator until completion of repair. Head Start owns one van, used primarily for our maintenance staff.

SLHDA, employs 19 part-time bus aides and 2 full-time bus aides to transport Head Start children to and from centers. There are 23 bus runs through one sub-contractor, Red Top Transportation, who has secured the transportation contract through 2019. Our Head Start buses provide transportation to over 590 children per day, throughout our four county service area. Bus aides are trained in pediatric CPR and First-Aid. They maintain a safe environment by properly securing children in safety harnesses, engaging children in educational activities, following our child count procedure, inspecting the bus for any hazards both pre and post-trips, and train parents on how to safely approach the bus for pick up/drop off of their children. Bus emergency evacuation procedures are practiced monthly with all Head Start children. Bus personnel only release children to those individuals authorized by parents or legal guardians.

## **Self-Assessment**

Head Start conducts an Annual Self Assessment and a Federal On-Site Review is conducted every three years.

The Self Assessment involves Administrative Staff, Center Staff, Board Members, Policy Council Members, Parents and Community Representatives.

Program performance is evaluated against Head Start Program Performance Standards, laws, regulations and policy requirements. The goal is to continuously improve program quality.

The Federal On-Site Review measures Program Performance against those same parameters.

## Technology

The SLHDA, Inc. Head Start Program is in the twelfth year of utilizing COPA (Child Outcome, Planning, and Administration) software. COPA is a user-friendly & comprehensive web-based application. The dynamic and customizable nature of COPA includes real-time data collection, reporting on outcomes, assessment, monitoring, organizational work-flow, referrals and file sharing. It utilizes performance standards to collect and process data that can improve program quality and performance. Reports and monitoring tools exist for all levels of Head Start including Program, Site, Class, Child and Family.

