



ANNUAL REPORT

Head Start/Early Head Start of Fayette County A National Center of Excellence 2019-2020



Head Start/Early Head Start of Fayette County

Annual Report 2019-2020

WHO WE ARE

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

PIC was awarded the Head Start grant for Fayette County in 1994 and has been responsible for the operation and growth of the Head Start programming since that time. PIC is a 501(c)(3) nonprofit organization headquartered in Greensburg, Pennsylvania, that operates employment, education, and training programs in Westmoreland and Fayette counties in southwestern Pennsylvania. PIC has strategically located offices throughout both counties 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, Allegheny Counties, including Head Start, Early Head Start including Early Head Start Childcare Partnerships, and PA Pre-K Counts.
- ✓ Operates various in-school, out-of-school, and afterschool youth programs.
- ✓ Provides training and accredited education 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.

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/Early Head Start Mission Statement

We, at Head Start/Early Head Start of Fayette County, are committed to
Educate, Encourage, and Empower
our families and children.



What is Head Start and Early Head Start?

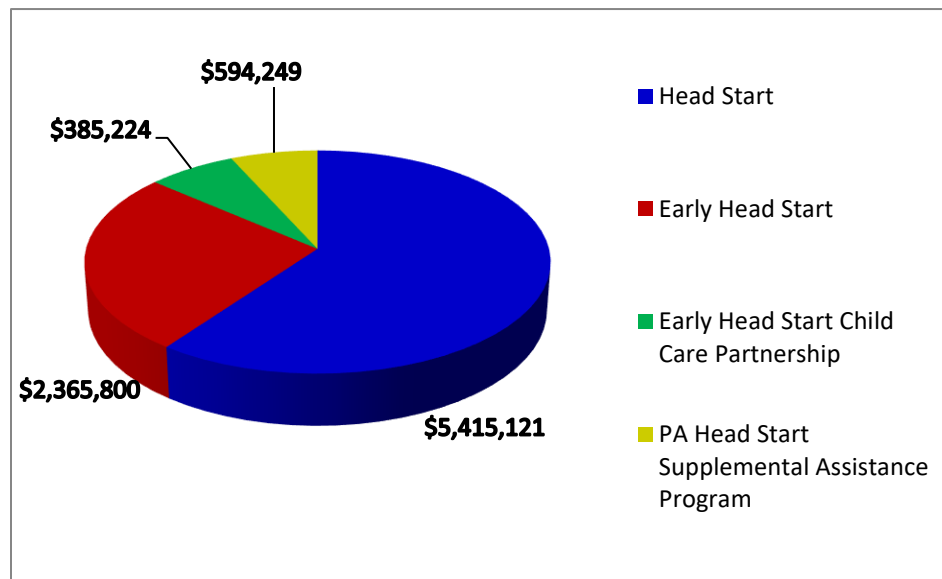
Head Start

First funded in 1965 as a summer program, Head Start offers educational, health, social/emotional and family services to at-risk families. PIC has administered the Head Start Program in Fayette County since 1994. Operated by both state and federal funding, PIC was mandated to provide comprehensive services to 556 children, age's three to five, and their families throughout Fayette County during the 2019-2020 program year. Of the 556, 456 children were provided services in a classroom setting through federal funding, with one hundred (100) children funded through the PA Head Start Supplemental Assistance Program (HSSAP). The other 36 children were serviced in a home based setting which offers comprehensive services in the child's home with two monthly socialization experiences for children age's three to five.

Early Head Start

PIC has also administered the Early Head Start (EHS) program in Fayette County since 1997. During the 2019-2020 program year, 324 participants were to be served throughout Fayette County. All Early Head Start funding is federal. The Fayette County Early Head Start program offers comprehensive home-based services with at least two monthly socialization experiences for pregnant women and children birth to three years of age. In addition, PIC expanded its services during the program year to include 40 center-based slots funded through the federally funded Early Head Start Child Care Partnership (EHS CCP) program. Our agency is a sub-recipient for the EHS CCP through COTRAIC (Council of Three Rivers American Indian Center, Inc.) who is the grantee. The program offers center-based comprehensive services to families with a child enrolled at a partnering childcare center.

The breakdown of funding for these programs is shown below:



Service Areas

Program Design and Management

- ✓ To develop and implement a planning system that establishes goals that supports the programs' mission to positively impact the children, families and communities we serve.
- ✓ 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 utilizes data to 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 pregnant women, and support their individual needs.
- ✓ To continue to utilize technological resources and provide training that will strengthen program design and management functions, address children's computer-based skills needed for school readiness and support special learning needs.
- ✓ All staff have been provided technology for teleworking, when directed.
- ✓ Opened 2 Preschool S.T.E.M classrooms in Fayette County, at the following locations: Connellsville Area School District's Connellsville Township Building and the PIC Lemont Furnace building.



Parent, Family, and Community Engagement

- ✓ Continue ongoing communication with local schools to exchange information about children and align services for early learning, health, and family engagement.
- ✓ Provide families education, training, resources and experiences that advance their own learning related to family and financial literacy, strategies for balancing schedules, oral health, substance abuse awareness/prevention, and state and federal school attendance guidelines.
- ✓ Encourage families to participate in leadership roles in their community, including in parent engagement in their child's education and in the programs administrative and managerial decisions.
- ✓ Continue to strengthen the relationship building process among staff, families and community partners to support family well-being.
- ✓ Further strengthen families' understanding of how parents and other adult family members affect a child's education and success in school.
- ✓ Strengthen collaborative relationships with community partners providing support to low-income families, with a particular emphasis on programs addressing economic self-sufficiency.

- ✓ Ensure families have access to resources to further their career/education/personal development goals through the grantee's single point of contact center (Career Link): job fairs, Dad's matter, youth programs, workforce development, job preparation, HS/EHS, etc.
- ✓ Continue to use data to revise parent and staff training to support achievement of family outcomes and strengthen areas that are in need.
- ✓ Provide opportunities for social connections with peers will be supported at PIC (Parents Impacting their Child's Success) Meetings, parent trainings, family engagement events, and day-to-day volunteering.
- ✓ Encourage families to support their child's school readiness by engaging home visits, conferences, parent-child family activity events, parent group meetings and in the classroom.
- ✓ Identify ways to better help homeless families within the HS/EHS programs acquire their own permanent housing by collaborating with community agencies and participating in Fayette County Housing and Homeless Partnership (LHOT).

