

Annual Report

2023-2024



**Head Start /
Early Head Start
of Beaver County**

DIVISION OF THE PRIVATE INDUSTRY COUNCIL



Head Start / Early Head Start of Beaver County

DIVISION OF THE PRIVATE INDUSTRY COUNCIL

Annual Report 2023-2024

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/Childcare Partnership Grant in 2017. PIC is a 501(c)(3) nonprofit organization headquartered in Greensburg, Pennsylvania, which 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, Westmoreland, 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.

Head Start/Early Head Start of Beaver County

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.



Head Start / Early Head Start of Beaver County

DIVISION OF THE PRIVATE INDUSTRY COUNCIL

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.



Division of the Private Industry Council

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 59 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 300 children, ages three to five, and their families in program year 2023-2024. Of the 300, 20 were funded through Pennsylvania Head Start Supplemental Assistance Program funding.

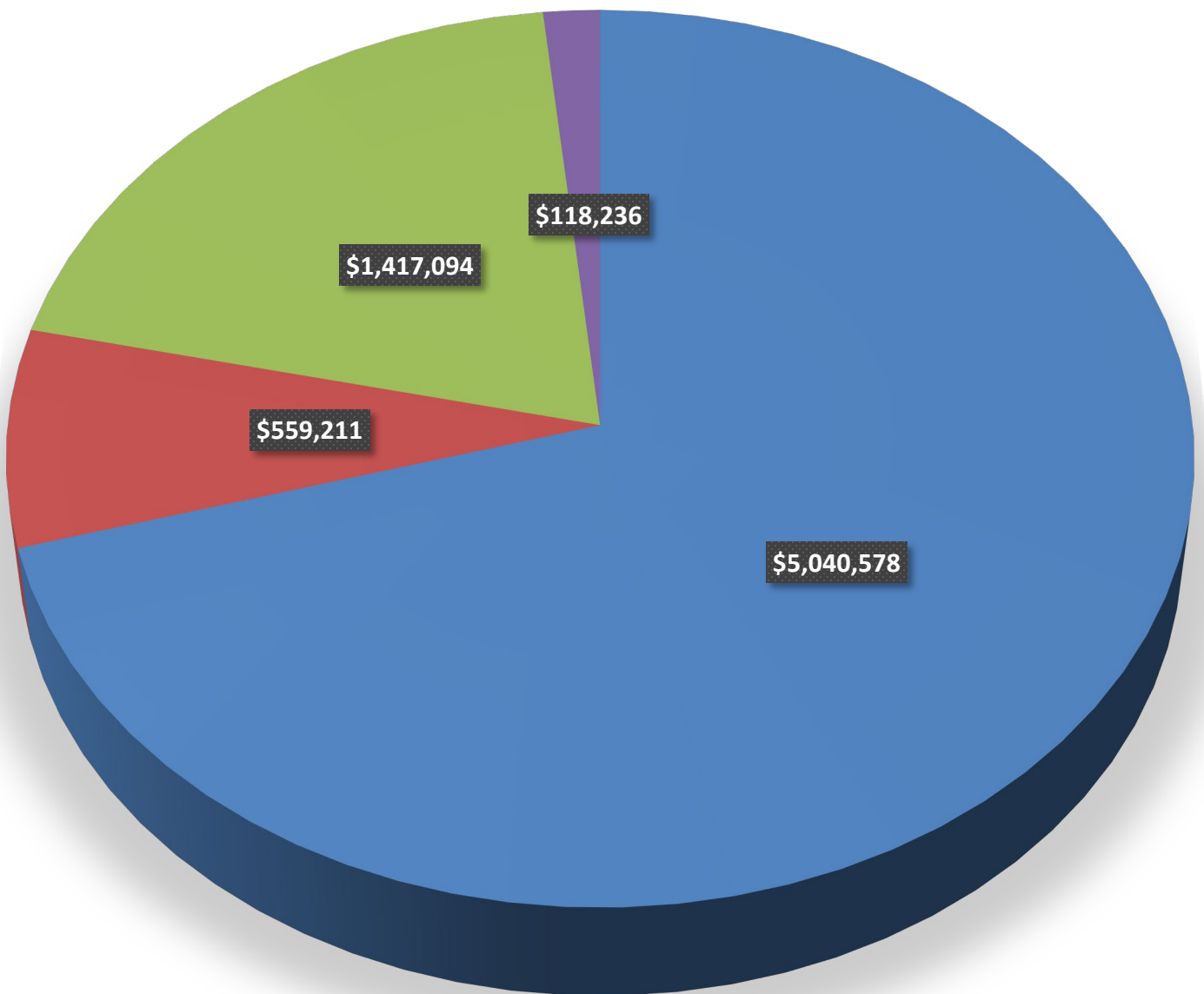
Early Head Start

PIC also administered the Early Head Start (EHS) program in Beaver County beginning in 2017. For the 2023-2024 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, six weeks to three years of age. Of the 96, 48 were center-based slots funded through the federally funded Early Head Start Childcare Partnership (EHS CCP) program. The program offers center-based comprehensive services to families with a child enrolled at a childcare center.



The breakdown of funding for programming is shown below:

■ HS/DRS (70.64%) ■ EHS/DRS (7.84%) ■ EHS/CCP (19.87%) ■ HSSAP (1.66%)



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 ensure 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 use 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.

- 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 had nine (9) Head Start sites with a total of fifteen (15) classrooms 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 five (5) Early Head Start sites with a total of 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.



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...

