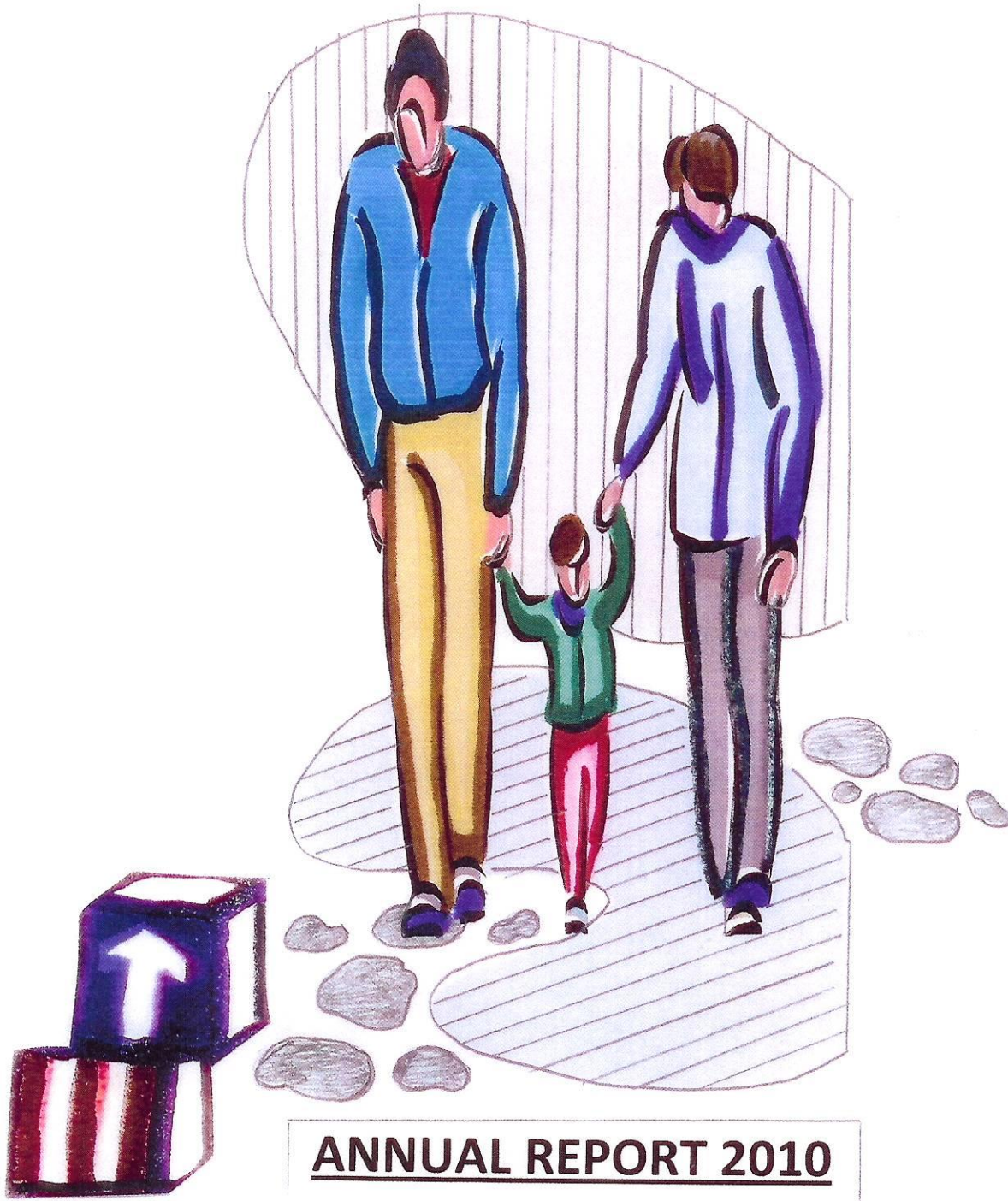


**SCRANTON LACKAWANNA HUMAN DEVELOPMENT
AGENCY**

HEAD START



ANNUAL REPORT 2010

Pre-Kindergarten Programs

The Scranton-Lackawanna Human Development Agency, Inc. serves as the Grantee for the Pre-Kindergarten Program that serves 1,425 children and families utilizing a variety of program models and funding sources.

Awards and Accreditation

The Head Start/Early Head Start Program has been nominated by Governor Ed Rendell as a Center of Excellence. Head Start Centers are accredited by the National Association for the Education of Young Children. NAEYC Accreditation is awarded to high quality programs across the United States only after curriculum, safety and staff child interactions are evaluated by independent validators.

