

Annual Report

2019-2020



*Head Start of
Beaver County*

Division of the Private Industry Council

Head Start/Early Head Start of Beaver County

Annual Report 2019-2020

The Private Industry Council of Westmoreland/Fayette, Inc. (PIC)

PIC was awarded the Head Start grant for Beaver County in June 2013 and an Early Head Start Expansion/Child Care Partnership Grant in 2017. PIC is a 501(c)(3) nonprofit organization headquartered in Greensburg, Pennsylvania, that operates employment, education, and training programs in southwestern Pennsylvania. PIC has strategically located offices throughout the region to assist children and parents, youth, adults, dislocated workers, and the economically disadvantaged in attaining educational achievement, supporting their family growth, and obtaining and retaining employment. The organization works every day to achieve its mission of building tomorrow's workforce in southwestern Pennsylvania through early childhood development, employment and training, education, and business services.

PIC operates over two dozen programs through an organizational structure of three divisions - Early Childhood Development, Education, and Workforce Development. A fifteen-member Board of Directors governs PIC. PIC employs full-time and part-time professionals, who provide quality services, strive to exceed goals, and achieve objectives set forth for each division.

Presently, PIC:

- Administers Early Childhood Development programs in Fayette, Beaver and Allegheny Counties, including Head Start, Early Head Start, and PA Pre-K Counts.
- Is an authorized full-service Pearson VUE testing center.
- Operates various in-school, out-of-school and afterschool youth programs.
- Provides training programs through its private licensed school, the Education and Technology Institute (ETI).
- Provides business services in customized job training, labor market information, job listings, and assessments.
- Provides services in job search assistance, job training, job placement, job coaching, assessments and career counseling.



Mission Statement

Head Start/Early Head Start of Beaver County meets the unique needs of children ages birth to five and their families by providing quality education, health services, and experiences that promote parent involvement, school readiness, and community engagement.

Core Beliefs:

- We believe that parents are a child's first and best teachers.
- We believe that our entire staff should be committed to children, families, fellow staff members and our community by demonstrating the highest levels of professionalism, dignity, and respect.
- We believe that the key to self-sufficiency is through quality education, parental responsibility, and community partnerships.
- We believe that education and a love of learning is critical to school readiness and to a family's future success.
- We believe that providing comprehensive services for physical and mental health development are crucial to a child's life-long well-being.
- We believe that a child who has proper nutrition and a safe environment can learn effectively.
- We believe that male family members and father figures make important and unique contributions to our Head Start/Early Head Start community.

The PIC Mission Statement

Building tomorrow's workforce in southwestern Pennsylvania through early childhood development, employment and training, education, and business services.

We support this mission by

Providing assistance to employers to meet their workforce needs.

Identifying and removing employment barriers for individuals and families.

Committing to a holistic approach in education, empowerment, and lifelong learning.

Our Vision

Strengthening the economy by improving the quality of life in southwestern Pennsylvania.



Head Start then and now...

The National Head Start Program is now 55 years old as it was first funded in 1965 as a summer program by President Lyndon Johnson. The program now provides educational services and family support delivered by approximately 1,700 public, private non-profit or for-profit agencies across the United States. Federal oversight is within the U.S. Department of Health and Human Services under the Administration for Children and Families. Each of the Head Start programs is organized into regions by geographic location. Our program is part of Region III, which is headquartered in Philadelphia, Pennsylvania.

Head Start

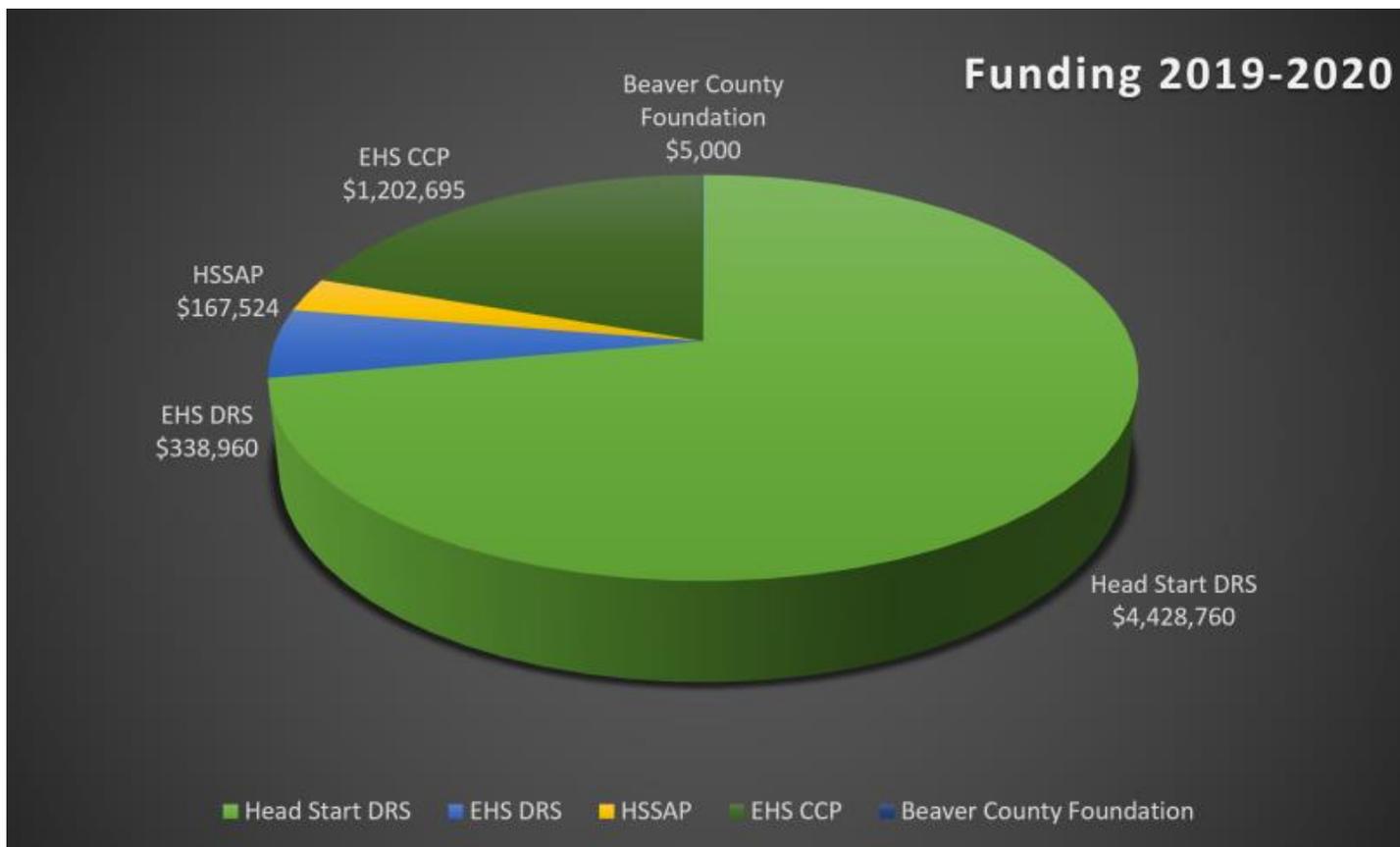
PIC was awarded the Head Start Program in Beaver County in 2013. Operated by federal and state funding, PIC was mandated to provide comprehensive services to 473 children, ages three to five, and their families in program year 2019-2020. Of the 453, 16 were funded through Pennsylvania Head Start Supplemental Assistance Program funding.

Early Head Start

PIC also administered the Early Head Start (EHS) program in Beaver County beginning in 2017. For the 2019-2020 program year, 96 participants were federally funded throughout Beaver County. The Beaver County Early Head Start program offers educational, health, social/emotional and family services to at-risk families for children, birth to three years of age. Of the 96, 48 were center-based slots funded through the federally funded Early Head Start Child Care Partnership (EHS CCP) program. The program offers center-based comprehensive services to families with a child enrolled at a childcare center.



he breakdown of funding for programming is shown below:



Service Areas

Program Design and Management

- To ensure the establishment of a policy group and well-functioning governing body that shares responsibility for overseeing the delivery of high quality services to children and families in accordance with Head Start legislation, regulations, and policies.
- To establish dynamic and cohesive management systems that support continuous improvement and foster commitment to providing the highest level of services to children and families.
- To ensure recruitment and selection of well-qualified staff and to provide training and professional development for staff, parents, consultants, and volunteers.
- To assure Head Start facilities, materials, and equipment support programming standards for children ages birth to five and support their individual needs.
- To collect and use data for the purpose of making informed decisions, ensure effective and ongoing oversight, corrections, and ensure effective implementation of Performance Standards.