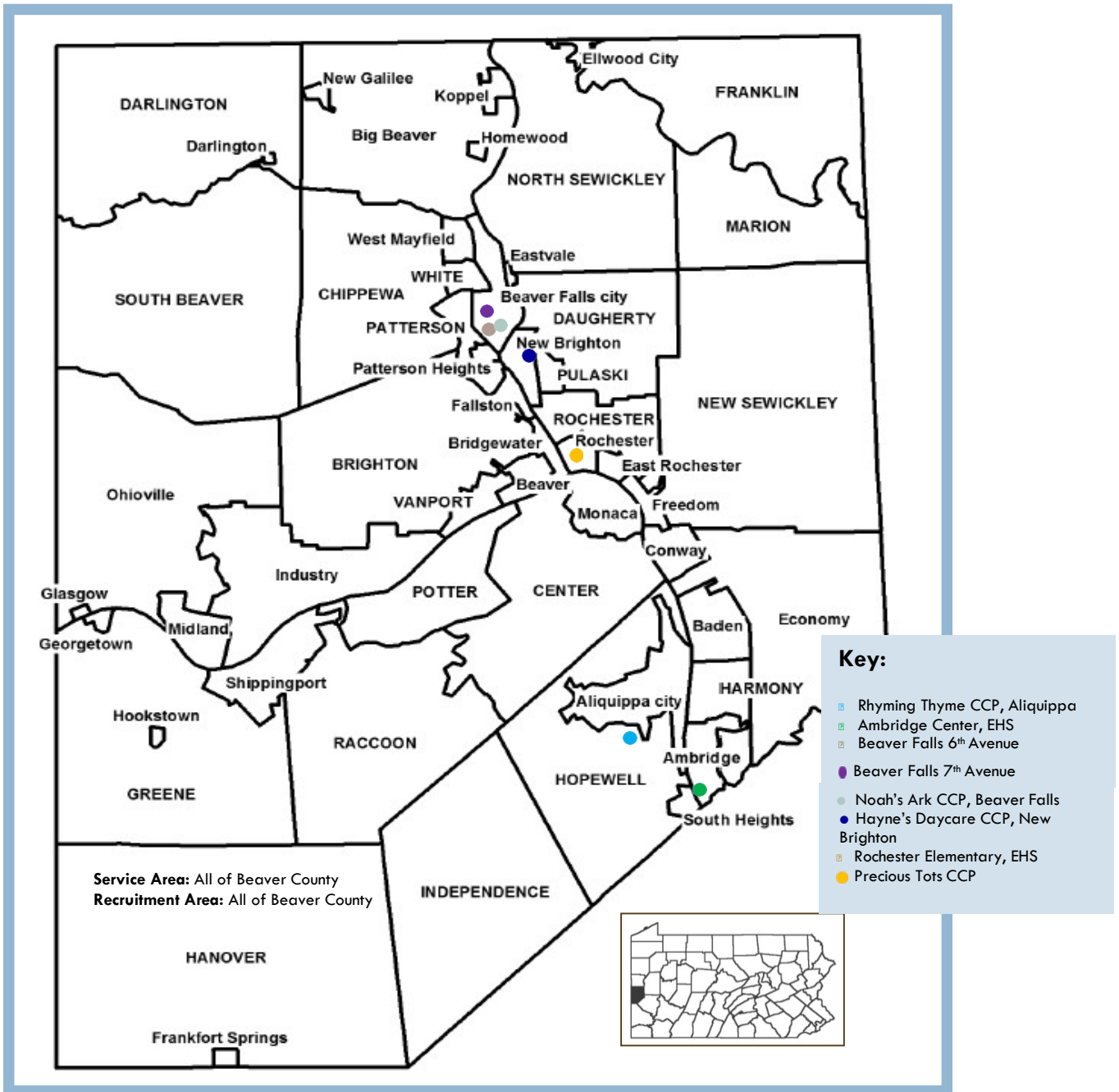
- Highly qualified teachers and staff.
- A program tailored to each child's individual needs based upon parent and staff input.
- Books and language tools to develop early reading skills to promote school readiness.
- Opportunities and environments to develop and support strong self-image.
- Positive 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.



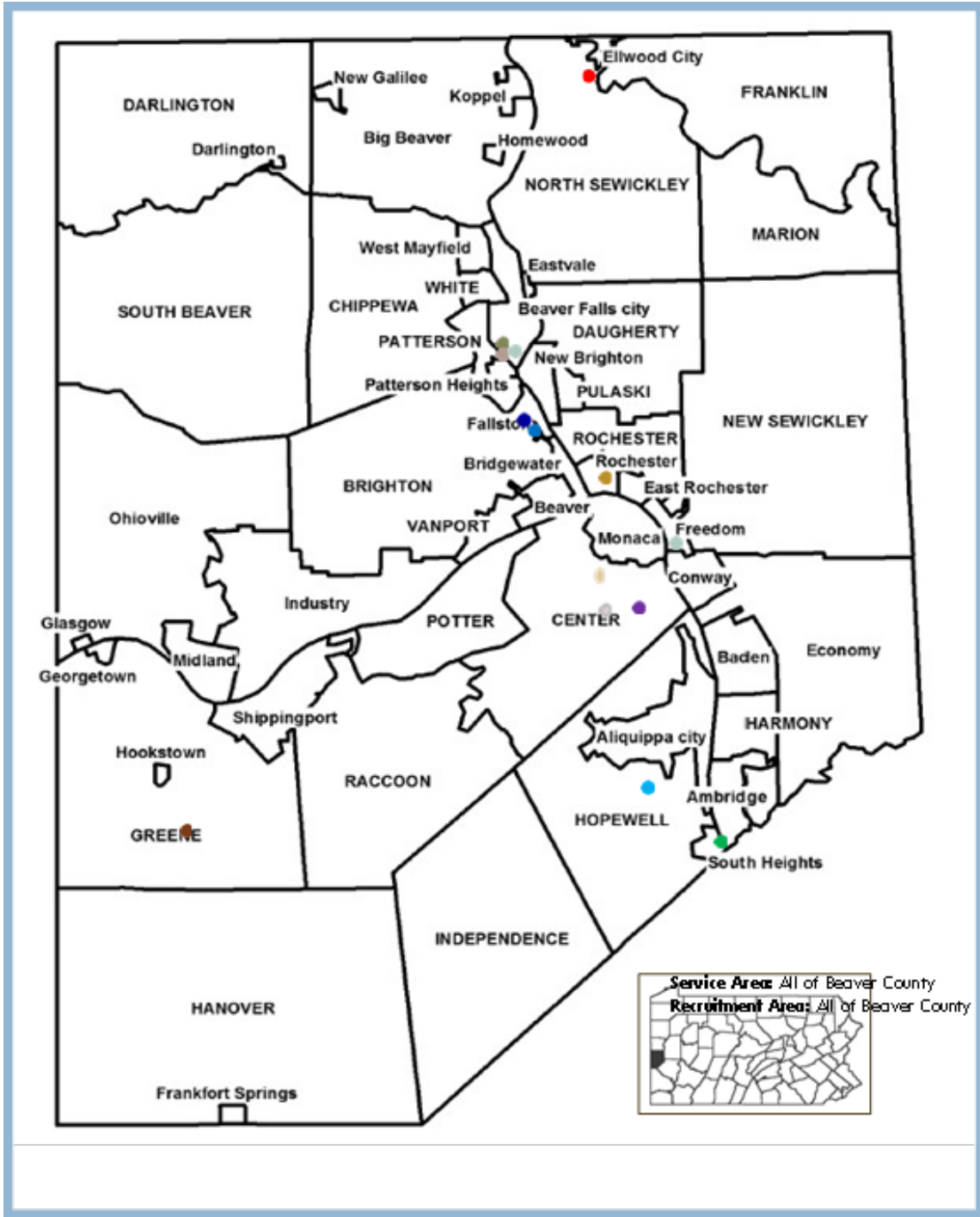
Beaver County Head Start Program Centers, Facilities, Service Areas, and Recruitment Areas

During the 2023-2024 program year, Head Start of Beaver County served a cumulative total of 276 children three to five years of age, Early Head Start DRS served a cumulative total of 22 children 6 weeks to three years of age, and Early Head Start CCP served a cumulative total of 95 children birth to three years of age in Beaver County. The following map depicts the center locations. The charts below depict the number of children served in each.