### **Features include:**

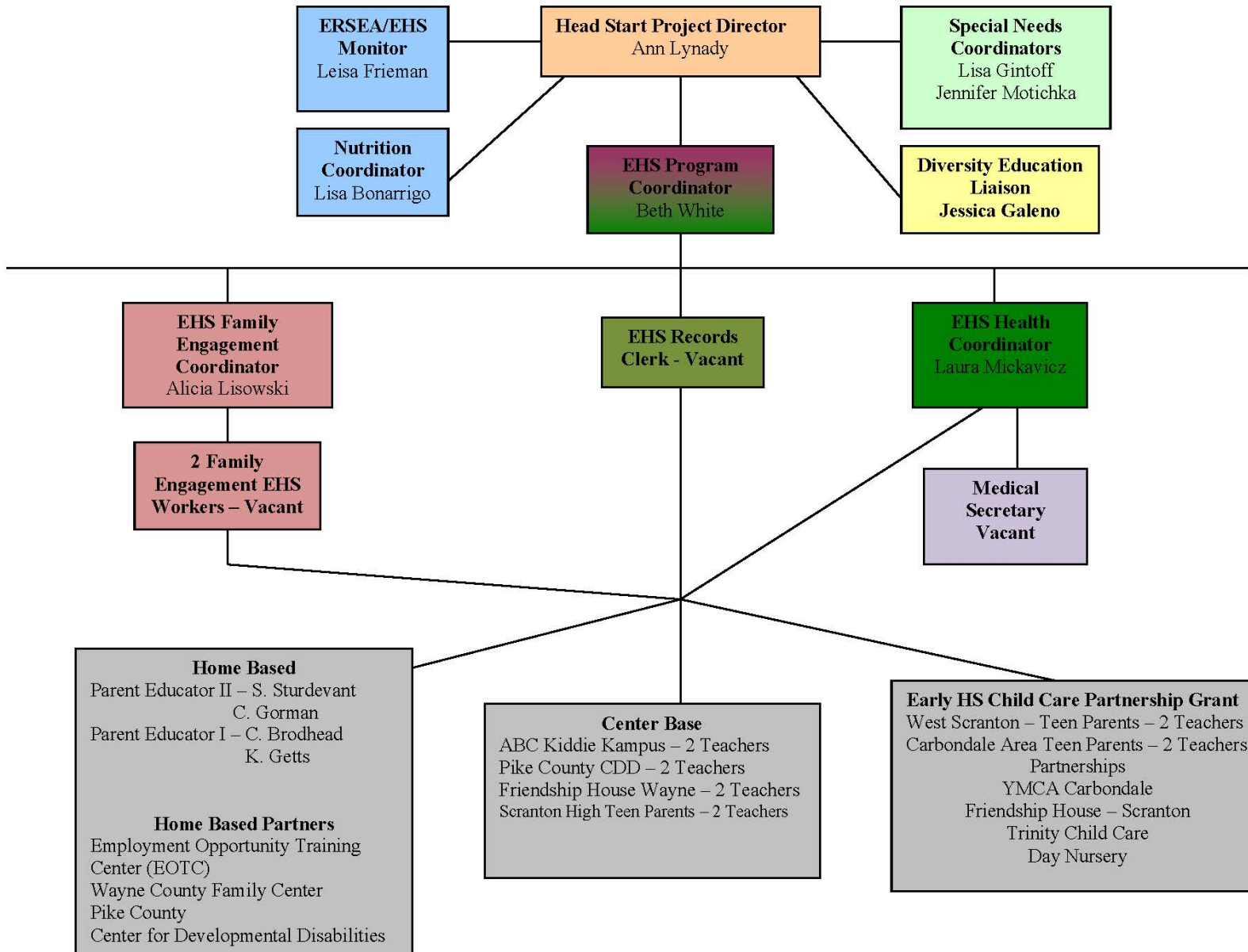
- Enrollment
- Head Start Website
- Head Start Facebook Page
- Customized Scoring
- Assessment Monitoring
- Meal Counts
- Referrals
- Health History
- Class Assignment
- Family Partnership Agreement
- Reporting
- Outcomes
- Graphs
- Admin Tools
- Health and Growth
- Site Monitoring
- BMI Graphs
- Tracking Sheets
- Disability
- Due-Date Flags
- Case Notes
- Visits and Follow-Up Logs
- Customized Assessments
- PIR
- Attendance
- Dental & Medical Reports
- Mental Health
- Immunization

At present, each child enrolled in Head Start for the school year 2014-2015 has been data entered into the system. Currently two complete child assessments have been data entered on each child this school year. This assists staff members to assess each child's progress toward obtaining their educational goals.