Child Health and Safety

- To determine the health status and developmental needs of each child.
- To provide services in collaboration with parents, medical providers, community agencies and Local Education Agencies.
- To conduct health screenings, help families access health and dental care, and make referrals to other professionals when needed.
- To provide nutrition services which supplement and complement those of home and community.
- To establish habits that nurture healthy development and promote life-long well-being

Child Development and Education

- To provide opportunities for learning and develop activities that enhance children's school readiness in the areas of cognition, language, approaches to learning, social/emotional skills and physical development and health.
- To establish School Readiness goals which are aligned with the Head Start Child Development and Early Learning Framework, PA Early Learning Standards and expectations of the school districts and parents.
- To provide all children with a safe, nurturing, enjoyable, and secure learning environment.
- To support the intentional use of technology to strengthen adult-child interactions and provide children the opportunity to the same state of the art technology used in the public school setting.

Parent, Family, and Community Engagement

- To fully support the implementation of the Parent, Family, Community Engagement Framework by building relationships with families that support family well-being; build strong relationships between parents and their children; and nurture ongoing learning and development for both parents and children.
- To support parents as they identify and meet their goals, nurture the development of their children, and advocate for supportive communities.
- Establish criteria and procedures for the eligibility, recruitment, selection, enrollment, and attendance of children.
- To ensure and form collaborations with partners in the community.
- To support parent engagement in all aspects of the community that supports the needs of low-income families.
- To build relationships with parents that support family well-being.
- To continue ongoing communication with local schools to exchange information about children and to align services for early learning, health, and family engagement.

How We Serve

Center-Based

We have twelve (12) Head Start sites located throughout Beaver County. Each room is age appropriately designed with developmentally appropriate toys, and state-of-the-art playground equipment. Children who attend class at a Head Start facility are served two meals per day, breakfast and lunch; Classes operating more than five hours also receive a snack. In addition to nutritional meals, free bus transportation is provided to most locations.

We have six (6) mixed-age Early Head Start classrooms. Center-based Early Head Start classrooms operated six (6.5) hours a day. Children are served two meals a day or on demand depending on the age and needs of the children. Snacks are provided to center-based Early Head Start children.

We collaborate with four (4) childcare partners in Beaver County. Services are provided ten (10) hours daily. Eligible, enrolled families receive Early Head Start services until the children either leave the program or transition to a pre-school or Head Start classroom.



Home-Based

A dedicated instructor visits weekly in the home with both the parent and the child to complete screenings and develop individual plans to set goals for the child and parent. The parent and instructor develop home activities to support the child in identified areas of need based upon the child's developmental age. The child is engaged in age-appropriate activities to support language, gross and fine motor skills, daily health practices, self-help skills, and cognitive skills, as well as social emotional development. In addition, at least twice a month, the parent and child are invited to socialize with other enrolled families. Home visits are conducted for an hour and a half weekly for a minimum of thirty-six (32) weeks and eighteen (16) socializations experiences are scheduled throughout the year.

Who We Serve

Head Start serves families with children 3 to 5 years of age. Early Head Start serves infants and toddlers 3 years of age and under. Both programs serve families that meet financial guidelines at the poverty level, are determined to be homeless under the McKinney-Vento Act, have children with verified disabilities, are caring for children through foster care, or who have other identified “risk” factors.

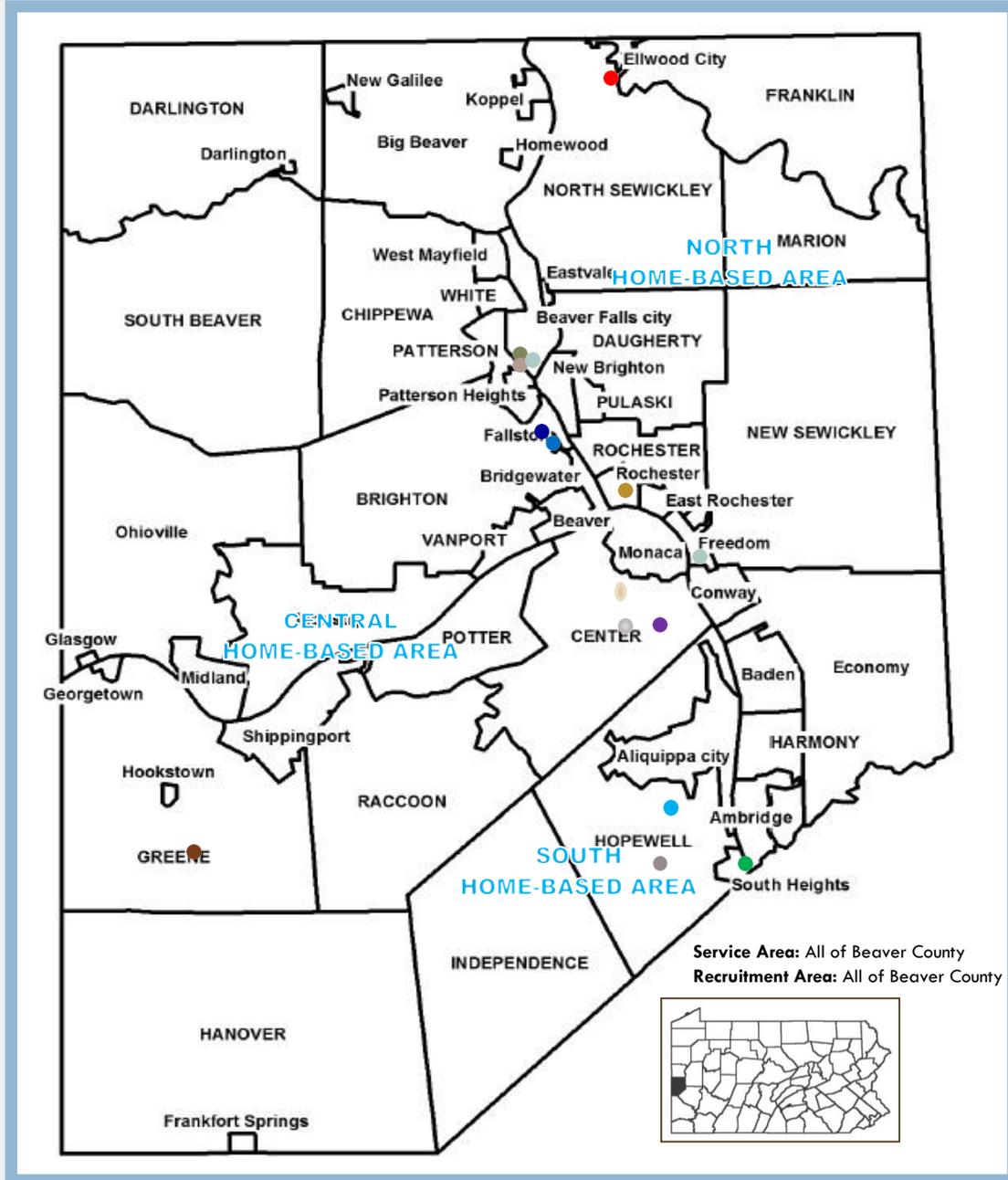


We Provide...

- Highly qualified teachers and staff.
- A program tailored to each child's individual needs based upon parent and staff input.
- Books and language tools to develop early reading skills to promote school readiness.
- Opportunities and environments to develop and support strong self-image.
- Positive environment, positive behavioral changes, and social and emotional interactions.
- Good, nutritional food choices and an example of healthy eating and living.
- Instruction for parents on nutrition, health, child development, and mental health.
- Opportunities for parents and children to have social interaction with others.
- Tools for parents to learn to become their children's first teacher.
- A school readiness plan that provides information that is needed to ensure children are ready for school, their families are ready to support their children's learning and schools are ready for our children.
- State of the art technology, including iPads and smart boards, with age-appropriate interactive educational software.