EARLY HEAD START OF BEAVER COUNTY LOCATIONS



HEAD START OF BEAVER COUNTY LOCATIONS



Key:

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

Names of Centers and Number of Children Funded 2023-2024

HEAD START CLASSROOM BASED	
<u>Site</u>	<u>Number Served</u>
Aliquippa (2 classrooms)	40
Ambridge (2 classrooms)	40
Beaver Falls 6th Ave	40
CCBC	20
College Hill	20
Freedom (1 classroom)	20
Hopewell	20
New Brighton (3 classrooms)	60
Riverside (1 classroom)	20
Rochester (1 classrooms)	20
Total	300

EARLY HEAD START & CCP	
<u>Area</u>	<u>Number Served</u>
Aliquippa	16
Ambridge	16
Community center	8
Rochester	8
Haynes Daycare CCP	12
Noah's Ark CCP	12
Precious Tots CCP	10
Rhyming Thyme CCP	14
Total	96



Head Start Performance Indicators 2023-2024

ENROLLMENT			
	Head Start	Early Head Start DRS	Early Head Start CCP
Total number of Children Served	276	22	95
Total number of Families Served	254	18	86
Total Number of Children Served by Race			
White	127	6	21
Black/African American	66	4	46
Bi-racial or multi-racial	66	9	26
American Indian/Alaska Native	0	0	0
Asian	1	0	0
Native Hawaiian or Pacific Islander	0	0	0
Unspecified Other	14	3	2
By Eligibility			
Income below 100% of federal poverty	56	0	27
Receive Public Assistance	162	17	46
Foster Care	5	0	0
Homeless	13	3	11
Over Income	33	2	8
100-130%	8	0	3

HEALTH SERVICES	HS		EHS DRS		EHS CCP	
Total Number of Children Served	276		22		95	
Up to date on Preventive and Primary Health Care	248	90%	15	68%	40	42%
Completed professional dental exams	216	78%	8	36%	29	31%
Number of children needing dental treatment	54	25%	2	25%	4	100%
Received needed dental treatment	34	63%	0	0%	4	100%
Up to date on immunizations	258	93%	18	82%	70	74%
Funded enrollment reported as children with a disability	82	30%	4	18%	10	11%

HEAD START TRANSITION SERVICES	
Total number of children receiving transition services	276
Total number of children transitioned	105
Total number of children/families invited to participate in the kindergarten visits	105
Number of school districts involved	14
Number of schools involved	18
Number of school districts partnering in professional development	0

EARLY HEAD START TRANSITION SERVICES	
Total number of children receiving transition services	117
Total number of children transitioned from Early Head Start	35
Total number of children transitioned to Head Start	20
Total number of children who transitioned to another provider	4
Total number of children who did not transition	3

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 2023-2024 Policy Council:

DELEGATES

Aliquippa

Kathryn Miller
Vice-Chairperson

Hopewell

Vikki Palfreyman
Secretary

Freedom

Arianna Rich-Govea

New Brighton

Raffaella Heuzey

Riverside

Tammy Grzelka
Chairperson

Rochester

Lindsay Groves

Beaver Falls

Sueann Rader

COMMUNITY REPRESENTATIVES

Dina Ciabatonni

Beaver County Development Program

Scott Philips

Treasurer

Life Steps Early Head Start

Dr. Joseph Guarino

New Brighton Area School District

Ashely Sydlik

Board Liaison

Beaver County Behavioral Health

Jennifer Tepe, Ph.D

Robert Morris University

Robin Bertucci

**Beaver County Children and Youth
Services**

Ocatavio Eugenio Rosario-Acter

Former Parent

About Our Program Staff

During the 2023-2024 program year, PIC employed fifty-six qualified staff to administer and deliver services in Head Start/Early Head Start of Beaver County.

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 the workforce the corporation offers 100% reimbursement for the CDA credential.

Head Start/Early Head Start of Beaver 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 2023-2024 all staff received some form of coaching to sustain and focus on professional learning experiences.

Seventy percent (70%) of Head Start instructors hold bachelor’s degrees or an advanced degree in Early Childhood Education (ECE) or related field. Thirty percent (30%) of the Head Start instructors hold Associate degrees in Early Childhood Education.

Fifty percent (50%) of the Early Head Start instructors hold a bachelor’s degree in early childhood education while the other Fifty percent (50%) hold an associate degree in early childhood education.

Twenty-eight percent (28%) of the childcare partner Early Head Start instructors hold a bachelor’s degree in early childhood education while thirty-six percent (36%) hold an associate’s degree in early childhood education. Thirty-six percent (36%) hold an CDA credential which is the minimum



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):	67%
Head Start classroom teachers with an Early Childhood Education or related degree (AS)	33%
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 classroom teachers with an Early Childhood Education or related degree. (BA or graduate)	75%
Early Head Start classroom teachers with an Early Childhood Education or related degree. (AS)	25%
Early Head Start Expansion-CCP classroom teachers with an Early Childhood Education or related degree (BA or graduate)	20%
Early Head Start Expansion-CCP classroom teachers with an Early Childhood Education or related degree (AS)	28%
Early Head Start Expansion-CCP classroom teachers with an Early Childhood Education or related degree (AD)	8%
Early Head Start Expansion-CCP classroom teachers with a CDA credential *	44%

*Minimum requirement for childcare centers

Child Health and Safety **Health/Disabilities Services**

During the 2023-2024 program year, Head Start/Early Head Start/Childcare Partnership served sixty-five children with disabilities. The Federal Regulations mandate a minimum of 10% children with disabilities.

	Head Start	EHS DRS	EHS CCP
	82	4*	10 *
Diagnosed Disabilities			
Health Impairment	0	0	0
Emotional Disturbance	0	0	0
Speech or Language Impairments	46	0	0
Intellectual Disabilities	0	0	0
Hearing Impairment Including Deafness	0	0	0
Learning Disability	0	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	33	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 Alliance For Infants and Toddlers. 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 Behavior and Learning Support Systems LLC for the Development of Learning. The program promotes the social-emotional and 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. The consultant also provided individualized behavior plans for children who exhibited frequent and intense challenging behaviors in which methods for behavior management, home communication, and data collection were put into place.

The program also had several children receive a mental health diagnosis. 10 children in the program received a diagnosis of ADHD while 6 children were diagnosed with Autism Spectrum Disorder (ASD).



Curriculum

The Creative Curriculum Sixth Edition and Creative Curriculum Cloud is used as the curriculum of choice in the classrooms of the Head Start program. The curriculum offers seven volumes. The foundations, interest areas, literacy mathematics, science technology, social studies and the arts, objectives for development and learning. The Head Start Home Based option also uses Great Kids Inc.'s Growing Great Kids Preschool Curriculum.

The Early Head Start Program uses the Creative Curriculum Infants, Toddlers, and Twos Third Edition.

The Creative Curriculum focuses on approaches on the systematic approach to learning including social emotional, cognitive, physical, language, literacy, and mathematics development for children ages birth to five. It also accesses the science, social studies, and arts domains and English acquisition for those children that are determined to be dual language learners (Spanish only). The classroom schedule is designed per the Creative Curriculum guidelines to ensure a variety of teacher-directed versus child-directed activities.