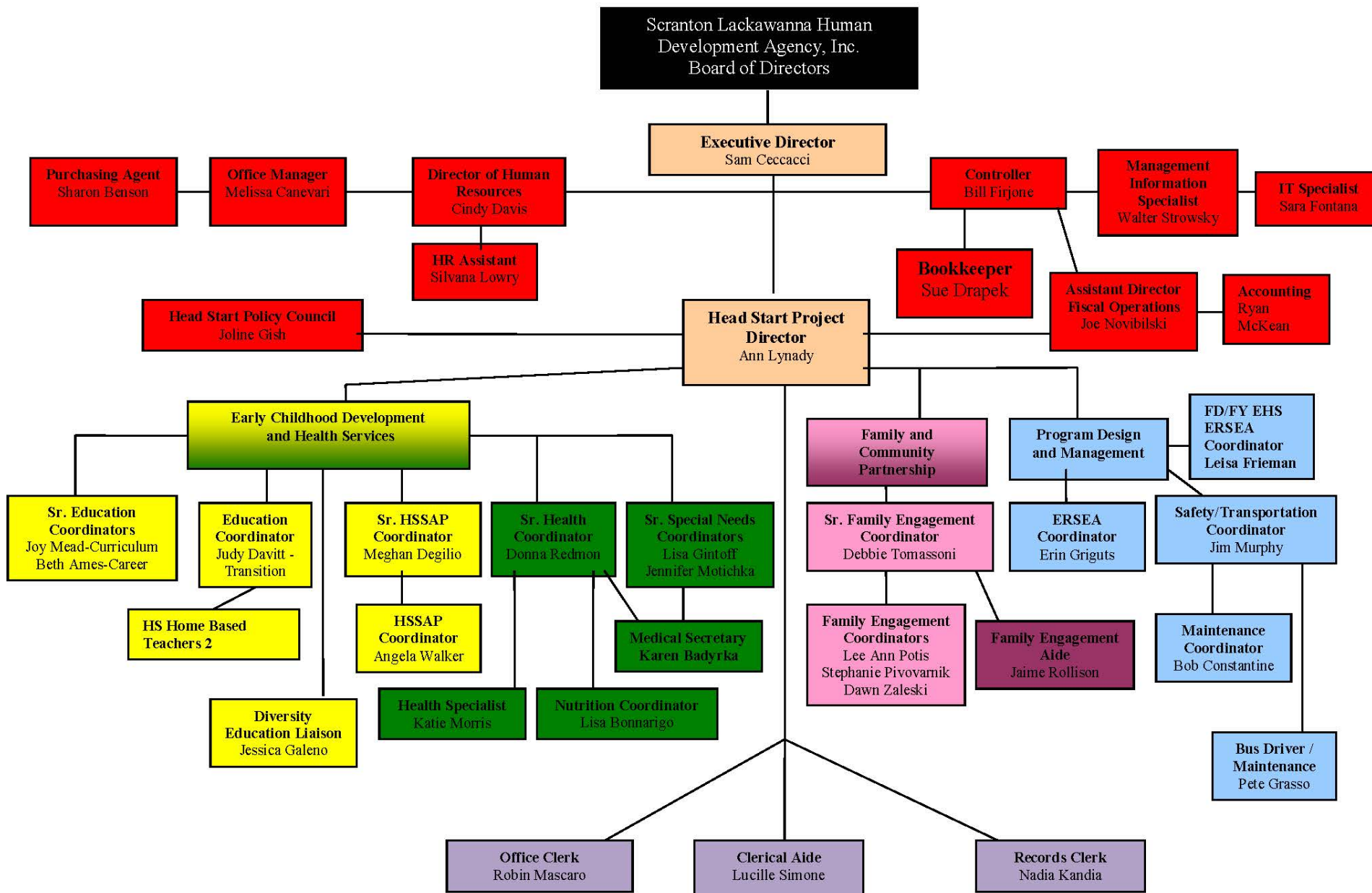


**CHILD CARE BASED**

**ORGANIZATIONAL CHART  
EARLY HEAD START**



## Head Start Administrative Organizational Chart



## Child Development Programs

The Scranton-Lackawanna Human Development Agency, Inc. serves as the Grantee for the Pre-Kindergarten Program that served 1,430 children and families utilizing a variety of program models and funding sources in 2014.

### Awards and Accreditation

Centers are evaluated by the Keystone STARS Program that awards stars to high quality programs throughout Pennsylvania. There are 11 Head Start Centers and 1 Pre-K Counts Center that have a STAR 4 rating (highest). There are 11 Partners with a STAR 4 rating and 4 Partners with a STAR 3 rating.

Program	Funding Source	# of Children	Model	Sites		
Head Start	U.S. Department of Health and Human Services	573	Double Session Part Day  School Year	Central City	Jermyn (2)	Pike County Partners:
				Mid-Valley	Moosic	Good Shepherd
				North Pocono (1)	South Scranton (5)	Little Acorns
				Taylor Hill	North Scranton (3)	Little Wonders
				Dunmore	West Scranton	Sunshine Station
Head Start	U.S. Department of Health and Human Services	24	Home Based  School Year	Damascus/Equinock		
				Forest City/Scott Township		
Head Start	U.S. Department of Health and Human Services	101	Full Day  Full Year	ABC Kiddie Kampus (Old Forge)		Little People (Oak)
				Fricchione Center (Marywood College)		Little People (Meridian)
				United Neighborhood Centers (Bellevue)		Day Nursery (Scranton)
				Sunshine & Rainbows (Moosic)		Good Shepherd
				Little Acorns (Dingmans Ferry)		Treasure House (Scranton)
				Through Our Eyes (Carbondale)		Carbondale YMCA
				Sunshine Station (Milford)		North Pocono Preschool
				Little Wonders (Dingmans Ferry)		