HEAD START OF BEAVER COUNTY LOCATIONS



Key:

- Administrative Office – Beaver Valley Mall
- Aliquippa Elementary
- Ambridge Center
- Beaver Falls High School
- Central Valley – Todd Elementary
- Community College of Beaver County
- Freedom Middle School
- Hopewell Elementary
- New Brighton High School
- New Brighton Middle School
- Riverside Primary School
- Rochester Elementary
- Southside Elementary

Names of Centers and Number of Children Served 2019-2020

HEAD START CLASSROOM BASED

<u>Site</u>	<u>Number Served</u>
Aliquippa (6 classrooms)	120
Ambridge (2 classrooms)	40
Beaver Falls High School (2 classroom)	40
Beaver Falls Presbyterian Church (2 classrooms)	40
Hopewell (1 classroom)	20
CCBC (1 classroom)	20
Freedom (1 classroom)	20
New Brighton (3 classrooms)	60
Riverside (1 classroom)	20
Rochester (1 classrooms)	20

Total **417**

HEAD START HOME BASED

<u>Area</u>	<u>Number Served</u>
North	12
South	12
Central	12

Total **36**

EARLY HEAD START & CCP

<u>Area</u>	<u>Number Served</u>
Ambridge	16
Beaver Falls 6 th	16
Beaver Falls 7 th	8
Rochester	8
Haynes Daycare CCP	8
Noah's Ark CCP	19
Precious Tots CCP	6
Rhyming Thyme CCP	15

Total **96**



Head Start Performance Indicators 2019-2020

ENROLLMENT			
	Head Start	Early Head Start DRS	Early Head Start CCP
Total number of Children Served	494	40	101
White	205	16	32
Black/African American	154	17	40
Bi-racial or multi-racial	115	6	25
American Indian/Alaska Native	12	0	0
Asian	0	0	0
Unspecified Other	2	1	4
Total Number of Homeless Families Over Income	55 48	4 3	12 8

HEALTH SERVICES	HS		EHS DRS		EHS CCP	
Total Number of Children Served	494		40		101	
Up to date on Preventive and Primary Health Care	324	66%	8	20%	49	26%
Completed professional dental exams	343	69%	17	43%	40	40%
Number of children needing dental treatment	103	21%	n/a	n/a	n/a	n/a
Received needed dental treatment	60	58%	n/a	n/a	n/a	n/a
Up to date on immunizations	463	94%	35	86%	86	85%
Funded enrollment reported as children with a disability	51	10%	4	10%	9	12%

HEAD START TRANSITION SERVICES	
Total number of children receiving transition services	494
Total number of children transitioned	494
Total number of children/families invited to participate in the Kindergarten visits	223
Number of school districts involved	14
Number of schools involved	5
Number of school districts partnering in professional development	0

EARLY HEAD START TRANSITION SERVICES	
Total number of children receiving transition services	141
Total number of children transitioned from Early Head Start	52
Total number of children transitioned to Head Start	43
Total number of children who transitioned to another provider	3
Total number of children who did not transition	6

Program Design and Management

To provide leadership development and parent involvement opportunities, the program sponsors a variety of parent led activities. The Policy Council assists the Grantee's Board of Directors in providing governance to the Head Start programs. The Policy Council is comprised of parents (no less than 51%) and community representatives (no more than 49%).

The following were members of the 2019-2020 Policy Council:

DELEGATES

Aliquippa
Anthony Coleman
Jilynn DeLuigi

Ambridge
Antonio Maxie-Treasurer

Beaver Falls
Harold Adrian

Central Valley/CCBC
Molly Fosnaught

Hopewell
Brittany Oliphant

Freedom
Paige Gray

New Brighton
Jessica Kinlock - Chairperson

Riverside
Dianne Tomaszewski
Vice Chairperson

Rochester
Angela Young

South Side
JoAnn Boyd

COMMUNITY REPRESENTATIVES

Lispert Dowdell
Franklin Center

Heather O'Leary-Secretary
Life Steps Early Head Start

Harry Angelo
Job Training of Beaver County

Dr. Lori Murtha
Beaver Valley Intermediate Unit

Mayor Dwan Walker
City of Aliquippa

Eric Rosedale, Ed. D.
Executive Director,
Beaver Valley Intermediate Unit

About Our Program Staff

During the 2019-2020 program year, there were eighty-two (82) full-time and four (4) part-time Head Start, six (6) full-time and one (1) part-time Early Head Start DRS, and thirteen (13) full-time and three (3) part-time staff positions to administer and deliver services in Head Start/Early Head Start of Beaver County.

Ninety-five percent (95%) of Head Start instructors hold bachelor degrees or an Advanced degree in Early Childhood Education (ECE) or related field. Five percent (5%) of the Head Start instructors hold Associate degrees in Early Childhood Education.

Fifty percent (50%) of the Early Head Start Expansion instructors hold bachelor degrees in Early Childhood Education (ECE) or a related field. Fifty percent (50%) hold associate degrees in Early Childhood Education.

Eighteen percent (18%) of the Child Care partner instructors hold an advanced degree in Early Childhood Education, eleven percent (11%) hold a bachelor's degree in Early Childhood Education, fifteen percent (15%) hold an associate's degree in Early Childhood Education and fifty-six percent (56%) hold a CDA.



To provide an incentive for regular full-time employees to grow professionally, the corporation has a tuition reimbursement policy that will pay one-half tuition for undergraduate/graduate level courses.

Head Start/ classroom teachers with an Early Childhood Education or related degree (BA or graduate):	95%
Head Start classroom teachers with an Early Childhood Education or related degree (AS)	5%
Head Start home visitors with an Early Childhood Education or related degree (BA or graduate):	100%
Head Start classroom aides with/or working on an Early Childhood Associate Degree, Early Childhood Certificate or Child Development Associate (CDA):	100%
Early Head Start DRS classroom teachers with an Early Childhood Education or related degree (BA or graduate)	50%
Early Head Start DRS classroom teachers with an Early Childhood Education or related degree (AS)	50%
Early Head Start Expansion-CCP classroom teachers with an Early Childhood Education or related degree (BA or graduate)	36%
Early Head Start Expansion-CCP classroom teachers with an Early Childhood Education or related degree (AS)	18%
Early Head Start Expansion-CCP classroom teachers with a CDA credential *	46%

*minimum requirement for childcare centers



Child Health and Safety

Health/Disabilities Services

During the 2019-2020 program year, Head Start/Early Head Start/Childcare Partnership served 65 children with disabilities. The Federal Regulations mandates a minimum of 10% children with disabilities.

	Head Start	EHS DRS	EHS CCP
	50	4 *	9 *
Diagnosed Disabilities			
Health Impairment	1	0	0
Emotional Disturbance	0	0	0
Speech or Language Impairments	15	0	0
Intellectual Disabilities	0	0	0
Hearing Impairment Including Deafness	0	0	0
Learning Disability	1	0	0
Orthopedic Impairment	0	0	0
Specific Learning Disability	0	0	0
Autism	3	0	0
Traumatic Brain Injury	0	0	0
Non-Categorical/Developmental Delay	30	0	0
Multiple Disabilities	0	0	0
Deaf-Blind	0	0	0
Visual Impairment, Including Blindness	0	0	0

*Children birth to three have an Individualized Family Service Plan (IFSP). The IFSP lays out what services a child should receive. Children with an IFSP are identified as having a developmental delay rather than a diagnosed disability unless the child has an existing disability like Autism or Down Syndrome.

Head Start of Beaver County and the Beaver Valley Intermediate Unit (BVIU) entered into an agreement to establish procedures in the provision of services to children suspected of a disability or eligible for special education or related services. Services provided by the BVIU included but were not limited to: perform screenings/evaluations; develop an evaluation report with relevant data and input from staff and parents; conduct IEP meetings for eligible children; participate in IEP meetings; and implement strategies to help children achieve goals. Early Intervention services for children 0-3 are provided by Beaver County Behavioral Health. Services are designed to help families maximize the developmental potential of infants and toddlers who are at risk for or have developmental disabilities. An IFSP (Individualized Family Service Plan) is implemented to address the needs of the child, concerns of the parents and early intervention services.

Mental health consultation services were provided through the Allegheny Valley Institute for the Development of Learning. The program promotes the social-emotional, behavioral competencies of at-risk children by mentoring teachers, providers, and parents on the use of developmentally appropriate “best practices” in children’s learning. A combination of models is utilized within the classrooms to address overall classroom management as well as specific behaviors exhibited by individual students. All strategies are individualized to fit the unique needs of each child.

Child Development and Education

School Readiness/Child Outcomes

The Head Start Early Learning Outcomes Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during these formative years. The intent of the Office of Head Start is to assist programs in their efforts to create and impart stimulating and foundational learning experiences for all young children and prepare them to be school ready.

Structure of the Framework

- The 5 **Domains** are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success.
- Sub-Domains** are categories or components of development within a domain.
- Goals** are broad statements of expectations for children’s learning and development.
- Developmental Progressions** describe the skills, behaviors and concepts that children will demonstrate as they progress towards a given goal within an age period.
- Indicators** describe specific observable skills, behaviors, and concepts that children should know and be able to do at the end of Early Head Start (by 36 months) or at the end of Head Start (by 60 months).