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 time.

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



School Readiness Goals Outcomes

Head Start/Early Head Start of Beaver County
2023-2024

Social Emotional Development

Children will demonstrate an increased ability to solve social problems.

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
3b. Participates cooperatively and constructively in group situations	EHS	92%	56%	65%
	HS	57%	59%	73%

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
1c. Takes care of own needs appropriately	EHS	69%	78%	79%
	HS	81%	91%	87%

Perceptual, Motor, and Physical Development

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
7a. Demonstrates fine motor strength and coordination: Uses fingers and hands	EHS	100%	72%	85%
	HS	64%	86%	81%
7b. Uses writing and drawing tools	EHS	54%	56%	74%
	HS	68%	78%	84%

Approaches to Learning

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
11a. Demonstrated positive approaches to learning: Attends and engages	EHS	100%	72%	79%
	HS	62%	68%	70%
11d. Shows curiosity and motivation	EHS	100%	89%	85%
	HS	79%	78%	93%
11c. Demonstrates positive approaches to learning solves problems	EHS	92%	78%	76%
	HS	61%	60%	71%

School Readiness Goals Outcomes

Language and Literacy

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
8a. Listens to and understands increasingly complex language	EHS	92%	78%	88%
	HS	49%	64%	69%
10a. Uses appropriate conversational and other communication skills: Engages in conversations	EHS	69%	67%	59%
	HS	46%	47%	49%

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
9b. Speaks clearly	EHS	69%	61%	69%
	HS	60%	70%	68%
9c. Uses conventional grammar	EHS	92%	78%	74%
	HS	67%	71%	76%

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
15a. Demonstrates phonological awareness: Notices and discriminates rhyme	EHS	62%	67%	85%
	HS	24%	26%	52%

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
17a. Uses and appreciates books	EHS	77%	72%	85%
	HS	70%	77%	67%

Cognition: Mathematics

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
20b. Uses number concepts and operations: Quantifies	EHS	77%	61%	62%
	HS	40%	50%	68%

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

GOLD Objectives	Age Group	FALL 2023	WINTER 2023	SPRING 2024
21a. Explores and describes spatial relationships and shapes	EHS	85%	83%	85%
	HS	39%	52%	72%

The goals were established by the School Readiness Committee for the Head Start and Early Head Start children for the program year 2023-2024.

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 one hundred five (105) children to kindergarten. Early Head Start had thirty-five (35) age out of the program. Twenty (20) transitioned to Head Start, four (4) transitioned to another program, and one (1) did not transition to any other program.

The school districts are as follows:

Aliquippa	Rochester	Blackhawk	Baden Academy
Big Beaver Falls	Hopewell	Freedom	Western Beaver
Central Valley	Beaver	Riverside	
New Brighton	Ambridge	South Side	

Early Head Start: Early Head Start had thirty-five (35) children that aged out of the program in the 2023-2024 as identified in the Program Information Report. Families received the following to support transition to Head Start or another pre-school program: out of Early Head Start services received the following resources to support:

- Home-visits to discussion transition and introduce schedule, location, and staff
- Transition backpacks with items to support preschool readiness

Head Start: Children transitioning to kindergarten in the fall participated in a variety of transition activities including tours of the kindergarten classrooms.

Transition activities for all families throughout the year included:

- Gear up for Kindergarten Event-Representatives from receiving districts to provide transition information to families. Head Start staff engaged children with age-appropriate STEM activities along with activities for in-home use.
- Home visits to discuss transition information and resources.
- Transition conferences for children with Individual Education Plans.
- Supplying transition backpacks with items to support kindergarten readiness over the summer months.
- Providing parents with “Health Report Cards” with health status updates on the child’s physical, dentals, immunizations, and if the child has an IEP or is receiving mental health services.

To evaluate the program’s work in preparing children for successful school transitions, a “School Readiness Teacher Checklist” is sent to all principals/kindergarten teachers each Fall. The returned checklist serves as valuable information by providing feedback on Kindergarten Readiness Skills, parent involvement and special education services. The program utilized the results with the intent of improving quality of services to develop and implement innovative ideas/strategies assuring our children are entering school districts prepared to learn the next level of developmentally appropriate skills. For the 2023-2024 program year 97 checklists were sent out with parent signed permissions to the following school districts or private schools

Of the ninety-seven checklists that were sent out to school districts, thirty-five were returned and the remaining checklists were not completed due to the child enrolling in another district, or the family was undecided. The percentages on the next page were provided by county-wide kindergarten teachers.

Head Start/Early Head Start of Beaver County
SCHOOL READINESS OUTCOMES
FOR THE 2023-2024 SCHOOL YEAR STUDENTS

Kindergarten Readiness Skills	Demonstrates this skill	Unable to demonstrate this skill
Recognizes first, last name and age (1.1 PK. D)	81%	19%
Student responds positively to being separated from parents (16.1PK. A)	98%	2%
Use specific details from the text to answer questions who, what, why and how the text is about (1.2 PK.B)	54%	46%
Retell a story in sequential order using various materials (1.3 PK.A)	54%	46%
Follows two-step directions (1.5 PK. C)	69%	31%
Name numerals up to 10 (2.1 PK. A. 1)	83%	17%
Use one-to-one correspondence when counting to 10 (2.1 PK.A.2)	85%	15%
Describes objects in the environment using names of shapes (2.3 PK. A. 3)	80%	20%
Sorts objects according to shape, color, or other attributes (3.2 PK. A, 1)	74%	26%
Follows established rules and routes (5.1 PK.A)	80%	20%
Responds with empathy to other's who are upset (5.3 PK. F)	85%	15%
Recognizes safe and unsafe practices (10.3 PK. A)	85%	15%
Engages in gross motor games (10.4 PK. A)	93%	7%
Uses scissors to cut a straight line (10.5 PK. B)	70%	30%
Uses writing and drawing instruments with pincer grasp (10.5 PK. C)	76%	24%
Expresses feelings that are appropriate to the situation (16.1 PK. A)	76%	24%
Attempt tasks independently before asking for help (16.2 PK.E)	76%	24%
Parent Involvement/Partnerships for Learning	Most of the time	Some of the time
Parents assure homework is completed & returned(meets assignment time frames)	70%	30%
Parent is receptive when teacher discusses concerns (i.e., attends conferences, returns phone calls, answers notes sent home, returns child's work folder)	87%	13%
Special Education Services		
Child receives Special Services Y/N No services provided. Received Special Services	8% qualified additional support after entering kindergarten	

Specific transition activities for Head Start included:

- Meetings with families to develop transition plans.
- Returning children provided Teaching Strategies home activity kit for the summer break
- Monthly meetings with school district representatives.
- Presentations at Family Engagement Meetings on registration events for the district.
- Kindergarten transition event for Head Start staff and children to visit kindergarten classrooms.
- Participation with local elementary schools in kindergarten orientations, registration events, and seminars for parents and children.
- Children entering kindergarten received a backpack with transition supplies recommended by district representatives including journals, individual white boards, dry erase markers, glue sticks, pencils (lead and color),alphabet activity cards, scissors, pencil sharper, journal, story book.
- Early Head Start children transitioning to Head Start received backpack with supplies to support transition to Head Start.