Child Development and Education

- ✓ Continue to provide opportunities for individualized learning by developing activities that enhance children's school readiness in the areas of cognition, language, approaches to learning, social/emotional skills and physical development and health.
- ✓ Continue to establish School Readiness goals that are aligned with the Head Start Early Learning Outcomes Framework birth to five, PA Early Learning Standards, and expectations of the school districts and parents.
- ✓ Continue to strengthen families' understanding of child development and ability to address the social-emotional developmental needs of their children.
- ✓ Continue to combat obesity and support healthy eating and physical activity through age appropriate and purposeful movement activities and healthy food choices.
- ✓ Provide professional development activities and practiced based coaching to promote behavioral management, productivity and instructional learning formats.
- ✓ Provide professional development to staff in utilizing technology to enhance the learning environment.
- ✓ Continue to express the importance of sending your child to school every day and the value of participating in scheduled home visits and conferences with parents/legal guardians.
- ✓ Continue to strengthen collaborations with school districts to support smooth, successful transition into school age programming.
- ✓ Delivered Educational Learning Packets to the homes of children and families during the pandemic.

Child Health and Safety

- ✓ Educate families on the importance of well child care, proper nutrition, immunizations, and follow up care for identified health, oral health and developmental needs.
- ✓ Perform hearing, vision, developmental and behavioral screenings on all children.
- ✓ Address the individual health/nutritional/developmental needs of each child, in partnership with the family, through direct service, and in collaboration with medical providers, community agencies, and educational entities.
- ✓ Assist families in accessing medical and dental care and follow-up by providing available listings of facilities and resources, making referrals to medical facilities when needed.
- ✓ Provide nutrition services that are culturally and developmentally appropriate and that supplements and complements those of home and community.
- ✓ Educate pregnant women on the importance of healthy lifestyle choices, pre-natal care, and the

nutritional value of breastfeeding.

- ✓ Provide educational support services to parents that encourage families to establish habits that nurture healthy development and promote life-long well-being.
- ✓ Identify high-risk pregnancies and make referral to program's consultants, as well as offer resources.
- ✓ Educate families on the importance of creating a substance-free environment for themselves and their children.
- ✓ Strengthen relationships with agency, medical, and community staff addressing the opioid epidemic through participating in established groups and providing supports to programs currently providing services to families.
- ✓ Educate staff on the signs/symptoms of trauma and Adverse Child Experiences and ways to support children and their families.
- ✓ Promote staff wellness by making mental health and wellness information available and offer Family Wellness Consultant's consultation services to all staff regarding personal and professional challenges that may affect their job performance.
- ✓ Provide ongoing information to staff and families on the health pandemic (COVID-19) including how to access medical, dental and community services.

How We Serve

Center-Based

We have eleven (11) sites located throughout Fayette County. Each location has classroom space for our three- to five-year-olds, with age-appropriate room design, developmental toys, and furnishings; as well as, state-of-the-art playground equipment, dedicated transportation, and on-site kitchen facilities. Classrooms operate five (5) days per week and six (6) hours per day, children who attend class at a Head Start facility will be served three (3) meals per day, breakfast, lunch and a snack. Virtual services and all meals were delivered to children and families beginning in March 2020 and continued until June on 2020 due to the pandemic. In addition to nutritional meals, free bus transportation is also provided to and from the sites daily.

Home-Based

A dedicated instructor visits the home weekly for forty-eight (48) for an hour and a half (90 minutes). At these visits, the instructor meets 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 twenty-two socializations the parent and child are invited to socialize with other enrolled families.

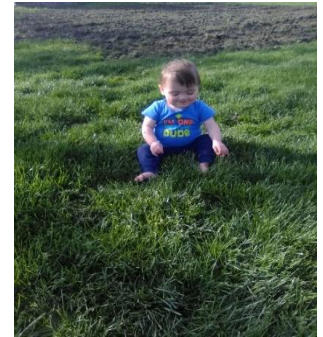


Early Head Start also services pregnant women by assisting them to access comprehensive prenatal and post-partum care. A dedicated instructor visits the pregnant woman weekly for ninety minutes, with additional support by a designated health assistant and the program's consultants. The care includes obtaining prenatal care and access to dental treatment. In addition, a wellness assessment/profile and nutrition assessment/profile is completed on the pregnant woman. In addition to the pregnant women being invited to

the 22 socializations, they also invited to attend individualized Mommy to Be Mingles that are held monthly. During the Mommy to Be Mingles, they discuss topics related to their needs. The Mommy to Be Mingles are either two or four hours long. A newborn visit occurs once the baby is born to monitor the baby's height, weight, and head circumference as well as the overall appearance. A post-partum survey is also completed on the mother for post-partum depression. During the visit, transition of the baby into early childhood services is discussed with the parent(s) to support them in choosing the most appropriate option to meet their needs.

Early Head Start- Child Care Partnerships

In addition to receiving quality center-based services from the partnering child care provider, a coordinator visits the child care weekly to complete observations on the children. The coordinator works with the child care staff to ensure high quality care and learning are taking place. The coordinator also completes monthly home visits with the family completing family partnership and comprehensive services to the entire family.



Who We Serve

Head Start serves families with children 3 to 5 years of age. Early Head Start serves pregnant women, 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...

- 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.