Head Start Supplemental Assistance Program	PA. Department of Education	497	Part Day School Year	Delaware Valley SD (DVES & DDPS)	Carbondale Area SD
				Day Nursery Association	Little People -Oak
				North Pocono Preschool	Keystone College
			Double Session Part Day School Year	Scranton School District	Blue Ridge SD
				Western Wayne SD (RDW & EverGreen)	Carbondale YMCA
				Bushkill (East Stroudsburg SD)	Keystone College
				West Scranton 2	New Milford
				Susquehanna School District	Elk Lake
				Hawley 1&2-Wallenpaupack SD	Honesdale
				Center for Developmental Disabilities (Milford)	
Pre-K Counts	PA. Department of Education	34	Double Session Part Day School Year	Hawley 3 (Wallenpaupack School District)	
		34	Full Day School Year	Carbondale Area School District	
Pregnant Moms/Infant/Toddlers	U.S. Department of Health and Human Services	135	Home Based	SLHDA	
				Employment Opportunity and Training Ctr.	
				Wayne County Family Center	
				Center for Developmental Disabilities	
Infant/Toddlers	U.S. Department of Health and Human Services (American Recovery & Reinvestment Act)	32	Center Based	ABC Kidde Kampus (Old Forge)	
				Day Nursery (Scranton)	
				North Pocono Preschool (North Pocono)	
				Scranton High School (Scranton)	



## Annual Expenses by Funding Source

1/1/14 – 12/31/15

### Federal

U.S. Department of Health and Human Services – Head Start	5,264,372
U.S. Department of Health and Human Services – Early Head Start	1,464,401
U.S. Department of Health and Human Services – Head Start Stimulus	- 0 -
U.S. Department of Health and Human Services – Early Head Start Stimulus	- 0 -
U.S. Department of Health and Human Services – Head Start Expansion	- 0 -
U.S. Department of Health and Human Services – Early Head Start Expansion	- 0 -
U.S. Department – Sequestration Restoration and COLA	(+457,189)
U.S. Department of Agriculture – Child and Adult Care Food Program	<u>376,014</u>

### State of Pennsylvania

Head Start Supplemental Assistance Program	2,889,584
Pre-K Counts	435,180

### Local

All Sources	<u>28,215</u>
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Total Program Funding	<u>\$10,914,955.00</u>
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### SLHDA Head Start Sequestration Restoration

In January of 2014 SLHDA Head Start received notification from OHS that the Head Start/ and Early Head Start Programs across the Nation were receiving restored sequestration funds as well as a 1.3% COLA award. For SLHDA Head Start /Early Head Start this represented a funding increase of \$457,189. After planning and in consultation with governing boards the following services were restored. Effective July of 2014, Twenty (20) slots were restored in Early Head Start . Eight Center based slots were created to serve teen parents at Scranton High School. Twelve slots were converted from HS to EHS to serve Twelve (12) additional EHS children/families in home-based services in Lackawanna County.

Effective August of 2014 two home-based caseloads ( 12 children each) were created to serve Head Start children/families in rural Wayne and Susquehanna Counties where there is no access to center-based services. In Pike County eight (8) part-day Center based slots Head Start slots were restored. In Lackawanna County, two Full-Day Full Year slots were created. A total of 62 slots were restored , as well as 5 permanent staff positions.