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 sharing health and nutrition documentation and educational goals and outcomes.

Specific Transition Activities for Early Head Start:

- A transition meeting was held with families of children aging out of Early Head Start and transitioning to Head Start.
- Children received a preschool readiness backpack with preschool age-appropriate activities to welcome the families and the children to the program.

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 program. In the 2023-2024 program year, 254 volunteers, of which 187 were Head Start and Early Head Start parents, participated in program activities.

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 participate in other committees such as Personnel, Finance, Evaluation, and the Health Advisory Committee.

The Policy Council continued to offer in-person and virtually and had quorum eleven(11) months during the program year. This is a result of the dedication of the parent delegates and community representatives.

Parents, 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, participating and providing feedback for the community assessment and the self-assessment, attending activities including the kindergarten readiness and end of year events, and volunteering in the classroom.



The Parent, Family and Community Engagement service area partners with parents in recognizing family strengths, identifying, and achieving personal and family goals. Goals established by the parents and Family Service Workers are reviewed monthly. 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 8,286 children under the age of five living in Beaver County. Of those, 1,167 are eligible for Head Start services and 1,004 are eligible for Early Head Services. The Head Start/Early Head Start of Beaver County served 24% of those eligible for HS services, and 12% of those eligible for EHS services during the 2023-2024 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 a 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. An online application was developed due to the pandemic which provided a safe alternative for families to apply for services while keeping staff safe as well.

PY 2023-2024											
Monthly Enrollment											
HEAD START				EARLY HEAD START - DRS				EARLY HEAD START - CCP			
June	N/A	December	187	June	17	December	7	September	55	March	54
July	N/A	January	185	July	16	January	6	October	55	April	53
August	172	February	187	August	16	February	5	November	54	May	50
September	198	March	186	September	7	March	4	December	54	June	56
October	197	April	163	October	7	April	0	January	50	July	57
November	198	May	137	November	7	May	0	February	51	August	56

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 2023-2024 by month appears on the chart below. The chart does not include missed home visits.

PY 2023-2024											
AVERAGE DAILY ATTENDANCE											
HEAD START				EARLY HEAD START - DRS				EARLY HEAD START - CCP			
August	89.7%	February	79.57%	June		December	88.31%	September	90.63%	March	86.48%
September	82.95%	March	78.65%	July		January	70.37%	October	94.73%	April	88.26%
October	78.94%	April	78.69%	August		February	74.34%	November	89.09%	May	90.14%
November	77.52%	May	78.77%	September		March	75.00%	December	83.58%	June	88.00%
December	75.22%	June	N/A	October	86.36%	April	85.00%	January	84.94%	July	84.68%
January	79.32%	July	N/A	November	81.33%	May	81.68%	February	84.48%	August	91.44%

Program Highlights

School Relationships Head Start continues its collaboration with school districts housing classrooms in the Aliquippa, Freedom, Hopewell, New Brighton, Riverside, and Rochester school districts. A total of twelve (12) classrooms are housed in six (6) 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 two (2) Head Start classrooms and two (2) Early Head Start classrooms.

Positive Behavioral Interventions and Supports (PBIS) The program ended the year at 78% program-wide PBIS implantation. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes. It is a way to support children, especially students with disabilities, to create successful classroom experiences. The program wrote the implementation into the program goals to get set deadlines for the spread of behavioral support. The goal that is being worked on is to lower child referrals, behavior incidents, and to lower staff workers compensation due to classroom behaviors. The program updated policies to help promote this goal.

Early Head Start Childcare Partnerships The program maintained its partnerships with four childcare partners. The program had a total of four (4) childcare 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).

The 12th Annual Parent Training Event This event was held in person at the Rochester VFW on May 16, 2024. The speakers were both in person and virtual and hosted in Westmoreland, Fayette, and Beaver Counties. The theme was, "Community Umbrella: Engagement & Resources Where You Live." The keynote speaker was Corporal Aaron J. Allen, Heritage Affairs Liaison Officer for the Pennsylvania State Police. A special video message was provided by Congressman Chris Deluzio about the importance of Head Start Programs and parent involvement. There were eleven (11) vendors from various agencies in and around Beaver County. The program invited a local family-owned business "3 Glassy Ladies", to provide an activity for parents of painting glassware as they engaged with vendors and other parents. Lunch was provided. There were 22 attendees.

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 understanding how to support children from one developmental stage to another in the areas of emotional, physical, intellectual, and social development.



Training is provided by Legendary Leaders for Tomorrow Staff from Beaver and Fayette County Head Start/Early Head Start meet twice weekly for a total of 120 hours of instruction and professional portfolio development. Instruction is provided utilizing Zoom providing the opportunity for both programs to meet virtually. Two (2) Beaver County staff members have completed this course during the 2023-2024 program year.

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. During the 2023-2024 program year two (2) staff members from the Head Start/Early Head Start and Private Industry Council staff have received these credentials.

Parent Trainings

For the start of the year, the program introduced parent training. We survey the enrolled parents in the Head Start/Early Head Start program. We ask questions to see what training would benefit them or what they would like to learn like resources and agencies who serve the areas they live in and around Beaver County. The training/Engagement Meetings are purposefully and are scheduled monthly to offer more opportunities for the parents to participate. A majority of the training courses were available to families in person and virtually. Below are the training opportunities provided throughout the 2023-2024 program year.

- Governance Training- Policy Council Members and Community Representatives learn the policy and procedures of Head Start/Early Head Start and how to serve on Policy Council.
- University of Penn State Beaver Extension – Was a six (6) class series learning about healthy eating and reading labels.
- A Child’s Place, Pa Child Advocacy Center/Healthy Parenting Program –The mission of A Child’s Place and the resources available to improve the health, safety, and well-being of children, particularly those at risk for abuse and neglect.
- Parent Training was offered through Highmark Caring Place. Mrs. Krista Ball, Grief Specialist Manager, discussed with parents what grief looks like in children and how to support it.
- Parent Training offered was Financial Literacy through Citizens Bank. Mrs. Nicole Sessie, financial counselor, discussed with parents the importance of credit reports and scores, home purchasing, and banking.
- Dads Matter – A voluntary fatherhood program designed to enable dads to network and share common parenting and family experiences.
- Mara Savage, RDN, LDN – Tips to timesaving and ideas for busy parents to plan, shop, and prepare healthy, low-cost meals for families.

Male Involvement

The Male Involvement Committee planned and hosted two events. Both events were held at the Center at the Mall which is centrally located for families.