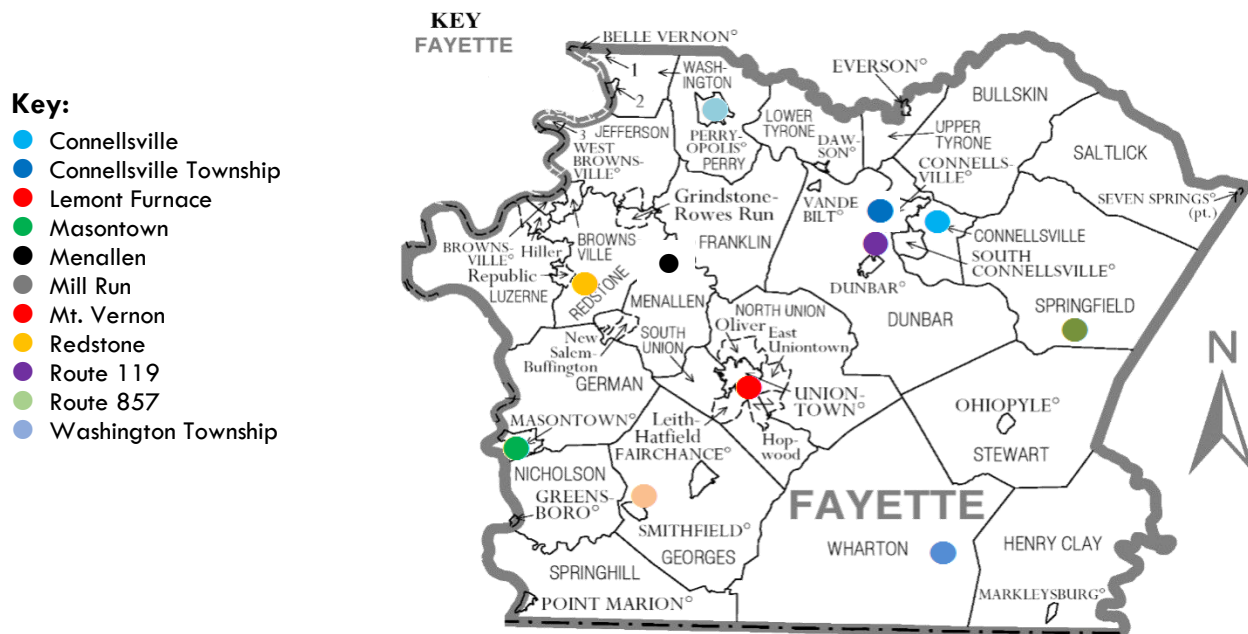
Head Start then and now...

The National Head Start Program is now 54 years old; 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 1,600 public, private, nonprofit or for-profit agencies across the U.S. Federal oversight is within the U.S. Department of Health and Human Services under the Administration for Children and Families. The Head Start program serves about 1 million children and pregnant women in urban, suburban, and rural communities throughout America. Head Start services are provided in centers, family child care homes, or in the family's own home. Each of the Head Start programs is organized into 12 regions by geographic location. Our program is part of Region III, which is headquartered in Philadelphia, Pennsylvania.

Fayette County Head Start/Early Head Start Program Centers, Facilities, Service Areas, and Recruitment Areas

During the 2019-2020 program year, Head Start/Early Head Start of Fayette County served a cumulative total of 1,091 children under 5 and pregnant women eligible for Head Start Early Head Start, or Early Head Start-Childcare Partnership services in Fayette County. The following map and chart depicts the center locations and number of children served in each.

2019-2020



HEAD START CENTER		HEAD START HOME BASED		EHS HOME BASED	
Site	#Served	Area	#Served	Area	#Served
Connellsville (3 classrooms)	60	Connellsville	12	Connellsville (7)	84
Connellsville Township (2 classrooms)	40	Lemont Furnace	12	Mt. Vernon/Nemacolin (8)	96
Lemont Furnace (5 classrooms)	100	Redstone	12	Masontown (2)	24
Masontown (2 classrooms)	40	Total	36	Mill Run (1)	12
Menallen (1 classroom)	20	CHILD CARE PARTNERSHIP		Redstone (5)	60
Mill Run (1 classroom)	20			Rt. 857 (1)	12
Mt. Vernon (4 classrooms)	80	Area	#Served	Smithfield (2)	24
Redstone (4 classrooms)	80	Kydz Nation	14	Washington Twp. (1)	12
Route 119 (1 classroom)	20	ABC School	6	Total	324
Rt. 857 (2 classrooms)	40	Little Kid Zone	16		
Washington Twp. (1 classroom)	20	Little Legends	2		
Total	520	Total	40		

Head Start/Early Head Start Performance Indicators 2019-2020

ENROLLMENT			
	Head Start	Early Head Start	Child Care Partnership
Total number of Children Served	619	420*	36
Total number of Families Served	571	359	36
By Eligibility			
Income below 100% of federal poverty	360	277	30
Receive Public Assistance	116	98	2
Foster Child	23	12	2
Homeless	59	30	0
Over Income	61	42	2
Total Number of Children Served by Race			
White	436	340	15
Black/African American	96	60	14
Bi-racial or multi-racial	83	52	7
American Indian/Alaska Native	0	2	0
Asian	0	0	0
Native Hawaiian or Pacific Islander	1	1	0
Unspecified / Other race	3	4	0

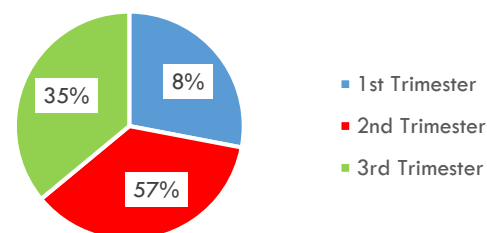
*This number excludes pregnant women

HEALTH SERVICES				
	Head Start		Early Head Start	
Up to date on Preventive and Primary Health Care	451	71.58%	115	29.9%
Number with a dental home (preschool only)	570	90.47%	289	75.26%
Number received preventative dental care (preschool only)	630	100%		
Number receiving dental treatment (preschool only)	107	53.76%		
Up to date on immunizations	618	98%	329	86%
Funded enrollment reported as children with a disability	173	27.46%	63	16.4%

TRANSITION SERVICES		
	Head Start	Early Head Start
Total number of children receiving transition services	619	420
Total number of children transitioned	285	127
Total number of children/families invited to participate in the Kindergarten visits	285	
Number of school districts involved	12	
Number of schools involved	27	
Number of school districts partnering in professional development	12	

Early Head Start Pregnant Women Services			
Total Number of Pregnant Women	37	Substance abuse treatment	1
Received prenatal care	34	Breastfeeding education	33
Received postpartum care	25	Fetal development education	33
Mental Health Interventions	0	High risk pregnancies	29
Substance abuse prevention	33	Received a professional dental exam	0

Enrollment of Pregnant Women



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 and Early 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

CONNELLSVILLE/119/CONNELLSVILLE TOWNSHIP

Lisa Copeland
Katelin Ruby

MILL RUN Shannon Booth

LEMONT FURNACE/NORTH UNION Holly Whitefield-Vice Chair

WASHINGTON TOWNSHIP Danielle Smith-Secretary

REDSTONE/MENALLEN Kelly Hlebinsky Joshua Chrise Krista Chrise

MT VERNON Joshua Cable-Chairperson

COMMUNITY REPRESENTATIVES

Marsha Androsik
Pathways of Southwestern PA,
Inc.