## Local Initiatives

- PNC Bank - “Back to School Project” – employees of the bank donate back to school supplies for Head Start children.
- PNC Bank - Financial Classes offered on Budgeting and Banking.
- Consumer Credit Counseling - “Building a Financial Future” – Financing Education for Parents, Credit and Debt classes, Consumer Credit Counseling Service of NEPA, Volunteer Income Tax Assessment (VITA – United Way), For Me, For You, For Later, Pre School Knowledge of Finances and Savings.
- First National Community Bank (FNCB) Community giving program – Funding for Developmental Screening Tools.
- United Way of Susquehanna County – Funding for an additional Early Head Start child.
- Penn State Cooperative Extension – Nutrition Program.
- U.S. Dept. of Agriculture – Child and Adult Care Food Program (CACFP).
- I am Moving, I am Learning – A curriculum involving proper nutrition and exercise to help children form a basis for lifelong fitness.
- Al’s Pal’s – A nationally recognized evidence-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old.
- PBIS – Positive Behavior and Instructional Supports – An evidence-based model of prevention to Increase young children’s social emotional skills and decrease challenging behaviors in early childhood settings.
- Parent-Child Interactive Therapy (PCIT)-Friendship House satellite office in South Scranton 2 center.
- FUDGE Days – Fathers, Uncles, Dads, Grandfathers, etc. stresses male involvement through activities with their children.
- United Way of Lackawanna/Wayne County – Grant for purchase of food through Emergency Voucher Program for families.
- Toys for Tots – Partnerships with U.S. Marine Corp. to provide toys for enrolled children and their siblings.
- The SLHDA, Inc. Board of Directors and the Workforce Investment Board again conducted its Annual New Coats for the Head Start Children Program. The members once again solicited valuable gifts, which were awarded to those selected in a drawing. The members sell tickets in the amount of \$100 per, all of which goes toward the purchase of new winter coats for all of the Head Start Children. To date, over 16,089 new winter coats have been purchased and distributed to children of the program.
- Weinberg Foundation – Program was able to purchase 2 OAE Euro Scan Screeners for use in the EHS Program.
- The lead testing program is currently ongoing for the 2014-2015 program year.
- Marywood University – Speech and Hearing Clinic – University students and supervisors conduct Hearing and Speech Screenings in several Head Start sites. Language group activities provided to various sites based on grant renewals.
- University of Scranton – Community Outreach Program – Student Volunteers
- Lackawanna County Children’s Library - Hora de Cuentos (Story Hour)- Provides Spanish-speaking families enrolled in Head Start the opportunity to participate in the activities offered and learn about the services offered by the library in coordination with Head Start bilingual staff.
- Parents as Teachers – Funding for literacy base programing and books.

**Policy Council Officers 2014-2015**

Jolene Gish . . . . . Chairperson  
Alex Jackson . . . . . Vice Chairperson  
Norma Rivera . . . . . Secretary  
Pearl Yanick . . . . . Treasurer  
Marilyn Vitali . . . . . Board Liason  
Jennifer Thornton . . . . . Parent/Board Member

**Staff Awards 2014**

Teacher of the Year (Dorothy Scott Award)	Jill Van Gorder	Dunmore
Teacher Aide of the Year	Mary Navich	North Scranton 1
Family Engagement Worker (Judy Sharr Award)	Cindy Metzler	South Scranton 3 Family Engagement Worker
Nutrition Department Award	Tom Edwards	South Scranton 5
Transition Aide of the Year	Linda Dunn	Jermyn 1
EHS Parent Educator of the Year	Sara Evans	EOTC
EHS Center-Bases Teacher of the Year	April Corridino	ABC Kiddie Kampus
Woman of the Year	Dr. Kristine Wydeen	Community Care Behavioral Health of N.E. PA
Man of the Year	Matt Button	Principal Blue Ridge Elementary School
Organizations of the Year	Pediatric Practices of Northeastern Pennsylvania (Honesdale, Milford, Sterling, & Waymart)	

## **Head Start Education**

SLHDA Head Start continues to use the Creative Curriculum for Preschool as its curriculum. Supplemental curricula include: the CIRCLE Literacy Curriculum, Cavity Free Kids, Growing Up Wild and the AI's Pals Mental Health Curriculum. Activities and lessons are presented in all-inclusive settings. Positive educational outcomes are promoted through the use of the Head Start Child Development and Early Learning Framework and PA Early Learning Standards.