- The Male Involvement Committee hosted a holiday engagement titled “Reindeer Games Fun Night” sponsored by Dad’s Matter: The event was held in front of the Head Start office location at the Mall. The Male involvement Committee wanted to provide our families with a central location to attend since most used public transportation to come to the mall. The first event was in the month of December and the families had an opportunity to color holiday themed coloring sheets, activities, games, and win prizes and baskets. The committee interact with the families, but the whole idea was to let the children and their male figures interact and just have fun. The Committee ordered pizza and provided drinks, and the Child Health and Safety staff provided a mailbox for the kids to mail letters to Santa. Twenty-five male figures attended with 35 children.
- The second Male Involvement Event was a Dr. Seuss themed event titled “HOP on POP.” The Dad’s Matter sponsored the event held on April 4th, 2024 at the Head Start office location. The committee provided Dr. Seuss themed activities, games, and raffle baskets and provided a light dinner. Twenty male figures attended with 22 children.

Carnegie Science Center Field Trip - The program transported parents and children to the Carnegie Science Center for a full day of fun and activities. Staff were there to provide extra support for families. The group received entrance tickets and lunch was provided by the program. Each Head Start/Early Head Start child received a t-shirt with the HS/EHS logo. A total of 148 children and 151 adults attended.

Registration Day Event - In March, the third annual registration day was held in three locations in the county: Beaver Valley Mall Office, Aliquippa, and New Brighton Middle School. The purpose of the event was to enroll children for the 2024-2025 program year and recruit staff to fill open positions. The event yielded 4 pre-applications, 16 complete applications, and 6 job applications. An additional 70 applications were completed online.

The End of Year Celebration -The annual end of year event was held on May 22, 2024, at the Dome located on the Community College of Beaver County Campus. There were many activities for adults and children including spin art, cotton candy station, a scavenger hunt for adults and children, face painting, and games. Each classroom prepared an age appropriate activity for children. More than 20 baskets containing family activities were raffled off. In addition to staff, there were 479 Head Start family members and 19 community organizations offering resources to families.



Community Garden-The Head Start/Early Head Start of Beaver County was fortunate to be contacted by AmeriHealth Caritas Pennsylvania to offer a donation to support a small community garden. AmeriHealth Carita is a Medicaid managed care organization which began in 1983 in a West Philadelphia hospital.

The donation of \$200 was used to purchase soil, a raised bed, and plants including tomatoes, zucchini, strawberries, pumpkins, and bell peppers. Lowes, located in Monaca, also contributed allowing us to expand the garden by providing additional soil and plants. However, the donations did not stop there. Mr. Vinnie Lima, Managing Member at GetBlok Farms, donated an additional 4 raised beds, seeds, soil, and peatmoss. Lowes, Monaca, also donated vegetable plants and soil to extend the opportunities for Head Start/Early Head Start families.

A kickoff was held on June 18, 2024, at the Beaver Falls Head Start center located on 6th Avenue. Joni Cairns, AmeriHealth's Community Health Educator, was there with their state-of-the-art Mobile Wellness and Opportunity Center.

Dr. Kenya Johns (Mayor of Beaver Falls), Charles Jones Jr. (City Manager), and many members of Beaver Falls law enforcement attended the event. The Early Head Start children also attended the event. The children showed excitement for the pumpkin and strawberry plants.

Overview of Findings for 2022-2023 FA1 Review

From April 24, 2023, to April 26, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Private Industry Council of Westmoreland/Fayette, Inc. Head Start and Early Head Start programs.

Key Performance Areas:

Program Design and Management

- Program Design
 - The grant recipient's program design and structure takes into account community strengths and needs.
- Program Management
 - The grant recipient has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.
- Program Governance
 - The grant recipient maintains a formal structure for program governance that includes a governing body and a policy council.

Summary Results - The grant recipient utilized data to design services that met the needs of families in the catchment area. The recipient determined program locations by looking at the community assessment and identifying areas with higher levels of need. When program information showed a drop in enrollment for home-based services, the recipient reduced the number of home-based slots available due to limited interest from families, especially expectant mothers. The recipient also conducted surveys to obtain feedback about the attributes parents wanted in the program. In response to participant feedback, classroom hours were increased in one location, double sessions were converted to full days, and transportation was provided in select areas. Ongoing data analysis helped the recipient plan services responsive to the community's needs.

Designing Quality Education and Child Development Program Services

- Alignment with School Readiness
- The grant recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.
- Effective and Intentional Teaching Practices
 - The grant recipient has strategies to ensure teaching practices promote progress toward school readiness.
- Supporting Teachers in Promoting School Readiness
 - The grant recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress towards school readiness.
- Home-based Program Services
 - The grant recipient has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Summary Results - The grant recipient implemented professional development opportunities to build a culture of safety. The program elevated its approach to safe learning environments by collaborating with public schools to develop and practice crisis and safety plans. All staff participated in extensive training on identified strategies to prepare for a variety of emergencies. In response to recent threats of school violence, procedures to ensure safe learning environments were expanded to include crisis and safety plans. Staff were also trained in classroom and home fire safety practices, providing fire extinguishers for families and sharing information with parents. The recipient and school officials helped ensure staff were prepared for high-risk events to help keep children safe.

Designing Quality Health Program Services

- Child Health Status and Care
 - The grant recipient has an approach for ensuring the delivery of high-quality health services.
- Safety Practices
- The grant recipient implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Health Services Summary

The grant recipient ensured families had access to needed health services. Program data showed that a significantly low number of enrolled children had completed lead and hemoglobin tests. In response, the recipient purchased testing equipment, and members of the Health Services Advisory Committee assisted in certifying the program's nurse to conduct lead and hemoglobin testing. The nurse completed the testing and shared the results with each child's primary care physician. By offering these screenings onsite, the recipient helped to enhance health services and improve children's health and wellness.

Designing Quality Family and Community Engagement Services

- Family Well-being
 - The grant recipient has an approach for collaborating with families to support family well-being.
- Strengthening Parenting and Parent-Child Supports
 - The grant recipient has an approach for providing services that strengthen parenting skills.

Summary Results - The grant recipient designed services to address family needs. Data from the community assessment and parent surveys showed that transportation was a concern for many families. This barrier significantly limited participants' access to needed services, especially in communities with limited resources. The recipient supported families by offering to bring parents and their children grocery shopping, to child and youth services, and to appointments with social service agencies, dental and medical providers, and therapists. These efforts helped ensure that community and healthcare resources were accessible to children and families.