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development



Head Start of Beaver County School Readiness Goals 2019-2020

The program uses the Creative Curriculum Sixth Edition as the curriculum of choice in both the classroom and home-based options of the program to achieve these goals. The program utilizes Teaching Strategies GOLD to assess the children. The established goals and aggregated data for Head Start for program year 2019-2020 are charted below.

Head Start 2019-2020 School Readiness Goals Outcomes

Social Emotional Development

Children will demonstrate an increased ability to self-regulate and manage their emotions.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
1a. Manages feelings	HS	59%	66%	67%

Children will demonstrate an increased ability to solve social problems.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
3b. Participates cooperatively and constructively in group situations	HS	43%	63%	68%

Children will demonstrate an increased ability to take care of their own needs appropriately.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
1c. Takes care of own needs appropriately	HS	89%	79%	78%

Perceptual, Motor, and Physical Development

Children will demonstrate an increased ability to control fine motor strength and coordination.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
7a. Demonstrates fine motor strength and coordination: Uses fingers and hands	HS	57%	69%	73%
7b. Uses writing and drawing tools	HS	78%	83%	77%

Approaches to Learning

Children will demonstrate an increased ability to attend, engage, and show curiosity and motivation towards learning.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
11a. Demonstrated positive approaches to learning: Attends and engages	HS	54%	67%	59%
11d. Shows curiosity and motivation	HS	74%	77%	83%

Language and Literacy

Children will demonstrate an increased ability to comprehend language and engage in conversations.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
8a. Listens to and understands increasingly complex language	HS	85%	84%	94%
10a. Uses appropriate conversational and other communication skills: Engages in conversations	HS	66%	61%	66%

Children will demonstrate an increased ability to use developmentally appropriate ways to express thoughts and needs.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
9b. Speaks clearly	HS	67%	68%	67%
9c. Uses conventional grammar	HS	73%	88%	73%

Children will demonstrate an increased ability to notice and discriminate rhymes.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
15a. Demonstrates phonological awareness: Notices and discriminates rhyme	HS	14%	32%	32%

Children will demonstrate an increased ability to use and appreciate books.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
17a. Uses and appreciates books	HS	77%	77%	77%

Cognition: Mathematics

Children will demonstrate an increased awareness of number operations by quantifying objects.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
20b. Uses number concepts and operations: Quantifies	HS	39%	54%	57%

Children will demonstrate an increased ability of exploring and describing spatial relationships.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
21a. Explores and describes spatial relationships and shapes	HS	39%	69%	60%

Early Head Start 2019-2020 School Readiness Goals Outcomes

Social Emotional Development

Children will demonstrate an increased ability to self-regulate and manage their emotions.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
1a. Manages feelings	EHS	72%	66%	62%

Children will demonstrate an increased ability to solve social problems.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
3b. Participates cooperatively and constructively in group situations	EHS	70%	59%	72%

Children will demonstrate an increased ability to take care of their own needs appropriately.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
1c. Takes care of own needs appropriately	EHS	71%	73%	71%

Perceptual, Motor, and Physical Development

Children will demonstrate an increased ability to control fine motor strength and coordination.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
7a. Demonstrates fine motor strength and coordination: Uses fingers and hands	EHS	72%	70%	82%
7b. Uses writing and drawing tools	EHS	72%	80%	88%

Approaches to Learning

Children will demonstrate an increased ability to attend, engage, and show curiosity and motivation towards learning.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
11a. Demonstrated positive approaches to learning: Attends and engages	EHS	58%	72%	65%
11d. Shows curiosity and motivation	EHS	75%	74%	83%

Language and Literacy

Children will demonstrate an increased ability to comprehend language and engage in conversations.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
8a. Listens to and understands increasingly complex language	EHS	72%	66%	62%
10a. Uses appropriate conversational and other communication skills: Engages in conversations	EHS	57%	69%	56%

Children will demonstrate an increased ability to use developmentally appropriate ways to express thoughts and needs.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
9b. Speaks clearly	EHS	70%	65%	80%
9c. Uses conventional grammar	EHS	71%	75%	80%

Children will demonstrate an increased ability to notice and discriminate rhymes.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
15a. Demonstrates phonological awareness: Notices and discriminates rhyme	EHS	77%	69%	90%

Children will demonstrate an increased ability to use and appreciate books.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
17a. Uses and appreciates books	EHS	84%	73%	71%

Cognition: Mathematics

Children will demonstrate an increased awareness of number operations by quantifying objects.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
20b. Uses number concepts and operations: Quantifies	EHS	66%	72%	86%

Children will demonstrate an increased ability of exploring and describing spatial relationships.

GOLD Objectives	Age Group	Fall 2019	Winter 2019	Spring 2020
21a. Explores and describes spatial relationships and shapes	EHS	76%	82%	90%

Transition

Head Start/Early Head Start of Beaver County has formal transition agreements with all (14) fourteen school districts in Beaver County. The agreement facilitates smooth and successful transitions from the program to a school age program, while recognizing the uniqueness of each child, family, agency and school system. Head Start transitioned 223 children to kindergarten. Early Head Start had forty-three (43) Of fifty-two (52) children transition to Head Start, three (3) transition to another pre-school program, and six (6) who did not transition to any other program.

The school districts are as follows:

Aliquippa
Big Beaver Falls
Central Valley
New Brighton
Rochester
Hopewell
Beaver

Ambridge
Blackhawk
Freedom
Riverside
South Side
Baden Academy
Western Beaver

Of the 223 checklists that were sent out to school districts, 53 were returned. The percentages on the next page are provided by county-wide kindergarten teachers.



Child in general is prepared for Kindergarten	Most of the Time	Some of the Time	N/A
Recognizes and names some upper and lowercase letters (1.1 PK. B)	62%	30%	8%
Recognizes Rhyming words (1.1 PK. C)	43%	30%	27%
Answers questions such as who, what, when where, why and how after reading a story (1.2 PK.B)	62%	25%	13%
Describes pictures in a book using details (1.3 PK. G)	72%	13%	15%
Attempts to reproduce own name and/or simple words with most letters correct (1.4 PK. F)	72%	19%	9%
Follows two-step directions (1.5 PK. C)	72%	19%	7%
Rote counts to 20 (2.1 PK. A. 1)	58%	36%	6%
Names numerals up to 10 (2.1 PK. A. 1)	70%	30%	
Describes objects in the environment using names of shapes (2.3 PK. A. 3)	75%	25%	
Recognizes difference between living and non-living (3.1 PK. A. 1)	81%	9%	10%
Sorts objects according to shape, color, or other attributes (3.2 PK. A, 1)	81%	11%	8%
Follows established rules and routes (5.3 PK. F)	70%	23%	7%
Uses inside and outside voices (5.3 PK. F)	72%	19%	9%
Responds with empathy to other's who are upset (5.3 PK. F)	77%	2%	21%
Recognizes safe and unsafe practices (10.3 PK. A)	72%	15%	13%
Engages in gross motor games (10.4 PK. A)	83%	2%	15%
Uses scissors to cut a straight line (10.5 PK. B)	64%	23%	13%
Uses writing and drawing instruments with pincer grasp (10.5 PK. C)	70%	22%	8%
Expresses feelings that are appropriate to the situation (16.1 PK. A)	70%	15%	15%
Shares and takes turns (16.2 PK. A)	75%	9%	16%
Parent Involvement/Partnerships for Learning	Most of the time	Some of the time	
Parent sends excuse if child is absent	64%	13%	23%
Parent signs off on papers as required	77%	13%	10%
Parents assure homework is completed & returned (meets assignment time frames)	72%	23%	5%
Parent is receptive when teacher discusses concerns (i.e. attends conferences, returns phone calls, answers notes sent home, returns child's work folder)	81%	17%	2%
Special Education Services			
(please circle all that apply) Child receives Special Services: Speech, PT, OT, Hearing, Vision, Other: _____	10 children receive services		

Specific transition activities for Head Start included:

- Meetings with families to develop transition plans.
- Visits to a kindergarten classroom with Head Start staff and families to meet kindergarten teachers and explore “life as a kindergartener.”
- Meetings with principals, guidance counselors, and kindergarten teachers to discuss the children that are transitioning, to provide parents and staff the opportunity to share information about the child, develop a transition plan, and inform parents about the school’s registration and orientation activities. This includes children with IEPs.
- Presentations at Family Engagement Meetings by kindergarten teachers and school guidance counselors to discuss kindergarten readiness.
- Kindergarten transition event with representatives from local school districts and social service organizations providing families the opportunities to learn more about skills needed for successful transition, meet district staff, and explore opportunities to support transitions through the assistance of county agencies.
- Transition resources were provided to families at the end of the year.
- Returning children received children’s books.
- Children entering kindergarten received a backpack with transition supplies including flash cards, pencils, pencil box, crayons, scissors, books, and pencil sharpener.