Child assessment is done through the utilization of the Work Sampling System. Children are assessed three times per year (October, February, and May). Comparison summaries are done upon completion. Teachers use the results from assessments to guide instruction for individual sites, class sessions, small group and for individual children. Planning for children also takes into account screening, parent input, teacher observations, IEPs and child interests. As a result of assessment and screening, teachers develop Educational Summaries for each child. Educational goals focus on development of Approaches to Learning, Language and Literacy, Cognition and General Knowledge, Physical Development and Health and Social and Emotional Development.

### **School Readiness**

SLHDA has developed School Readiness Goals for our program which include information from the Head Start Child Development and Early Learning Framework, Head Start Family and Community Engagement Framework, PA Early Learning Standards, the Creative Curriculum, shared information from area school districts and the Work Sampling Assessment.

SLHDA received additional grants through the Head Start Supplemental Assistance Program and Pre-K Counts Program to operate fourteen (14) Summer Kindergarten Readiness Programs (SKRP) throughout our service area. This program targets children and families transitioning into kindergarten. Children are immersed in literacy and math activities emphasizing classroom skills needed in kindergarten. Families attend an informational session explaining district policies, procedures and expectations and are provided with school readiness activities and materials. Whenever possible, these programs are held in kindergarten classrooms and taught by both district and Head Start staff.

### **Monitoring**

Head Start monitoring protocol includes the Classroom Assessment Scoring System (CLASS). CLASS is an observational tool that provides a common lens and language focused on classroom interactions that increase students learning. SLHDA Head Start uses the data from CLASS to measure assessment validity and drive professional development for staff.

The Early Childhood Environmental Rating Scale - revised (ECERS-R) is a tool utilized to monitor classrooms. Subscales address space and furnishings, materials and activities, interactions, health and safety, schedules and provisions for families and staff. Self-assessments are conducted annually and outside assessments are completed every two years as part of the Keystone STARS program.

Administrative Educational Component duties include monitoring of: lesson plans, child assessments, screenings, Home Visits/Parent Teacher Conferences, and site visits. Regular teacher/teacher aide meetings and in-services are scheduled to provide training to staff.

**Outcome Summary 2013-2014**  
**2013-2014 School Readiness Summary**

**Domain: Approaches to Learning**

**School Readiness Goal:** Children will be able to begin and finish a range of activities in multiple domains with persistence and attentiveness.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Approaches to Learning 65% of children
- Expression and Representation 72% of children
- Understanding and Appreciation 56% of children

**Domain: Social and Emotional Development**

**School Readiness Goal:** Children will recognize and regulate own emotions and behaviors to interact appropriately with others in a variety of environments.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Self-Concept 76% of children
- Interaction with Others 70% of children
- Self Control 75% of children

**Domain: Language and Literacy**

**School Readiness Goal:** Children will utilize prior knowledge of language and print concepts to make connections and develop increased language and literacy skills.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Listening: 67% of children
- Speaking 60% of children
- Reading 54% of children
- Writing 59% of children

**English Language Development:**

**School Readiness Goal:** Children will develop Basic English vocabulary and follow multi-step directions in English in order to increase receptive and expressive English language skills when communicating with adults or peers to share ideas or to get their needs met.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Listening 61% of children
- Phonological Awareness 49% of children
- Speaking 55% of children

**Domain: Cognition and General Knowledge:**

**School Readiness Goal:** By exploring and gathering new information, children will build upon past exposure and experiences, to apply knowledge and develop a better understanding of new concepts and situations.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Processes and Practices 48% of children
- Number 63% of children
- Operations and Algebraic Thinking 40% of children
- Measurement 57% of children
- Geometry 59% of children
- Inquiry and Practices 47% of children
- Physical Science 44% of children
- Life Science 55% of children
- Earth Science 59% of children
- People, Past and Present 60% of children
- Human Interdependence 57% of children
- Citizenship and Government 66% of children
- People and Where they Live 59% of children

**Domain: Physical Development & Health:**

**School Readiness Goal:** Children will strengthen and coordinate movements to perform self-care tasks independently and to follow basic health and safety practices.