Developing, Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance **(ERSEA) Strategies and Fiscal Infrastructure**

- Eligibility, Recruitment, Selection, Enrollment, and Attendance
 - The grant recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.
- Enrollment Verification
 - The grant recipient maintains and tracks enrollment for all enrolled participants.
- Fiscal Infrastructure, Capacity, and Responsiveness
 - The grant recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.
 - The grant recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

Summary Results - The grant recipient modified its ERSEA systems to reflect languages other than English. Community assessment data and input from the policy council showed a significant increase in the number of families whose primary language was not English. In response, the recipient translated written communication, documents, and the enrollment application into Spanish and other languages. Information on the website was also translated, and staff had access to real-time interpretation resources, making the application process more accessible. In addition, policies were updated to specifically address bilingual and dual language learners. These strategies helped to ensure the inclusion of families whose home language was not English. The grant recipient implemented strategies to ensure the stability of its financial services. With multiple open positions and an aging workforce, the finance team changed its structure to reduce the impact of staffing changes. The recipient put key team members into positions that ensured the department had the leadership necessary to supervise accounting staff. These employees understood all accounting responsibilities and internal processes, offering the experience to lead the finance team successfully. A succession plan was also developed to prepare for upcoming retirements. These efforts supported the recipient's fiscal stability.

Executive Summary

The Head Start (HS) and Early Head Start (EHS) programs have provided early childhood education opportunities and comprehensive support for low-income children and families since 1965 (HS) and 1994 (EHS). This report examines the needs and strengths of children and families served by the Private Industry Council Head Start and Early Head Start program of Beaver County (HSBC).

Overview of the Private Industry Council of Westmoreland/Fayette

HSBC is administered by the Private Industry Council of Westmoreland/Fayette, Inc. (PIC), a 501(c)(3) nonprofit organization based in Greensburg, PA. Since its inception in 1983, PIC has been an advocate for economically disadvantaged families and individuals in southwestern Pennsylvania (the Pittsburgh region).

PIC is dedicated to building tomorrow's workforce in this region through early childhood development, employment and training, education, and business services. The organization supports 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.**

PIC administers over two dozen programs in three divisions: Early Childhood Development, Education, and Workforce Development. As a result, the agency can holistically serve families' needs from cradle to career. PIC became the grantee of the Head Start of Beaver County in 2013.

The program is part of the Early Childhood Development Division, which also includes the Head Start/Early Head Start of Fayette County, the PA Pre-K Counts Partnership, Early Head Start Child Care Partnership program.

PIC is governed by a 13-member board of directors (board). It expanded its board from 12 members in 2013, after designation as the grantee for the HSBC program. The first Beaver County director on the Board was Dr. Eric Rosendale, Executive Director of the Beaver Valley Intermediate Unit. The second was a Beaver Parent Policy Council member. The remaining board members represent Fayette and Westmoreland counties, where PIC maintains the majority of its programming.

The goal of HSBC is to promote school readiness and enhance social and cognitive development through the provision of health, educational, nutritional, social, and other necessary services with the objective that the families and their children will be healthy, confident, and better prepared to succeed in life. The EHS program is committed to serving low-income families with infants and toddlers. Our goal is to promote healthy outcomes and enhance the development of very young children, and support healthy family relationships.

HSBC offers classroom-based options to best serve the needs of the families in the area. Federal funding supports 376 slots per year. State funding supports an additional 20 slots per year.

HSBC Program Participants

There has not been a significant change in data since the last Community Needs Assessment. In Beaver County there are 8,048 children aged 0 to 4 years¹. The poverty rate for the child population under five in Beaver County is 19.6%².

In Allegheny County there are 63,483 children aged 0-4 years. The poverty rate of 16.1% indicates there are 10,205 children living in poverty under age five years.

The service area is becoming more diverse and disparities between children that are members of underrepresented racial-ethnic groups and their white peers are emerging. The child population is much more diverse than the adult population in both Allegheny and Beaver County. For example, in Allegheny, 78.43% of the adult population is white, compared to 4.4% of the child population under four years. In Beaver County the trend is the same, where 89.05% of adults are white, while just 4.4% of children under four are white. The second largest racial-ethnic group is black/African American children which represent about 6.9% of the child population under four in Allegheny County and 6.64% of the child population in Beaver County. Among children under four, children of some other race (including Hispanic/Latino) represent nearly 7% of the population in Beaver County and about 9% in Allegheny County.

Poverty, Race, and Primary Community Challenges

Both Beaver and Allegheny, like many other places throughout the nation struggle with racial inequality which is reflected in the community assessment data. In Allegheny County, the median income of white families is \$73,005, compared to a median income of \$35,905 for black/African American families. In Beaver County, the median income of white families is \$65,488 compared to \$33,333 for black/African American families. The lack of income impacts the resources available to children, impacts housing and health, and places undue stress on parents which can impact parenting behaviors.

Families experiencing poverty face a range of challenges, including employment and housing instability. The poverty rate for families is 11.11% in Allegheny County and 10.6% in Beaver County. The poverty rate for children under four in Beaver County is 19.6%, compared to 16% for Allegheny County children under four years. Poverty rates among Allegheny County single female-headed households rate at 5.95% of total households versus single male-headed households at 1.94%. Female-headed households in Beaver County rate at 6.78% in versus single male-headed households which rate at 2.19%.

Health disparities are also a factor impacting child and family outcomes in the service area. Both Allegheny and Beaver County have high rates of health insurance coverage, but limited access to health care due to lack of providers that accept public insurance. In Allegheny County, 99% of all children under six have insurance and in Beaver County 96% of all children under six have health insurance, but 25% of children in both counties are enrolled in Medicaid or CHIP.

Some of the most concerning outcomes are in regard to maternal child health. In both counties, the rates of child death are highest for black/African American children. In fact, the rate of black child deaths is twice that of the rate found for all children as a whole. The rate of infants born with a low birthweight is also greater for black/African American children at 12% in Beaver County and 14% in Allegheny County, compared to a rate of 7% for Beaver County and 8% for Allegheny County as a whole. As such, developmental issues may be a factor later on in their preschool years and beyond.

Early Care and Education Landscape

As seen in the last Community Needs Assessment, the early and education landscape is changing rapidly with expansion of state preschool (Pennsylvania Pre-K Counts) and the changing employment needs of families. When at least 85% of all children are served, it is typically assumed that an early childhood system has reached universal access. In Beaver County it is estimated that the current capacity for preschool slots reaches 100% of all preschoolers in poverty. The rate of access to early care and education for infants and toddlers is much lower at just 21% of all infants and toddlers in poverty.

In Allegheny County, the same trend is illustrated. It is estimated that the current capacity for preschool slots reaches 100% of all preschoolers in poverty, indicating universal access to preschool has been achieved. For infants and toddlers, almost 25% of children living in a family with a low income can be reached. While the early care and education system is meeting the needs of preschoolers, the counties can still benefit from continued expansion of EHS Child Care Partnership programs.

Strengths and Needs

Program Level Strengths: The community survey respondent cohorts identified teachers, staff, and the ability to support children’s development as key strengths of the program. Program data also noted that despite challenges in health, the program was able to ensure that children were up-to-date on their immunizations, health and dental exams, and that all children had a medical and dental providers.

Systems Level Strengths: PIC is an established community partner that delivers a diverse array of services. This facilitates information sharing and ensures that families are connected with the resources they need. Many families and board members that completed surveys noted the agency’s history and partnerships as a strength.