Early Head Start collaborates with parents and staff to ensure a smooth and successful transition from Early Head Start to Head Start and/or other preschool providers in the county. This includes visiting classrooms, holding meetings prior to share health and nutrition documentation and educational goals and outcomes.

Specific Transition Activities for Early Head Start:

A transition event was held for families of children transitioning into preschool programs. Families were introduced to our School Readiness Goals, participated in activities focused toward preschool readiness, and explored activities to extend learning in the home environment. Each family received a preschool readiness backpack.

*A parade was held at each center for both the Head Start/Early Head Start children to receive their transition items. The parades were conducted practicing social distancing. Children and families remained in their cars as the items were distributed. Staff made signs congratulating them on successful completion of the school year and wishing them well.

Parent, Family, and Community Engagement

The Parent, Family, and Community Engagement service area provides a vehicle for parents, families and the community to volunteer and be involved in the Head Start/Early Head Start program. In the 2019-2020 program year, 762 volunteers, of which 529 were Head Start and Early Head Start parents, participated in program activities.

Throughout the year, families were invited to participate in program sponsored activities and workshops. Some of the topics for the workshops included fire safety, oral hygiene, family literacy, resume writing and career readiness, soup and spa day, school readiness, family health and wellness, and family nights filled with crafts, movies, and games. Families also enjoyed trips to local farms and parks to engage in hayrides, and scavenger and bug hunts. Classrooms also partnered with local school districts to participate in their family fun nights and with the Pittsburgh Zoo and Aquarium for special presentations.

During the year, the program partnered with Dr. Donald Sheffield and TAME, Inc. to offer the parent training, Escaping the Chains: Breaking the Cycle of Generational Poverty. This 8-week training facilitated by Dr. Donald Sheffield and the Family Services staff incorporated the Escaping the Chains of Generational Poverty curriculum with the Incredible Years Attentive Parenting program. The training was designed to help parents recognize practices and behaviors that foster a “culture of excellence” in the home. The series also empowered parents to use positive discipline and help promote social and emotional development in their child.

In addition, parents were invited to participate in program sponsored events such as monthly Family Engagement Group meetings (parent committees), parent-child activities, engaging in daily learning activities (family activity calendars/booklets and take home activities), and monthly Policy Council meetings. Parents participate in staff interviews, the annual self-assessment, and participating in other committees such as Personnel, Finance, Evaluation, and the Health Advisory Committee. serving on the Policy Council

Parent, families and community members are encouraged to participate and volunteer in several areas of the program throughout the year. Participation can be by providing input on menus, completing surveys for the service areas, giving feedback for the community assessment and the self-assessment, attending socializations, making donations for classroom crafts and activities, and volunteering in the classroom.

The Parent, Family and Community Engagement service area partners with parents in recognizing family strengths and identifying and achieving personal and family goals. Goals established by the parent and Family Service Workers are reviewed on a monthly basis. Staff also support parents in nurturing their child’s learning and development and understanding the role of being their child’s first teacher. In addition, parents are updated on their child’s progress at a minimum of three (3) times per program year.

Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

According to the PA Office of Child Development and Early Learning (OCDEL), there are 8,651 children under the age of 5 living in Beaver County. Of those, 1,945 are eligible for Head Start services. Head Start/Early Head Start of Beaver County served 25% of those eligible for HS services, and 12% of those eligible for EHS services during the 2018-2019 program year.

Families submitting applications were deemed eligible for Head Start/Early Head Start by two factors: age and income. Head Start/Early Head Start must follow the Federal Poverty Guidelines at 100% to determine a family income eligible. The second factor in determining eligibility is age (children ages 0-3 Early Head Start and 3-5 Head Start). In addition to child's age and family income, factors identified from the annual Community Assessment are used to ensure the neediest are prioritized for services. These include, among others, referred for services by a child welfare agency (CYS), children under age 1 referred due to low birth weight, children being cared for by individuals that are not their biological parents, children whose parents are incarcerated and children who parent/s are in substance abuse/treatment counseling and single-female head of household.

Recruitment of families continued year-round and occurred through various mediums, including several community-sponsored events. Our largest means of recruiting included community and school partnerships and Head Start sponsored events. At the end of the program year, an online application was developed due to the pandemic. The development of the online application provided a safe alternative for families to apply for services while keeping staff safe as well.

Selection of children to enroll was made by way of the selection criteria and ERSEA policies approved by the Policy Council and the Board of Directors. The use of this criteria assured the neediest or most at-risk children were given the opportunity to participate in Head Start/Early Head Start programming. Head Start/Early Head Start of Beaver County maintained full enrollment throughout the 2019-2020 program year.



Programs are required to take attendance daily. Absences from home visits are also documented. Excuses are collected for days absent from school. The average attendance for 2019-2020 by month appears on the chart below. The chart does not include missed home visits.

Head Start/Early Head Start of Beaver County maintained 100% enrollment throughout the 2019-2020 program year.

PY 2019-2020											
Monthly Enrollment											
HEAD START				EARLY HEAD START - DRS				EARLY HEAD START - CCP			
June	N/A	December	100%	June	100%	December	100%	September	100%	March	100%
July	N/A	January	100%	July	100%	January	100%	October	100%	April	100%
August	100%*	February	100%	August	100%	February	100%	November	100%	May	100%
September	100%	March	100%	September	100%	March	100%	December	100%	June	100%
October	100%	April	100%	October	100%	April	100%	January	100%	July	100%
November	100%	May	100%	November	100%	May	100%	February	100%	August	100%

*Two classes had a September start date.

PY 2019-2020											
AVERAGE DAILY ATTENDANCE											
HEAD START				EARLY HEAD START - DRS				EARLY HEAD START - CCP			
August	94.85%	February	80.78%	June	77.41%	December	74.51%	September	77.41%	March	80.12%
September	87.49%	March	80.02%	July	66.62%	January	71.18%	October	89.19%	April	N/A%
October	86.21%	April	N/A	August	69.86%	February	72.43%	November	85.87%	May	22.69%
November	79.76%	May	N/A	September	88.73%	March	68.04%	December	85.06%	June	36.28%
December	76.64%	June	N/A	October	85.34%	April	N/A	January	84.28%	July	42.80%
January	81.19%			November	79.43%	May	N/A	February	87.61%	August	48.74%

- Due to the pandemic and executive order, the Head Start and Early Head Start classrooms closed. Attendance was suspended mid-March 2020. Despite the impact of COVID-19, the program offered remote learning and continued to meet the needs of children and families in the county.

Program Highlights

School Relationships Head Start classrooms were housed in the Aliquippa, Big Beaver Falls, Freedom, Hopewell, New Brighton, Riverside, Rochester, and South Side school districts. In total, seventeen (17) classrooms are housed in eight (8) school districts throughout the county. Rochester School District also housed one (1) Early Head Start classroom. The Aliquippa School District has designated a wing to the Head Start program: which housed six (6) classrooms.

Positive Behavioral Interventions and Supports (PBIS) The program continued its partnership with the Beaver Valley Intermediate Unit on piloting PBIS in two classrooms at the Aliquippa center. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes. It is a way to support children, especially students with disabilities, to create successful classroom experiences.

Early Head Start Child Care Partnerships The program maintained its partnerships with four child care partners. Currently the program has a total of four (4) child care partners including Noah's Ark located in Beaver Falls (18 slots), Haynes Day Care in New Brighton (8 slots), Rhyming Thyme located in Aliquippa (15 slots) and Precious Tots located in Rochester (7 slots).



Jumping with Jill is a one (1) hour wellness program that promotes healthy food choices and exercise and movement for young children. The program was held at the Rochester and Beaver Falls Presbyterian Church. Both Head Start and the elementary children from the Rochester school district participated.

State Representative Josh Kail visited the Head Start program at Hopewell Elementary School. Representative Kail met with the elementary principal and representatives from the PIC Executive and Head Start management team. Program highlights, challenges, and funding priorities were discussed before visiting the classroom where he had the opportunity to meet classroom staff and children. Representative Kail even took time to read a story to the children.