Donald Wilson-Treasurer
Past Parent

Kellie Jo Gavran
Fayette County Behavioral Health
Administration

Dr. Gary Yarbrough, Liaison
PIC Board of Directors

Lara Bezak
AGSD Administration

About Our Program Staff

During the 2019-2020 program year, PIC employed 145 qualified staff to administer and deliver services in Head Start/Early Head Start of Fayette County.

Head Start classroom teachers with an Early Childhood Education or related degree (AS, BA or graduate):	100%
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 home visitors with an Early Childhood Education degree or related degree or degree with CDA:	100%

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. In addition, to support entry level positions and to support the ability for parents to enter into the workforce the corporation offers 100% reimbursement for the CDA credential.

Head Start of Fayette County utilizes the Practice-Based Coaching (PBC) model which is a research and experience based initiative developed by the Office of Head Start for the use of supporting teachers in their efforts of offering effective teaching practices. In program year 2019-2020 all staff received some form of coaching in order to sustain and focus on professional learning experiences. The program will be implementing the PBC model in the EHS Childcare Partnership Program in the upcoming program year.

Child Health and Safety

Health/Disabilities Services

During the 2019-2020 program year, Head Start and Early Head Start served 245 children with disabilities. This figure represents 27.6% of the Head Start children enrolled and 17.6% of the Early Head Start children enrolled, which exceeds the 10% Federal Regulations mandate.

Head Start/Early Head Start Children With Disabilities Program Year (2015-2016)		
	Head Start	Early Head Start
Number of Children with a Determined Disability	173	63

Head Start Diagnosed Disabilities	
Health Impairment	0
Emotional Disturbance	0
Speech or Language Impairments	83
Intellectual Disabilities	0
Hearing Impairment Including Deafness	1
Learning Disability	0
Orthopedic Impairment	0
Specific Learning Disability	0
Autism	8
Traumatic Brain Injury	0
Non-Categorical/Developmental Delay	80
Multiple Disabilities	0
Deaf-Blind	0
Visual Impairment, Including Blindness	0

Children with disabilities and their families receive all comprehensive services provided by Head Start/Early Head Start of Fayette County, as well as Early Intervention support services individualized for the child's special needs and the family's needs.

Early Intervention services may include speech, occupational, hearing, vision, and physical therapies to address diagnosed concerns, as well as special instruction for those diagnosed with developmental delays. Early Intervention services are provided through Intermediate Unit #1 or Intermediate Unit #7 for children age three to school-age and by Fayette County Behavioral Health Administration for children birth to age three.

Mental health consultation services are provided through Behavioral and Learning Support. The Family Wellness Consultants (FWC) observes and provides classroom and home support/training to staff and families. The FWCs assist in creating a physical and cultural environment that promotes positive social emotional functioning. The FWCs addresses parent and staff referrals, refers children and family members for evaluation and/or services as the need is determined. Mental health services can include individual and family counseling, classroom support, and in-home services.

When it is identified that children are receiving services from another agency, Head Start/Early Head Start of Fayette County obtains written parent permission to initiate procedures to obtain pertinent client information and for the Family Wellness Consultants to monitor services. The program collaborates with these agencies to provide services that best meet the needs of the family.

Child Development and Education

Curriculum

The *Creative Curriculum Sixth Edition* is used as the curriculum of choice in both the classroom and home-based options of the Head Start program. The Early Head Start program currently uses Partners for a Healthy Baby as their primary curriculum and the *Creative Curriculum Infants, Toddlers and Twos Third Edition* as a supplemental curriculum. The Partners for a Healthy Baby Curriculum is a research-based, practice-informed curriculum used in evidence-based programs across the nation that achieved positive outcomes. Partners for a Healthy Baby Curriculum was created to fill the need for a comprehensive home visiting that provided a clear focus on the systematic approach to planning and conducting visits. The *Creative Curriculum* focuses on approaches to learning, social emotional, cognitive, physical, language, literacy and mathematic development of children ages birth to five. It also assesses the science, social studies and arts domains and English acquisition for those children that are determined to be dual language learners (in Spanish only). The classroom schedule is designed per the *Creative Curriculum* guidelines to assure a variety of teacher-directed versus child-directed activities. Also, the curriculum allows for a combination of activities throughout the day including small group, large group, table time, reading time, music time, movement time, gross motor time (indoor and outdoor), and free choice times. The same guidelines are followed for Head Start socializations, as well adapting the activities for children birth to three in the Early Head Start program.

Head Start and Early Head Start of Fayette County School Readiness Goals and Outcomes for 2019-2020:

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. All Head Start and Early Head Start programs are required to establish school readiness goals, across the five areas listed in the *Head Start Early Learning Framework: birth to five and align with the PA Early Learning Standards. The five areas are:* language & literacy development; cognition; approaches to learning; perceptual, motor, and physical development; and social & emotional development.

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	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Below are the goals established by the School Readiness Committee for Head Start and Early Head Start children for the program year 2019-2020.

Social Emotional: Children will develop confidence in own skills and positive feelings about self, as well as consistent, positive interaction through secure relationships with familiar adults.

Gross Motor: Children will demonstrate effective and efficient use of large muscles for movement and position, and demonstrate control, strength, and coordination.

Fine Motor: Children will use hands for exploration, play, and daily routines, and demonstrate increasing control, strength, and coordination of small muscles.

Language: Children will attend to, understand, and respond to communication and language from others and understand and respond to increasingly complex communication and language from others