Challenges

There is still a significant number of families in both counties that have a low income and racial disparities in income when data is disaggregated by race. Households headed by single mothers are also more likely to live in poverty and are represented at a high rate among family types. A significant number of births are to mothers that are unmarried which will exacerbate this problem in the coming years.

Families lack the skills needed to obtain jobs that pay family – sustaining wages. Many families have only one parent working or no parents working. They also report transportation and educational attainment limit their employment options. Housing concerns include substandard housing and lack of affordable housing.

Community survey respondents indicated a need for more childcare slots. Affordable childcare was noted as a barrier to maintaining employment, increasing parental education, and to achieving financial stability.



Beaver County, PA

Quick facts for the area's early childhood education landscape

Population

Total Population: **168,260**

Population in Poverty Ages 0-4: **19.6 %**

Head Start Eligibles: **1,167** (199 Enrolled / 189 on Waitlist)

Early Head Start Eligibles: **1,004** (87 Enrolled / 197 on Waitlist)

Children enrolled in Preschool

42.9% of
children ages 3-4

of Children in Poverty:

10,861 or 11.1% of
households

Poverty Rate for
Children Under Age 18:
33.51%

Family Composition

Children Aged 0-4

Years:
8,357

Number of Female

Householders:
4,860

Percent Female

Householders in poverty:
57%

Per capita income: **\$34,269**



Unemployment Rate



Beaver County: **2,890**

Pennsylvania: **211,028**



Access to Transportation

People w/o vehicle: **8.35%**

People w/10- 30 min. commute:
49.03%

Housing Cost Burden



Renters Spending over 30% of
income: **38.74%**



Low Birthweight Babies

819

Percent of Population with High School
Diploma as highest level of education:



36.7%

Child Food Insecurity

33% receive free lunch



52.6% free or reduced lunch eligible

	Budget	Head Start/DRS	Early Head Start/DRS	PA State Head Start	Early Head Start/CCP	CACFP	Total
Wages	4,016,897.00	2,396,599.41	115,608.41	72,681.54	649,062.38	0.00	3,233,951.74
Fringe Benefits	1,035,063.00	541,105.85	22,376.51	21,310.68	157,801.44	0.00	742,594.48
Rent	367,604.00	229,583.70	38,200.00	12,550.00	38,227.65	0.00	318,561.35
Utilities/Telephone/Internet	90,718.00	53,674.47	3,813.17	3,524.23	9,206.12	0.00	70,217.99
Consumable Supplies/Postage	159,577.00	86,390.21	6,174.57	499.17	13,165.67	0.00	106,229.62
Program Supplies	106,314.00	145,384.36	11,092.55	6,645.70	66,073.20	0.00	229,195.81
Insurance	44,628.00	44,670.22	2,161.86	1,084.88	4,000.00	0.00	51,916.96
Local Travel	19,300.00	52,021.36	553.87	7,936.00	4,010.69	0.00	64,521.92
CTR/Audit/Fiscal/Legal Services	34,650.00	83,975.93	1,710.11	391.33	4,215.52	0.00	90,292.89
Health/Disabilities	67,750.00	76,800.00	180.00	0.00	3,440.00	0.00	80,420.00
Food/Nutrition	56,710.00	96,077.16	9,492.10	7,985.58	16,591.57	0.00	130,146.41
Cont. Transportation/Vehicle Main	514,214.42	27,888.40	0.00	0.00	0.00	0.00	27,888.40
Parent Services	30,025.00	88,346.05	300.38	0.00	648.61	0.00	89,295.04
Contracted Services	443,212.00	338,372.20	42,906.77	9,862.38	282,529.14	0.00	673,670.49
CACFP Expenses	184,378.60	0.00	0.00	0.00	0.00	184,378.60	184,378.60
Training/Technical Assistance	84,845.00	44,723.00	8,653.05	0.00	27,749.53	0.00	81,125.58
Memberships	2,000.00	120.74	307.25	0.00	0.00	0.00	427.99
Publications/Advertising/Printing	24,630.00	57,714.94	4,440.45	0.00	0.00	0.00	62,155.39
Staff Development	67,477.00	43,787.85	150.00	0.00	0.00	0.00	43,937.85
	7,349,993.02	4,407,235.85	268,121.05	144,471.49	1,276,721.52	184,378.60	6,280,928.51

51.49%
11.82%

- 51.49% of the expenditures were for wages for the Director, Assistant Director, Management Team, Classroom Instructors, Classroom Instructor Aides, Family Service Workers, Data Operators, School Nurses, ERSEA Specialists, Nutrition Specialist, Clerk, Maintenance, Janitor, BANAs and CANAs.
- Another 11.82% covered benefits for the staff including FICA, Unemployment Comp., Worker's Comp., health, dental, vision, 401(k), life insurance, STD & LTD.
- Insurance costs include: Child Liability, Commercial Property, Comprehensive General Liability, Commercial Vehicle, Director and Officers Liability, Commercial Umbrella, Computerized Business Equipment, Blanket Employee Dishonesty, Sexual Abuse/Sexual Molestation and Professional Liability
- The Private Industry Council of Westmoreland/Fayette, Inc., receives Federal, State, and Local funds. During the Fiscal Year July 1, 2023 to June 30, 2024, received over \$29,000,000. As a result, PIC is required to have a yearly Single Audit completed by an independent auditing firm.
- The CPA Firm of DeBlasio & DeBlasio Associates will prepare and finalize the Single Audit for the fiscal year July 1, 2023 to June 30, 2024. 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 am to 4:30 pm.

Grant/Source	Funding Source	Time Frame	Grant/Budget Amt.	Actual Expenditures	% of Expenditures
Head Start (DRS) Base Grant/Training & Technical Assistance	U.S. Dept. of Health & Human Services	June 1, 2023 to May 31, 2024	5,040,579.00	4,407,235.85	87.44%
Early Head Start (DRS) Base Grant/Training & Technical Assistance	U.S. Dept. of Health & Human Services	June 1, 2023 to May 31, 2024	559,211.00	268,121.05	47.95%
PA State Head Start	PA Dept. of Education & Public Welfare	July 1, 2023 to June 30, 2024	148,730.42	144,471.49	97.14%
Early Head Start (CCP) Base Grant/Training & Technical Assistance	U.S. Dept. of Health & Human Services	September 1, 2023 - August 31, 2024	1,417,094.00	1,276,721.52	90.09%
Child and Adult Care Food Program	PA Dept. of Education - Division Food & Nutrition	June 1 2023 to August 31, 2024	184,378.60	184,378.60	100.00%
Total			7,349,993.02	6,280,928.51	85.45%

FEDERAL IN-KIND MATCH REQUIREMENT

			Required Match	Actual Match	
Non Federal Match	Local Sources	June 1 2023 to August 31, 2024	1,650,404.00	1,132,386.85	68.61%

- 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, 2023 to May 31, 2024 unless otherwise noted.
- For Program Year 2023 - 2024, 85.45% 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.