Child Development Associate (CDA) Credential The program provided the opportunity for staff to obtain a CDA. The CDA is based on a core set of competency standards which guide early childhood staff as they work toward becoming more proficient in the field of Early Childhood Education. Training focuses on upstanding how to support children from one developmental stage to another in the areas of emotional, physical, intellectual and social development.

Training was provided by Legendary Leaders for Tomorrow. Staff from Beaver and Fayette County Head Start/Early Head Start met twice weekly for a total of 120 hours of instruction and professional portfolio development. Instruction was provided utilizing Zoom providing the opportunity for both programs to meet virtually. To date, four Beaver County staff members completed this course.



The Family Development Credential (FDC) program is a professional development course and credentialing program for family workers to learn and practice skills of strength-based family support with families. The FDC emerged in 1994 from a research-policy collaborative between the Cornell University College of Human Ecology's Department of Human Development, New York State's (NYS) Council on Children and Families, NYS Department of State, and the New York City Dept. of Youth and Community Development. In 2010, the FDC program moved to University of Connecticut's Center for Culture (UConn), Health & Human Development (CHHD), which issues the credential and administratively oversees the program. Dr. Claire Forest remains director. In 2014, National FDC joined UConn's Department of Allied Health Sciences, where the Family Development Credential is jointly issued by CHHD and the Center for Environmental Health & Health Promotion (CEHHP). The family workers take 90 hours of training, prepare a Skills Practice Portfolio documenting their new abilities with guidance from an FDC portfolio advisor, and pass a standardized test. In the 2019-2020 program year, three Family Service Workers satisfactorily completed the required training and portfolio for the Family Development Credential from the University of Connecticut's Center for the Study of Culture, Health & Human Development. A total of eight staff members have received this credential.

Parent Cafés were held quarterly to provide a forum to discuss topics that are a common theme among families in the program and general parenting supports. During the year, the Family Services staff introduced Parent Cafés. The first gathering centered around effective positive discipline. In addition to the engaging conversation, parents participated in a picture frame wreath activity led by staff from a local arts center.

STEM Classroom- An early childhood STEM classroom was opened at the Beaver Valley Mall administrative office. The classroom provides fun and engaging activities and experiences for preschool children introducing them to the fields of science, technology, engineering, and math. Classroom fieldtrips provide the children in each of the 20 Head Start classrooms and 2 home-based service areas with the opportunity to explore and learn through guided instruction. The curriculum links activities to support the PA Early Childhood Learning Standards.



Response to COVID 19- During the COVID 19 shutdown, the program continued to support children and families. Laptops were purchased for all staff so they could continue to support the needs of families and children while working from home. Classroom staff prepared educational resource kits for children so that families would have all the necessary resources available for virtual lessons. Family Service Workers provided the necessary resources to families facing new challenges due to the pandemic. The Child Health and Safety team contacted parents and purchased and delivered diapers and wipes and other health resources.



Overview of Federal Monitoring Review

Results of the CLASS Review:

CLASS Observation

A CLASS review was conducted from 11/04/2019 to 11/08/2019. The results of the review are depicted in the table below.

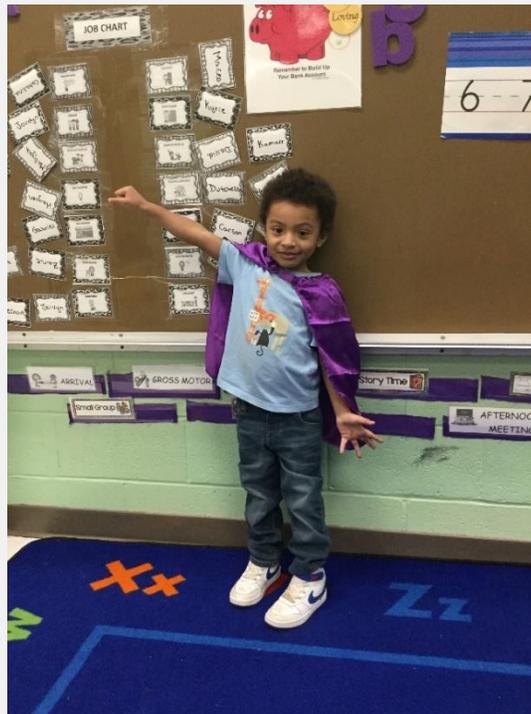
The CLASS assesses interactions between children and teachers in three broad domains of classroom quality which are Emotional Support, Classroom Organization, and Instructional Support. There are ten dimensions of teacher-child interactions within the domains. The observed interactions are measured on a seven-point scale. The Office of Head Start believes the domains of quality measured by CLASS are central to its approach to child development and education and are important indicators of the future of school readiness of Head Start children.

DOMAIN	SCORE	DOMAIN	SCORE	DOMAIN	SCORE
Emotional Support	5.8529	Class Organization	5.3922	Instructional Support	2.7451

DIMENSIONS

Positive Climate	5.82	Behavior Management	5.47	Concept Development	2.38
Negative Climate*	1.15	Productivity	5.68	Quality of Feedback	2.76
Teacher Sensitivity	5.41	Instructional Learning Formats	5.03	Language Modeling	3.09
Regard for Student Perspectives	5.32				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, the divide by 4.



Community Assessment Summary

Executive Summary

The community assessment provides guidance for how Head Start/ Early Head Start of Beaver County can administer the Head Start program so that it remains locally designed, addressing the needs through strategic services in the agency's service area of Beaver County, Pennsylvania. Beaver County is unique in its assets, resources, and the issues faced by low-income families. Primary data and secondary data indicate the presence of persistent issues that impact the Head Start/ Early Head Start population in the area as follows:

- High levels of poverty in which a disproportionate number of children comprise the impoverished population. The number of families living in poverty remains high and poverty is tied to family status. Particularly high rates of poverty are found among single mothers, who also have the lowest incomes of all family types.
- Inadequate and inaccessible services and a health system that is at capacity have led to a reduction in the quality of life and health status of low-income populations in Beaver County. Families in the more rural areas struggle to attain access, partially due to transportation issues.
- Beaver County lacks an adequate supply of entry-level, low to median skilled jobs that can support families with limited educational attainment in earning a living wage.
- A number of social and demographic factors that increase children's risk of poor child outcomes and exposure to early trauma, have become more prevalent including rates of child abuse, food insecurity, obesity/overweight incidence and family disruption.

Factors noted as significant obstacles to child success and family wellbeing by Head Start/ Early Head Start parents, Policy Council, governing body members and community agencies responding to the community assessment surveys were as follows:

- Poverty, influenced by generational factors.
- Educational barriers such as low-literacy levels that are passed from generation to generation and lack of parent education about how to help their children learn.

Health issues experienced by the population are underscored by a lack of education related to the health needs of children.

Substance abuse was listed as a growing problem, yet there was a perception among community agencies that there are few resources for substance abuse treatment in Beaver County.

Feedback garnered from the community assessment surveys revealed several program and community strengths. Census and area data collected and analyzed demonstrated that residents of Beaver County do not experience high rates of homelessness, crime or domestic violence. Families also enjoy relatively stable maternal and child health. In 2019 there were fewer babies born to unmarried mothers and less women using Medicaid than in prior years. Head Start of Beaver County was perceived as an asset to the community and families reported that their children's development was enhanced across domains because of the program. Benefits reported by family survey respondents in all program options included that they felt more prepared to address their children's development, special needs and school readiness. Families faced additional challenges this year due to the COVID-19 pandemic. The program worked to provide additional supports to families during this time. Suggestions for strengthening the program that were provided by Head Start families responding to the community assessment survey included transportation to socializations and longer hours.

Survey respondents completing the community agency and governing body survey indicated the program had challenges as well as assets. Challenges faced by Head Start that were

reported by the governing body survey respondents included generating high levels of family engagement and communication issues with other county agencies that were still occurring as a result of being a relatively new Head Start grantee in Beaver County. Community agencies reported high levels of collaboration with Head Start of Beaver County, but respondents encouraged the program to continue to expand communication efforts. The greatest assets of the program reported by the governing body member survey respondents reflected the family-centered nature of the Head Start program. Families, staff and other agencies in the community were all noted as key assets of Head Start of Beaver County. Governing body members also made suggestions for resolving issues in the community related to poverty. Ideas reported in the surveys included expanding mobile education sites, bringing in more companies to provide work opportunities, and to promote jobs and affordable high-quality child care.