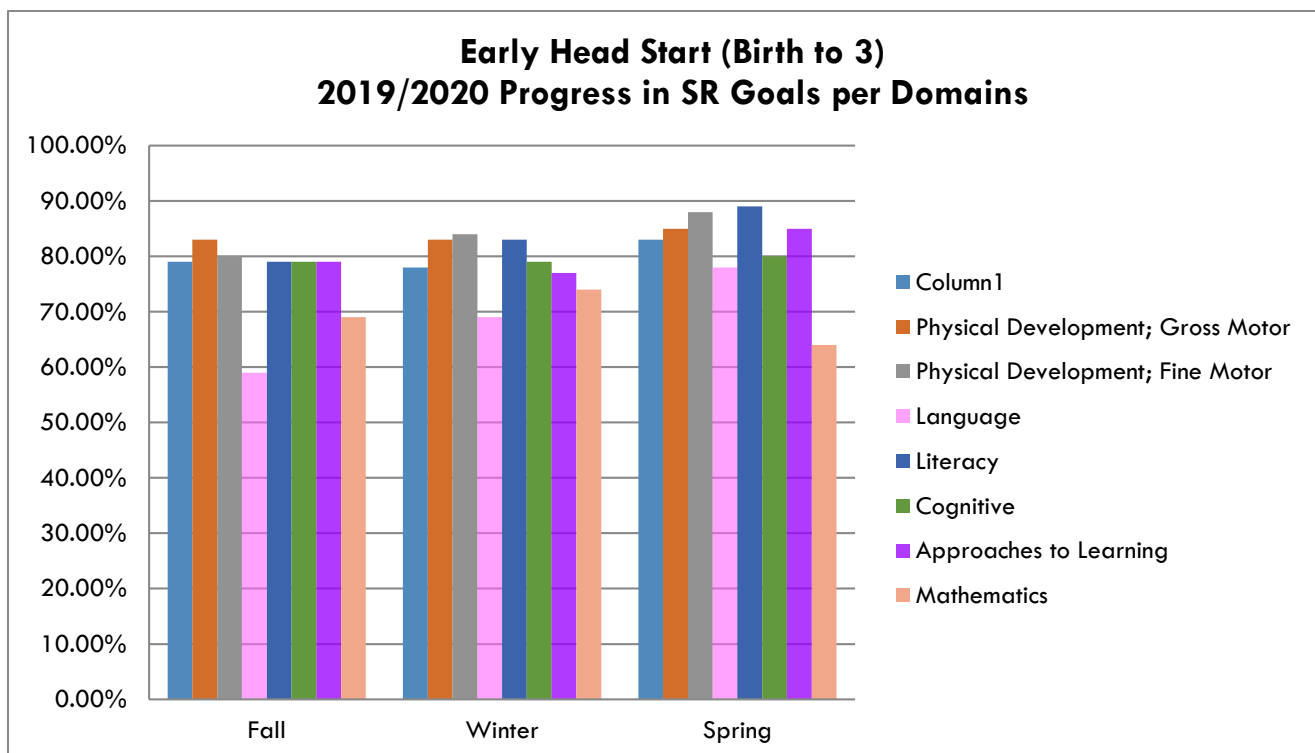
Literacy: Children will attend to, repeat, and use some rhymes, phrases or refrains from stories or songs, and demonstrate awareness that spoken language is composed of smaller segments of sound.

Approaches to Learning: Children will develop the ability to show persistence in actions and behavior and persist in tasks.

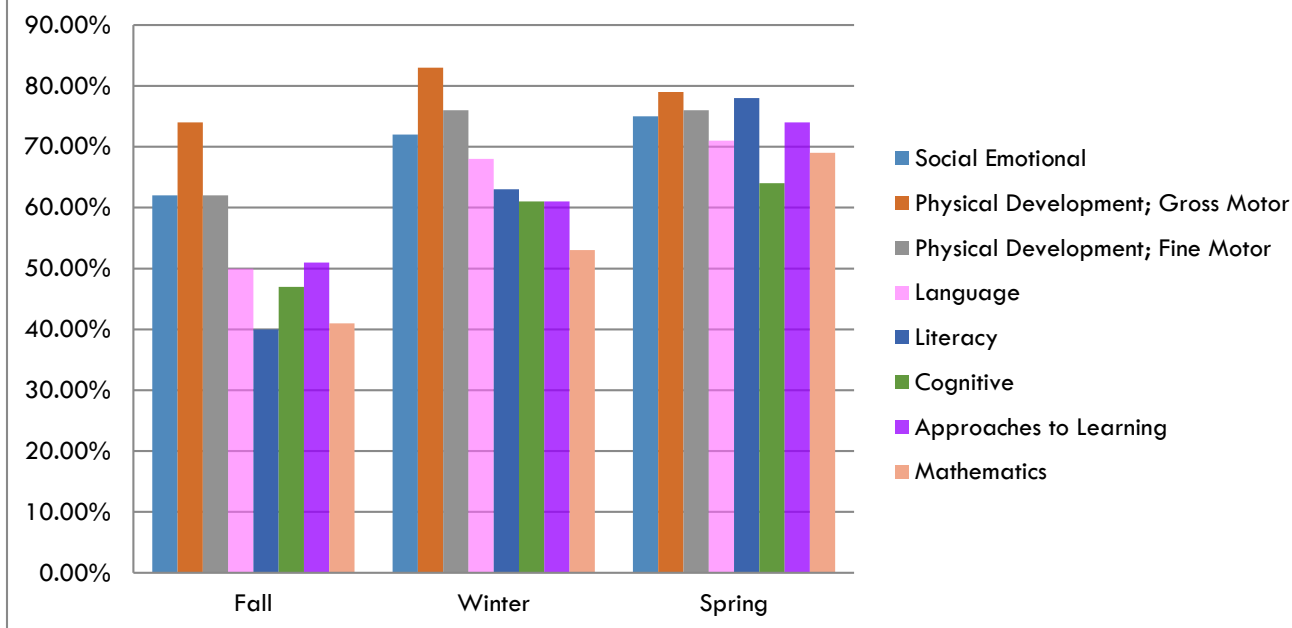
Cognitive: Children will use memories as a foundation for more complex actions and thoughts.

Math: Children will develop sense of number and quantity, counting and cardinality (the number of elements in a set or other grouping as a property of that grouping).

The charts below show the progress of children in the Head Start and Early Head Start programs from fall 2019 to spring 2020 encompassing seven domains of the GOLD Assessment that are aligned with both state and federal guidelines. Each column reflects the percentage of children meeting the established school readiness goal in each domain. The percentage is obtained by aggregating the information from the skill level of each child (as assessed utilizing the *Teaching Strategies GOLD assessment tool*.) The goal is to have children in our program display consistent gains in the established school readiness goals, as well overall in each domain from fall to winter and winter to spring. Research studies show it is normal for children to regress in skill development. Regression in skill area for young children is a normal pattern in children mastering a skill. Regression occurs due to a variety of environmental and physical factors such as illness, absence from school, family situations, change or instability due to moving or crisis. In Early Head Start the School Readiness Committee members determined that the regression throughout the year is due to the fluctuation of the age of the children on each caseload from newborn to transitioning 3 year olds. Often times a three-year-old may be replaced with an infant or toddler, which could cause a significant increase in scores of aggregated data. The program, therefore in this age group, closely monitoring individual children progress or regression and refers children for further evaluation if improvements in school readiness skills are not achieved. These outcomes provide evidence that the curriculums utilized by our program (the *Creative Curriculum and Partners for a Healthy Baby*) has a significant and positive impact on children's overall development, as well as their readiness for school age transition.