Average number of children scoring PROFICIENT at the end of final assessment period:

- Gross Motor Development 80% of children
- Fine Motor Development 78% of children
- Self Care, Health and Safety 81% of children

## Early Head Start: Education

Infant-toddler education services are provided in both the home-based and center-based program options. The Early Head Start program enrolls infants and toddlers from ages 0 to 3 and also pregnant women. Because of the wide variety of developmental levels, staff of EHS use different curricula. In the home-based program, staff promote learning by using the setting in which children spend most of their time- the home. The parent educator helps parents to better understand how simple household items and everyday experiences enhance learning. In the center-based program, teachers promote learning within the daily routine of care and by changing the environment as children learn new skills.

Ongoing assessment is required for all children enrolled in the Early Head Start program. Parent Educators and teachers work with parents to gather information about their child so they can understand the child's abilities and needs. Knowledge about the child helps parents and staff to identify goals – what a child can already do and what he/she is ready to learn next.

The curriculum of choice is the Creative Curriculum for Infants and Toddlers, Parents as Teachers, and Partners for a Healthy Baby Curriculum for expectant mothers. The Partners for a Healthy Baby Home Visiting Curricula Series, developed and available from Florida State University, is another of the curricula used with pregnant women and very young infants. The topics in this curriculum were derived from both research and practical experience.

The center based teachers utilize the *Creative Curriculum for Infants, Toddlers and Twos* as an assessment system used to measure children's growth over time. Creative Curriculum helps staff to plan curriculum experiences that address each child's individual strengths and needs. Parents can be involved in this process. The Creative Curriculum for Infants and Toddlers is also used in the classroom during socialization sessions, as well as other add-ons to meet the requirements for parent education. This curriculum meets Head Start Performance Standards as teachers use additional resources to meet the needs of individualized children and enhance the curricula through teacher's freedom to modify the curriculum.

The home based parent educators utilize the PAT (Parents as Teachers) module. The purpose of Parents as Teachers home visitation program is to provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

### **School Readiness**

SLHDA has developed School Readiness Goals for our program which include information from the Head Start Child Development and Early Learning Framework, Head Start Family and Community Engagement Framework, PA Early Learning Standards, the Creative Curriculum, shared information from area school districts and the Work Sampling Assessment.

The overall goal of the Early Head Start program is to support all areas of the School Readiness Goals - social/emotional, physical, cognitive, approaches to learning and language development. Education Goals and Objectives follow:

- **Approaches to learning** – to gain knowledge by observing and manipulating the environment and increase attention and maintain interest in an activity.
- **Social-Emotional Development:** To learn about self and others - trusts known, caring adults, regulates own behavior, plays with other children, learns to be a member of a group, and uses personal care skills.
- **Physical Health and Motor Development:** To learn about moving - demonstrates basic gross motor skills, demonstrates basic fine motor skills.
- **Cognitive and General Knowledge:** To learn about the world - sustains attention, understands how objects can be used, shows a beginning understanding of cause and effect, shows a beginning understanding that things can be grouped, uses problem solving strategies, engages in pretend play.
- **Language and Literacy Development:** To learn about communicating - develops receptive language, develops expressive language, participates in conversations, understands and uses words, enjoys books and being read to, shows an awareness of pictures and print, experiments with drawing and writing.