2020-2021 Beaver County Data Highlights

Geography, Population, Age and Family Composition

Beaver County makes up a small percentage of the overall state population. The county is experiencing a slight population decline of -5.3.% since April 2019. A decline in population can lead to economic recession, workforce shortages and increases in crime and poverty. The primary driver of the population decrease is a net out-migration of residents. The decreasing population trend found in the service area provides a cause for concern in the coming years. As young adults move out of the area to obtain work, a “brain-drain” can occur which impacts the attraction of new business and industry investments. In addition, the elderly left behind begin to comprise a larger proportion of the population. When the service needs change to match the aging population, health care, government, and other service systems become pressed to capacity. As a result, the needs of young children may become a smaller priority for the community at-large.

The area is reflective of national and state trends in regard to the proportion of the population comprised of children aged birth-to-five years. In Beaver County, there are 1,515 children eligible for Head Start, of which 480 are aged 3-5 years and 467 are aged birth-three years. In the 2019-2020 program year, Head Start of Beaver County served 72.5% the eligible Head Start population. LifeSteps, the Early Head Start home-based grantee, along with the Private Industry Council’s Early Head Start program reached 14.5% of all eligible infants and toddlers during the 2019-2020 program year. Based on the number of children eligible for Head Start, there is a slot gap of 195 funded enrollment slots in Head Start and a gap of 675 Early Head Start slots.

In Beaver County, 17.2% of the population is comprised of female-householders, of which 8.4% are single-mothers with children under 18 years. In addition, 1,577 grandparents are responsible for raising their grandchildren which is an increase of 13.1% from the year previous.

Race, Ethnicity and Language

Beaver County is diversifying at a rate slower than found across the nation and in the state of Pennsylvania. When compared to their representation in the child population of Beaver County, African Americans and children of two or more races are overrepresented in Head Start and Early Head Start. This has been consistent over the past three years.

Targeted Populations

Homeless Children: In 2019-2020, Head Start of Beaver County had an enrollment of 494 children, of which 20 (4%) experienced homelessness during the program year. In the Early Head Start program, of the 141 children served, 8 children (5.6%) experienced homelessness.

Foster Children: In total, there are 24 children under five years of age in foster care in Beaver County. Head Start of Beaver County is reaching a significant number of children in foster care. Head Start of Beaver County reported serving a total of 5 children in Head Start and 7 children in Early Head Start who were in foster care during the last program year.

Children with Disabilities: Head Start of Beaver County served a significant number of children with disabilities, which reflects the large number of children with disabilities served by school districts in the area. It is likely this trend will continue due to a wider definition of spectrum disorders such as autism and better efforts in diagnosis at earlier ages. In addition, there is greater awareness about symptoms of disabilities among health care providers and parents. In Beaver County, there were more infants and toddlers that received disabilities services (578) than children aged 3-4 years (318). Areas of the county that had the largest percentage of the child population comprised of children with disabilities were in Rochester Area, Aliquippa and Western Beaver School Districts. During the 2019-2020 program year, HS served 50 children (11.03%) with IEPs and 13 children (13.54%) in Early Head Start with IFSPs.

Dual Language Learners: Annually, the Head Start eligibility and recruitment criteria is reviewed along with the community assessment data to determine population trends and identify the location and numbers of underserved populations that may be dual language learners. Head Start of Beaver County has seen few families with a need for English as a second language service, a trend matched by community data. Based on estimates of the percent of children that speak a language other than English at home in the community (3.1%) and the number of children aged 3-5 years eligible for Head Start (672), it is estimated there are 20 dual language learners in Beaver County eligible for Head Start.

Education

Beaver County education trends are consistent with research showing that children in poverty underperform on state academic achievement tests when compared to their middle-income peers. Aliquippa School District is the most diverse, the poorest and has the lowest rates of achievement among all districts in Beaver County. Rates of educational attainment among Head Start parents are lower than among other subgroups in the population. Despite lower rates of educational attainment and higher rates of poverty, there are a low number of parents participating in job training and adult education programs. In Head Start and Early Head Start, 45 families had a parent that participated in job training or education programs. Of the total number of families during program year 2019-2020, the highest level of education obtained by the child's parent(s)/guardian(s), 33 had an advanced degree or baccalaureate degree, 132 had an associate degree, vocational school or some college, 332 had a high school diploma or GED, and 76 had less than a high school diploma.

Health

In many parts of Beaver County, the health care services available to families are not adequate due to a shortage of providers. Within the program, a large number of children and families are reliant on publicly funded insurance (CHIP/Medicaid) which further limits access because not all providers will accept payments using this insurance. Primary community data collected during the community assessment indicated a priority need for additional health services that increase families' access to mental health care, dental care, substance abuse treatment and chronic disease management.

In the past year, there was a decrease in status for Beaver County on several indicators of health, but an increase in family wellbeing. The 2019 health outcome ranking (which examines length and quality of life) was 47 out of 67 Pennsylvania counties (down from 40 in 2018), and the health factors ranking was 45 out of 67 (down from 34 in 2017).

Mental health services are an ongoing need in the program as evidenced by county-level data indicating lack of adequate mental health service providers and program data that shows a high number of children that required mental health consultation services. 2.6% of children in Head Start/Early Head Start demonstrated behavioral and mental health challenges that required a professional consultation between a licensed mental health consultant and program staff. Of the children that received a consultation, 60% required at least three consultations to address behavioral issues.

Expanded access to dental health treatment and providers was a community need demonstrated across all community assessment data sources. In the family surveys collected for this community assessment data indicated that in all Head Start program options, 17.5% of Head Start and 10.5% of Early Head Start families worked on finding a dentist for their children in the past year. Additionally, about 5% of families in all program options worked on obtaining health insurance coverage for a member of the household. By the end of enrollment for the 2019-2020 program year, 90% of Early Head Start children and 99% of Head Start children had an identified dental home.

Nutrition

More than half of Beaver County child population lives in a family with an income that qualifies them for supplemental nutrition assistance and 17.1% of children are food insecure. However, just 13.3% of the population utilizes the Supplemental Nutrition Assistance Program (SNAP). The impacts of food insecurity reach all members of the family. Head Start parents cope with food insecurity by making hard choices such as choosing between food and utilities, transportation and medical care. The impact of food insecurity can last a lifetime and result in developmental delays, trouble performing in school, health issues that can last into adulthood, and obesity, which is a rising trend in Head Start of Beaver County. Rates of obesity and instances of being overweight among program children also point to a need for Head Start to continue to develop creative ways to integrate nutrition programming into family engagement and program operations, the program must continue to coordinate nutritional assistance so that families can benefit from additional training and nutrition resources.

Social Services

Families and the communities in Beaver County demonstrate a high need for a strong social services system. Rates of child abuse in Beaver County are lower than found at the state, but are increasing slightly in the rate of occurrence and in the percent of child abuse reports that are substantiated. Head Start families experience many of the risk factors that contribute to higher rates of child abuse and neglect, substance abuse, and crime such as familial poverty, generational poverty, mental health issues, and lack of educational attainment.

Transportation

Transportation continues to be a major obstacle for low-income families in Beaver County, as evidenced by community data and feedback from family and agency partner survey respondents. Though public transportation is available, the bus lines are very limited so some housing developments and rural areas lack access. Low-income residents tend to be confined to the immediate area where they live, severely limiting their ability to work and obtain needed services. Head Start of Beaver County currently provides transportation for program families. Data from the community needs assessment surveys shows that of those who completed the survey, approximately 48% of Head Start classroom based families reported that if necessary, they could transport their child to school. Throughout the year, 24.3% of Head Start classroom based families worked on resolving transportation issues compared to 20% of Head Start home-based respondents and 24.6% of Early Head Start program families.

Family Economics

Beaver County residents have a lower than average median family income when compared to their peers in Pennsylvania. Single-female householders with children demonstrate the highest rates of poverty among all family types. Over the past several years there has been only slight insignificant growth in income. Based on this data and information about the percent of families that have an income less than the self-sufficiency standard for Beaver County, it is likely that many families are also on an eligibility cliff in which they no longer qualify for supplemental assistance, but do not earn an income that allows them to provide for their basic necessities at a level of self-sufficiency. In Head Start of Beaver County, the use of TANF, SSI and SNAP has remained about the same since last year among families. Poverty rates are also stratified by race. African American children are more likely to live in poverty in all types of families and are overrepresented in Head Start. The trend for African American's to be disproportionately represented among those in poverty is also revealed in an analysis of school districts in which the highest rates of enrollment diversity are in the poorest school districts.

The major sectors of the Beaver County economy are Health Care, Advanced Manufacturing, Building and Construction, and Transportation and Logistics. The county's unemployment rate exceeds the state and national rate of unemployment. In Head Start, 59.9% of Head Start families and 60.9% of Early Head Start families have all parents employed compared to 79.3% of all families in Beaver County with children under five years.