**Head Start (3 yrs. - 5 yrs.)
2019/2020 Progress in SR Goals per Domain**



Transition

Early Head Start: Early Head Start had 139 children that aged out of the program in 2019-2020 per the Program Information Report. Of these children, 139 transitioned to Head Start services. The following materials were provided to all EHS families transitioning out of Early Head Start services.

- My Book about Preschool
- Helping Your Child Get Ready for Preschool
- Starting your Child in Pre-School Booklet for Parents
- The Night Before Preschool Storybook

Early Head Start staff continued to utilize two tools to assist with preparing families for their child's transition to preschool. The tools included the Transition Survey and the Transition Checklist. The survey helped staff to understand what parents knew about transitioning to preschool, how to go about identifying a quality early learning program and what challenges they faced with enrollment and location. Once the child completes their transition to preschool, Early Head Start utilizes the Transition Follow-Up tool. The Transition Follow-Up helps support the families in a successful transition to their chosen preschool. It includes a visit to the preschool and contact with the parent once the transition has occurred.

Early Head Start also services pregnant women. Once the pregnant mom delivers she is asked if she would like the newborn to transition into Early Head Start. The pregnant woman and newborn receives a two-week follow-up visit from the assigned health assistant. During the visit a post-partum questionnaire is completed. The questionnaire is then reviewed by the health team member to plan for any needed services or referrals. In

addition to the required socializations, Early Head Start also offered socials to Expectant Families. Five socials were planned during the program year.

Head Start: 293 Head Start children who would be attending kindergarten in the fall participated in a variety of transition activities in the spring, including field trips to local kindergarten classrooms to meet teachers, principals, and to become familiar with indoor and outdoor facilities. Parents are encouraged to attend transition activities, and are offered additional transition information during Head Start outings and parent/teacher home visits and conferences year round.

Head Start management and staff engaged with 12 school districts, 30 elementary schools, in promoting school age activities in the early learning childhood environment.

Transition activities provided for all families throughout the 2019-2020 program year included:

- Asking parents to sign a permission form to share information with the school district in which their child attends and permission to monitor their child's progress
- Conducting conferences/home visits to discuss transition information such as:
 - Kindergarten registration dates/times
 - Documents necessary for kindergarten registration
 - Transition activities to complete at home
 - Dates of PTO/PTA meetings
 - Kindergarten registration packets to complete prior to attending registration day
- Providing classroom/home based activities that support transition
- Holding transition conferences for children with Individualized Education Plans (IEP)
 - Held in February with Intermediate Unit 1 and 7, school district representatives, and parents
 - Schedule observations for parents of alternative classrooms
 - Attend school-age MDT (Multi-Disciplinary Team)/IEP meetings if requested by parent and/or school districts
 - Additional meetings are scheduled for newly added children, children with new IEPs and for children who may need additional evaluation or alternate classroom services
- Providing backpacks to transitioning children and families containing:
 - Books for children
 - Resource Pamphlets
 - Transition activity calendars (Kindergarten, Here I Come)
 - Brochures
 - Other items such as pencil and pencil boxes, crayons, alphabet cards, scissors, and printing workbooks
- Holding transition meetings with schools and families upon request
- Preparing and distributing "Health Report Cards". These report cards tell the school district the child's health status (physicals, dentals, immunizations, and information if the child has a current IEP and/or is receiving mental health services).
- Preparing and distributing "Education Transition Reports." These reports were sent to kindergarten teachers county-wide and provided important information in regards to pre-k skills the children mastered upon leaving our program and prior to entering kindergarten. The list of skills assessed in the report aligned with the PA Early Learning Standards, the Head Start Early Learning Outcomes Framework and the program's child assessment tool, Teaching Strategies GOLD.

To assist in evaluating our work in the area of transition, the “School Readiness Teacher Checklists” are sent to principals/kindergarten teachers each fall. The returned checklists provide the program with valuable insight and feedback of our transitioning children in their ability to demonstrate mastery of pre-kindergarten skills (per Office of Head Start and PA Early Learning Standards). The program utilizes the results, with the intent of improving quality of services, to develop and carry out new ideas/strategies assuring we are sending children to school districts prepared to learn the next level of developmentally appropriate skills. For the 18/19 program year 285 checklists were sent out (with parent signed permission) to the following school districts or private schools:

Albert Gallatin
Connellsville
Southmoreland

Belle Vernon
Frazier
Charleroi

Brownsville
Laurel Highlands
Uniontown

St. John’s the Evangelist Regional Catholic School
Connellsville Area Catholic School
Chestnut Ridge Christian Academy

55 checklists were completed and returned as of December 2020 from a total of 30 elementary schools within and outside of the county. Information from the returned surveys was analyzed and calculated into the report on the next page.



SCHOOL READINESS CHECKLIST

Pre-Kindergarten Readiness Skills	Demonstrated this skill upon
• Recognizes and names some upper and lowercase letters (1.1 PK. B)	91%
• Recognizes Rhyming words (1.1 PK. C)	78%
• Answers questions such as who, what, when, where, why and how after reading a story (1.2 PK. B)	89%
• Describes pictures in a book using details (1.3 PK. G)	91%
• Attempts to reproduce own name and/or simple words with most letters correct (1.4 PK. F)	91%
• Follows two-step directions (1.5 PK. C)	91%
• Rate counts to 20 (2.1 PK. A. 1)	62%
• Names numerals up to 10 (2.1 PK. A. 1)	91%
• Describes objects in the environment using names of shapes (2.3 PK. A. 3)	95%
• Recognizes difference between living and non-living (3.1 PK. A. 1)	85%
• Sorts objects according to shape, color, or other attributes (3.2 PK. A. 1)	89%
• Follows established rules and routes (5.3 PK. F)	84%
• Uses inside and outside vices (5.3 PK. F)	85%
• Responds with empathy to other's who are upset (5.3 PK. F)	85%
• Recognizes safe and unsafe practices (10.3 PK. A)	84%
• Engages in gross motor games (10.4 PK. A)	85%
• Uses scissors to cut a straight line (10.5 PK. A)	75%
• Uses writing and drawing instruments with pincer grasp (10.5 PK. C)	91%
• Expresses feelings that are appropriate to the situation (16.1 PK. A)	87%
• Shares and takes turns (16.2 PK. A)	87%
Parent Involvement/Partnerships for Learning	Most of the time
• Parent sends excuse if child is absent	91%
• Parent signs off on papers as required	95%
• Parents assure homework is completed & returned(meets assignment time frames)	89%
• Parent is %receptive when teacher discusses concerns (i.e. attends conferences, returns phone calls, answers notes sent home, returns child's work folder)	93%
Special Education Services	
Child has current I.E.P. Yes: 8 No: 47	

Transition Activities

As many of the program activities were cancelled due to the COVID-19 Pandemic:

An event was planned in conjunction with Laurel Highlands Area School District in receipt of the P-3 Governor's Institute Grant. The event was planned for April 23, 2020 at the Laurel Highlands High School for the children entering kindergarten for the 2020-2021 school year. The event would have included activities for the children, resources, and a snack for all.