The Early Head Start program recognizes the uniqueness of each child as an individual. Therefore, children's progress and abilities are measured based on their own skills. Using information gathered from screenings (Ages and Stages), observations, assessment (Ounce Scale), and evaluations, staff is assisted in developing individualized planning for children. Parents and families are key players in Early Head Start programs. Since parents are recognized as their child's first teacher, staff seeks to inform and support parents so they can guide the early learning of their young children.

Overall for social/emotional development, 4 month old children had an increase by 6.25%, 8 month old children had an increase of .9%, 12 month old children had an increase of 5.71%, 24 month old had an increase of 1.3%, and 30 month old had an increase of 11.53%. In language development, 4 month old children had an increase of 4.2%, 8 month olds had a decrease of 1.75%, 12 month olds stayed the same, 18 month olds had an increase of 20%, 24 month olds had an increase of 32.56%, and 30 month olds had an increase of 28.89%. In Cognitive development, 4 month olds had an increase of 7%, 8 month olds, decreased 25%, 12 month olds had an increase of 8.63%, 18 month olds increased 10%, 24 month olds decreased 7.26%, 30 month olds increased 13.89%. In physical development and health, 4 month old had an increase of 25%, 8 month old increased 24.5%, 12 month old stayed the same, 18 month old increased 10%, 24 month old decreased .63% and 30 month old decreased .57%. Overall, the increase in almost all the developmental domains at each age has been an achievement to meet the school readiness goals. The areas of decreased have been vital to making programmatic changes and provide professional development for the staff to continuous quality improvement.

## Health Services

The Health Component is responsible for providing vision and hearing screenings to each child within 45 days of the child's enrollment in Head Start. Heights and weights are done by Center staff, twice yearly, with Body Mass Index letters sent in the Fall and portion/serving sizes sent in the Spring. The component also strives to make sure that each child has physical and dental exams according to EPSDT Schedule. Staff reviews immunizations and makes sure that they are up to date so that the child will be properly immunized before they start Kindergarten. If dental treatment is necessary, staff follows up and makes sure that the child goes for treatment. Hemoglobin, Hematocrit, and Lead levels are also tracked. Lead screenings will be done by Health Component staff on those children that do not have a lead screening at 2 years of age or greater.

If a family is found to be without health insurance, Family Engagement Workers and Health Component staff refer the families to the appropriate agencies. Any assistance that may be needed is accessed.

The Health Component staff is also responsible for handling any medical situations that may arise such as accidents and illnesses, making sure that Head Start staff have a healthy appraisal and a tuberculosis test every two years, and providing educational material to families and Head Start staff regarding any health issues.

### **Health Activities (2013-2014 Program Year)**

Immunizations	1333
Dental Appointments	919
Vision Screenings	1166
Heights & Weights	1166
Physical Exams	915
Lead Screenings	754
Staff Physicals	175
Early Head Start Vision/Hearing Screenings/PA EPSDT	168
Early Head Start Heights and Weights (Quarterly)	168
Physicals & Dentals per EPSDT recommendations	168

## Nutrition

The Nutrition component is responsible to monitor and inspect food safety, cleanliness and efficiency of the Head Start kitchens. We currently have 18 kitchens, which provide the meals for the children. Children receive a snack and cooked lunch daily.

Three Food Monitor Reports are completed on all centers annually. The Child and Adult Care Food Program mandates this report and also provides our meal reimbursement funds.

Weekly food orders are completed by all cooks and approved by the Nutrition Coordinator. Non-food orders are completed monthly.

Our program follows and teaches family style meals. A full place setting is used for all meals served.

We currently have a six-week summer and a six-week winter menu, which is prepared by a Registered Dietitian following guidelines written by USDA.

Our program does accommodate all children with special dietary needs. This includes food allergies, religious and cultural beliefs.

We provide In-Service for cooks twice during the year with more sessions as required. We provide In-Service for the Teachers, Teachers Aides and Family Service Workers yearly, more if necessary, regarding nutrition.