Family Work and Training Schedules

Head Start parent employment data indicates 59.9% of Early Head Start families and 60.9% of Head Start families have at least one parent that is working and 45.1% of Head Start families and 40.8% of Early Head Start families have all parents in the workforce. There are 23 (4%) Head Start parents and 1 Early Head Start parent was enrolled in school or training programs. The major employers of parents include retail and low-to-moderate skill industries. This aligns with educational attainment rates of program parents in which 82% of Early Head Start and 78% of Head Start have not obtained a college education. Retail trade jobs account for 11.7% of the employment in Beaver County. This occupation is heavily dependent on shift work. Other jobs include caregivers, administrative assistant and health aides which also involve shift work. For parents that are students or that are attending career-training programs, schedules vary from a full-time school schedule typically operating from 8 a.m. to 3:30 p.m. or a part-time schedule. Part-time programs usually mandate parents to attend training two or three times each week for a full or part-day. Career training programs are more intensive and can be hours-based requiring parents to attend an extended day for a set period of time (usually 3-to-6 months).

Child Care, Child Development, and Early Education Programs

The child care system in Beaver County is impacted by factors related to accessibility, cost, and quality. There is a significant child care slot gap due to the large number of parents of children aged 0-5 years that are in the workforce. It is estimated the county needs 3,033 additional slots to meet the needs for care among families at all income levels. The cost of care is also prohibitive. Based on the median income for a single-female headed household in Beaver County, center-based child care for one infant and one preschool-aged child would consume 55.2% of the annual family income. For married couples, the cost of care would equal 41.5% of family income. Family child care arrangements are slightly more affordable and would consume 22.8% of income for a single mother and 19.2% of income for a married- couple family. The cost of care is likely increased for child care programs of higher quality. The program has surveyed parents and LEAs in the community to determine a number of children in need of services. PIC has submitted a proposal on the need for classroom expansion.

Despite lack of child care affordability, low family incomes, and a large percentage of working parents, the total allocation for child care subsidies for Beaver County demonstrates that only 8.0% of all children under five years of age were reached. Most subsidies were used in regulated care settings 88.4%, while 11.6% of children receiving subsidies were in unregulated care. The quality of care is concerning, particularly for children in unregulated care settings which are not held to the same safety and health standards as regulated child care programs. Beaver County has 63 regulated child care providers, but just 16 are considered high-quality (rated a 3 or 4 STAR). A total of 823 children less than five years of age are placed at further risk because they attend low-quality child care programs.

Community Resources

Data indicates there are numerous community resources in Beaver County. In addition, family survey respondents reported that they have accessed or learned about family resources through the Head Start program. Among families in all Head Start program options responding to the family survey, most reported they received resource information about getting a child ready to enter kindergarten and better balancing work/school schedules. Other types of resources that were provided to a significant number of families across program options included information on addressing children’s behavior and finding ways to get healthier food. Community agency survey respondents and the governing body survey respondents noted that Beaver County needs additional resources for substance abuse treatment and workforce development.



Head Start of Beaver County Budget vs Functional Expenses June 1, 2019 to May 31, 2020

Functional Expenses

	Budget	Head Start/DRS	Early Head Start/DRS	PA State Head Start	Early Head Start/CCP	CACFP	Total
Wages	3,385,869.00	2,217,680.04	183,017.56	126,393.75	470,524.50	0.00	2,997,615.85
Fringe Benefits	1,008,690.00	600,539.20	58,572.17	22,536.78	132,306.99	0.00	813,955.14
Rent	329,681.00	274,439.41	20,760.50	11,388.84	36,251.67	0.00	342,840.42
Utilities/Telephone/Internet	65,894.00	53,787.06	12,358.81	968.99	15,691.09	0.00	82,805.95
Consumable Supplies/Postage	39,895.00	115,726.63	5,219.55	941.53	28,548.51	0.00	150,436.22
Program Supplies	79,187.00	161,296.87	9,250.17	4,436.94	35,266.10	0.00	210,250.08
Insurance	25,047.00	26,051.78	147.12	1,872.68	23,037.98	0.00	51,109.56
Local Travel	35,505.00	51,676.21	2,240.92	1,280.14	8,237.75	0.00	63,435.02
CTR/Audit/Fiscal/Legal Services	28,609.00	33,532.84	1,392.45	2,035.63	4,881.75	0.00	41,842.67
Health/Disabilities	85,500.00	56,519.24		0.00	0.00	0.00	56,519.24
Food/Nutrition	344,481.24	69,440.81	10,565.34	5,463.50	12,033.78	277,417.24	374,920.67
Cont. Transportation/Vehicle Main	577,344.08	523,547.27		35,504.18	0.00	0.00	559,051.45
Parent Services	5,100.00	3,087.92	803.12	0.00	2,119.04	0.00	6,010.08
Contracted Services	38,568.00	181,163.36	18,392.68	536.62	30,240.62	0.00	230,333.28
CCP Expenses	340,000.00	0.00		0.00	369,061.63	0.00	369,061.63
Training/Technical Assistance	84,845.00	63,777.85	15,057.00	0.00	28,986.28	0.00	107,821.13
Memberships	5,000.00	479.80		0.00	20.00	0.00	499.80
Publications/Advertising/Printing	5,643.00	19,507.71	1,182.61	172.50	5,487.31	0.00	26,350.13
	6,484,858.32	4,452,254.00	338,960.00	213,532.08	1,202,695.00	277,417.24	6,484,858.32

-46.22% of the expenditures were for wages for Management, Instructors, Instructor Aides, Family Service Workers, Data Operators, Health Assistants, Data Operators, ERSEA Specialists, Maintenance, Janitor and Clerical Support.

-Another 12.55% covered benefits for the staff including FICA, 401(k), Unemployment Comp., Worker's Comp., health, dental, vision, life insurance and short and long term disabilities.

- Food/Nutrition costs include providing children breakfast, lunch, and/or a snack. A nutrition consultant provides guidance on menus and specialized menus.

- The Private Industry Council of Westmoreland/Fayette, Inc., receives Federal, State, and Local funds. During the Fiscal Year July 1, 2019 to June 30, 2020 over \$22,000,000 of funds were received and expended. As a result, the PIC is required under OMB Uniform Guidance to have a yearly Single Audit completed by an independent auditing firm.

- The CPA Firm of DeBlasio Group will finalize the Single Audit for the period of July 1, 2019 to June 30, 2020. The audit will be presented to the PIC Board of Directors for their review and approval. Then the audit will be submitted to all the funding agencies.

- The audit will be available for review at the PIC Administrative Office, 219 Donohoe Road, Greensburg, PA 15601, Monday through Friday between the hours of 8:00 a.m. to 4:30 p.m.

Head Start of Beaver County Related Revenues/Expenditures June 1, 2019 to May 31, 2020

Revenues Expenditures

Grant/Source	Funding Source	Time Frame	Grant/Budget Amt.	Actual Expenditures	% of Expenditures
Head Start/DRS	U.S. Dept. of Health & Human Services	June 1, 2019 to May 31, 2020	4,452,254.00	4,452,254.00	100.00%
Early Head Start/DRS	U.S. Dept. of Health & Human Services	June 1, 2019 to May 31, 2020	338,960.00	338,960.00	100.00%
PA State Head Start	PA Dept. of Education & Public Welfare	July 1, 2019 to June 30, 2020	213,532.08	213,532.08	100.00%
Early Head Start Expansion/CCP	U.S. Dept. of Health & Human Services	September 1, 2019 - August 31, 2020	1,202,695.00	1,202,695.00	100.00%
Child and Adult Care Food Program	PA Dept. of Education - Division Food & Nutrition	June 1 2019 to August 31, 2020	277,417.24	277,417.24	100.00%
Total			6,484,858.32	6,484,858.32	100.00%

Federal In-kind Match Requirement

			Required Match	Actual Match	
Non Federal Match	Local Sources	June 1 2019 to August 31, 2020	1,551,860.00	1,551,860.00	100.00%

- The Fiscal Year for the Private Industry Council of Westmoreland/Fayette, Inc. runs from July 1 to June 30.

- The Federal Grant Year for the Beaver County Head Start Program runs from June 1 to May 31.

- Expenditures and funding for this report are based on the time period of June 1, 2019 to May 31, 2020 unless otherwise noted.

- For Program Year 2019 - 2020, 100% of the funds were spent.

- In-Kind Match funds are required. These in-kind contributions come from volunteers, donations of supplies, space, and parents' time.