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 and Early Head Start programs. In the 2019-2020 program year HS/EHS had a total of 1,249 volunteers participate in program activities; 944 were HS/EHS parents.

	Head Start	Early Head Start	TOTAL
Total volunteers for the program year	756	493	1,249
Number of volunteers who are current/former HS/EHS parents	564	380	944

Some of the activities planned during the program year for families by staff or parent groups were: In addition, our annual Munch, Mingle and Move Event and our Annual Parent Training Event were planned for enrolled parents/guardians and family members.

Parents, families, and community members are encouraged to participate and volunteer in several areas of the programs throughout the year. Participation can be by providing input for menus; completing surveys for different service areas such as in the PFCE area on parent trainings, the community assessment and the self-assessment; attending socials; attending meetings; planning curriculum; making donations for classroom crafts and activities; helping with bulletin boards; and assisting in the classrooms.

The Parent, Family, and Community Engagement service area also supports parents in identifying and meeting their own goals monthly, nurturing the development of their children, and accepting the role of 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 6,769 children under the age of 5 living in Fayette County. Of those, 2,193 are eligible for Head Start/Early Head Start services. Head Start/Early Head Start of Fayette County served 47.2% of those eligible for HS services, and 29.5% of those eligible for EHS services during the 2019-2020 program year. Head Start/Early Head Start of Fayette County maintained 100% average monthly enrollment for the 2019-2020 program year.

Recruitment of families continued year-round and occurred through various mediums, including several community sponsored events. Our largest means of recruiting is pre-applications obtained through community events and parent call-ins.

Families submitting applications were deemed eligible for Head Start/Early Head Start by two factors: age/pregnant 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) or pregnant women. In addition to child's age/pregnant women 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.

Selection of children to enroll was made by way of the selection criterion and ERSEA policies approved by the Policy Council and Board of Directors. The use of this criterion 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 Fayette County maintained full enrollment throughout the 2019-2020 program year.

Programs are required by Head Start regulations to monitor attendance and maintain a minimum average attendance rate of **85%**. An attendance analysis is completed when the rate drops below the requirement to see if the program can alleviate the attendance problem. Excuses are collected from families for days their child is absent from school. Absences from home visits are also documented. The average attendance for 2019-2020 by month appears on the chart below. This chart does not include missed home visits.

PY 2019-2020		
	HEAD START	EHS CCP
August	89.67%	81.90%
September	84.31%	88.73%
October	81.99%	89.55%
November	81.26%	89.40%
December	76.95%	86.55%
January	79.54%	83.80%
February	79.98%	88.04%
March	79.27%	90.72%
April	CSD	87.26%
May	CSD	88.75%
June	CSD	92.06%

Transportation Services

Fayette County Head Start has a fleet of buses used to transport children to the centers located throughout Fayette County. In addition to our bus fleet we also contract with Mlaker and DMJ Transit to transport children to the centers. Bus runs are established before children begin classes and families are notified of their child's bus stop location and the times for pick-up and drop-off. The buses are equipped with five point harnesses "BESI" seats and children are buckled into the seats for safety. In addition, buses have a child tracking system called ZONAR. This system tracks when a child enters the bus and then again when they depart the bus. This is done for each bus run daily both going to school and then when returning home from school. This is a safety measure to assist with ensuring "No Child is Left Behind". Our buses also have a trained bus monitor that rides the bus to assist children with buckling and ensuring "No Child is Left Behind". The drivers all hold Commercial Driver License (CDL) and are trained on Head Start's emergency procedures. Fayette County Head Start strives to provide safe and reliable transportation services to the families we service.

Program Highlights

Online Eligibility Application

Head Start/Early Head Start of Fayette County worked with other PIC divisions to develop an online eligibility application for staff to be able to complete via telephone with families due to the pandemic.

Parent Leadership

One Head Start/Early Head Start parent, and employee, served on the Board of the Pennsylvania Head Start Association and National Head Start Association.

Child Development Associate

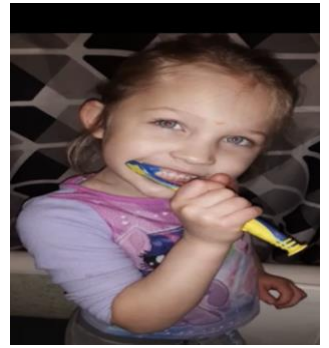
For the 2019-2020 program year Head Start/Early Head Start of Fayette County began offering the Child Development Associate credential class. Participants attended class twice a week at our Lemont Furnace location. To date, three staff have completed the CDA class.

Family Development Credential (FDC)

The 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 2018-2019 program year seven staff began the complete of this credential and will finish in December of 2019. One Integrated Service Aides, four Family Resource Specialist, two Head Start Licensed Practice Nurses completed the coursework for their Family Development Credential. A total of 62 staff members have received this credential.

ORAL HEALTH SERVICES

Each year, the program partners with Cornerstone Care Community Health Center to provide dental services to our children. Cornerstone Care schedules days for the dentist and assisting staff to go to our sites to provide “knee to knee” dental examinations including prophylaxis and topical fluoride varnish. During the 2019-20 program year, two dental clinics were held and 36 children received dental services.



February of each year is considered “National Children’s Dental Health Month. The event is sponsored by the American Dental Association (ADA) to raise awareness about the importance of oral health. Each year Cornerstone Care works with the program to schedule dental education presentations at all Head Start classrooms. The presentations are done by the nursing students from the Fayette County Area Vocational Technical School in Fairchance, PA. Twenty-six presentations were completed this year. The children receive a water bottle to take home that contained toothpaste, toothbrush, dental floss and a timer. The water bottles were also provided for all HS/EHS homebased families.

Head Start/ Early Head Start of Fayette County Responds to the COVID-19 Pandemic

Throughout the COVID-19 pandemic, the staff at HS/EHS of Fayette County has worked assure the health and well-being of every child and family in the program. From daily phone calls, virtual visits, to responses to crisis needs. During the pandemic, two families have acquired full time housing with assistance from the program. Approximately 100 families have been provided crisis supplies throughout the time since March 2020. HS/EHS of Fayette County has volunteered at the food distribution hosted by Fresh Fire of Church of Uniontown, where staff have assisted at the distribution and then able to deliver food boxes to families. Crisis supplies could have been diapers, wipes, cleaning supplies, shelf stable food, etc.



CLASS Observation Review

A CLASS Review was conducted from 12/3/2018 to 12/07/2018. 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. OHS 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.

Results of the CLASS Observation Review:

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.8188	Classroom Organization	5.2667	Instructional Support	2.6750

DIMENSIONS					
Positive Climate	5.63	Behavior Management	5.20	Concept Development	1.93
Negative Climate	*1.10	Productivity	5.65	Quality of Feedback	2.68
Teacher Sensitivity	5.33	Instructional Learning Formats	4.95	Language Modeling	3.43
Regard for Student Perspectives	5.43				

*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, then divide by 4.



Financials

Budget vs Functional Expenses July 1, 2019 to June 30, 2020

	Budget	Head Start	Early Head Start	PA State Head Start	FC EHS CCP I	FC EHS CCP II	CACFP	Total
Wages	5,253,790.00	2,890,813.78	1,537,907.48	345,236.00	35,134.51	118,148.19	0.00	4,972,586.38
Fringe Benefits	1,770,587.00	867,481.14	439,615.35	108,643.00	10,347.58	32,409.41	0.00	1,469,088.23
Rent	372,427.00	242,067.03	71,041.01	54,380.00	0.00	0.00	0.00	367,488.04
Utilities/ Telephone/ Internet	157,728.00	150,088.81	57,222.64	13,655.92	410.88	597.07	0.00	222,360.33
Postage/Shipping	3,300.00	3,731.48	1,567.71	0.00	0.00	0.00	0.00	5,299.19
General Office Supplies	60,476.00	147,106.74	38,639.82	11,464.00	0.00	17,287.79	0.00	214,498.35
Program Supplies	165,654.00	334,327.08	33,399.33	17,357.00	0.00	0.00	0.00	434,035.16
Insurance	71,495.00	52,620.25	14,473.88	2,142.00	0.00	108.49	0.00	69,344.62
Local Travel	178,111.00	62,617.39	68,981.02	4,611.00	0.00	976.23	0.00	137,399.18
CTR/Audit/Fiscal /Legal Services	80,442.00	59,572.25	25,498.43	9,222.00	291.58	768.95	0.00	95,438.98
Memberships	10,750.00	5,636.20	2,886.35	0.00	0.00	0.00	0.00	8,522.55
Health/ Disabilities	83,700.00	43,980.00	4,830.00	0.00	0.00	0.00	0.00	48,810.00
Food/Nutrition	403,385.86	112,691.35	2,260.34	18,165.00	0.00	0.00	299,219.94	432,336.63
Transportation/ Vehicle Main	385,105.00	211,814.00	8,113.29	72,605.00	0.00	84.65	0.00	292,532.29
Parent Services	11,300.00	11,688.91	2,842.97	0.00	535.66	1,733.24	0.00	17,815.08
Contracted Services	239,113.00	234,570.19	38,943.01	24,164.00	44,272.17	120,035.26	0.00	462,029.44
Training/ Technical Assistance	127,767.00	68,138.83	53,603.63	0.00	2,317.62	6,506.37	0.00	132,602.10
Publications/ Advertising/ Printing	23,734.00	10,890.57	4,906.74	881.00	0.00	0.00	0.00	16,678.31
	9,398,864.86	5,509,836.00	2,406,733.00	682,525.92	93,310.00	298,571.00	299,219.94	3,398,864.86

- 52.91% of the expenditures were for wages for Management, Instructors, Instructor Aides, Integrated Service Aides, Bus Drivers, Family Service Workers, Data Operators, LPNs, ERSEA Specialists and Clerks.
- Another 15.63% covered benefits for the staff including FICA, 401(k), Unemployment Comp., Worker's Comp., health, dental, vision, life insurance, STD and LTD.
- Insurance costs include Building Liability, Property, Bonding, Professional Liability, Vehicle (for 12 buses), Directors and Officers.
- 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.

**Related Revenues/Expenditures
July 1, 2019 to June 30, 2020**

Grant/Source	Funding Source	Time Frame	Grant/Budget Amt.	Actual Expenditures	% of Expenditures
Head Start Base Grant/Training & Technical Assistance	U.S. Dept. of Health & Human Services	July 1, 2019 to June 30, 2020	5,509,836.00	5,509,836.00	100.00%
Early Head Start Base Grant/Training & Technical Assistance	U.S. Dept. of Health & Human Services	July 1, 2019 to June 30, 2020	2,406,733.00	2,406,733.00	100.00%
PA State Head Start	PA Dept. of Education & Public Welfare	July 1, 2019 to June 30, 2020	682,525.92	682,525.92	100.00%
Fayette County EHS CCP I	COTRAIC	September 1, 2019 - August 31, 2020	93,310.00	93,310.00	100.00%
Fayette County EHS CCP II	COTRAIC	September 1, 2019 - August 31, 2020	298,571.00	298,571.00	100.00%
Child and Adult Care Food Program	PA Dept. of Education - Division Food & Nutrition	July 1, 2019 to June 30, 2020	299,219.94	299,219.94	100.00%
Total			9,398,846.86	9,398,846.86	98.63%

FEDERAL IN-KIND MATCH REQUIREMENT

			Required Match	Actual Match	
Non Federal Match	Local Sources	July 1 2019 - August 31, 2020	2,104,280.00	2,104,280.00	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 Fayette County Head Start and Early Head Start Programs ran from July 1, 2019 to June 30, 2020.
- Expenditures and funding for this report are based on the time period of July 1, 2019 to June 30, 2020 unless otherwise noted.
- For Program Year 2019 - 2020, 100.00% 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.