Centers are also evaluated by the Keystone Stars Program that awards Stars to high quality programs throughout Pennsylvania. There are 4 Head Start Centers that have a four star rating (highest). There are 11 Partners with 4 star Ratings and 5 Partners are Star 3.

| <u>Program</u> | <u>Funding Source</u> | <u># of Children</u> | <u>Model</u> | <u>Sites</u> |
|----------------|--|----------------------|---|---|
| Head Start | U.S. Department of Health and Human Services | 616 | Double Session Part Day - School Year | Central City Mid-Valley North Pocono (2) Taylor Hill Dunmore Moosic North Scranton (3) West Scranton Jermyn (2) New Milford South Scranton (5) Pike County Partners: Good Shepherd Little Acorns Little Wonders Sunshine Station |
| Head Start | U.S. Dept. of Health and Human Services | 67 | Full Day/Full Year | Sunshine & Rainbows (Moosic) Just 4 Kids (Lake Ariel) Fricchione Center (Marywood College) United Neighborhood Centers (Bellevue) Day Nursery (Scranton) Treasure House (Blakely) Treasure House (Scranton) |
| | U.S. Dept. of Health and Human Services (American Recovery & Reinvestment Act) | 34 | Full Day/Full Year | Little People (Oak) Imagination Station (Browndale) Carbondale YMCA Kindercare Learning Center (Morgan Hwy.) Kindercare Learning Center (Quincy) Little Acorns (Dingmans Ferry) ABC Kiddie Kampus (Old Forge) Little People (Meridian) Through Our Eyes (Carbondale) Sunshine Station (Milford) Little Wonders (Dingmans Ferry) |

| | | | | | |
|---|--------------------------------|-----|---|--|---|
| Head Start Supplementary Assistance Program | PA. Department of Education | 480 | Double Session Part Day – School Year | North Pocono Preschool Carbondale School District Center for Developmental Disabilities (Milford) Delaware Valley School District Forest City Regional School District Honesdale (2) Susquehanna School District Scranton School District | Blue Ridge School District Carbondale YMCA Elk Lake School District Hawley (1&2) – Wallenpaupack School District Keystone College Western Wayne School District |
|---|--------------------------------|-----|---|--|---|

| | | | | |
|--------------|-----------------------------------|----|---|--|
| Pre-K Counts | PA. Department of of Education | 34 | Double Session Part Day – School Year | Hawley (Wallenpaupack School District) |
| | | 34 | Full Day - School Year | Carbondale Area School District |

Pregnant Mothers/Infant/Toddlers Programs

| | | | | |
|------------------|---|----|--------------|---|
| Pregnant Mothers | U.S. Department of Health and Human Services | 12 | Home Based | Scranton Family Center Wayne Family Center |
| Infant/Toddlers | U.S. Department of Health and Human Services | 28 | Home Based | Scranton Family Center |
| Infant/Toddlers | U.S. Department of Health and Human Services | 12 | Home Based | Wayne Family Center |
| Infant/Toddlers | U.S. Department of Health and Human Services (American Recovery and Reinvestment Act) | 76 | Home Based | Employment Opportunity and Training Center Wayne Family Center Center for Developmental Disabilities |
| Infant/Toddlers | U.S. Department of Health and Human Services (American Recovery & Reinvestment Act) | 32 | Center Based | ABC Kidde Kampus (Old Forge) North Pocono Preschool (Moscow) Day Nursery (Scranton) Sunshine Station (Milford) |

1,425 Children/Families

ANNUAL EXPENSES BY FUNDING SOURCES

Federal

| | |
|---|-----------|
| U.S. Department of Health and Human Services – Head Start | 4,918,397 |
| U.S. Department of Health and Human Services – Early Head Start | 270,215 |
| U.S. Department of Health and Human Services – Head Start Stimulus | 152,154 |
| U.S. Department of Health and Human Services – Early Head Start Stimulus | 29,464 |
| U.S. Department of Health and Human Services – Head Start Expansion | 274,042 |
| U.S. Department of Health and Human Services – Early Head Start Expansion | 1,246,662 |
| U.S. Department of Agriculture – Child and Adult Care Food Program | 373,771 |

State of Pennsylvania

| | |
|---|-----------|
| Head Start Supplementary Assistance Program | 3,031,342 |
| Pre-K Counts | 411,483 |

Local

| | |
|-------------|----------------|
| All Sources | <u>294,683</u> |
|-------------|----------------|

Total Program Funding \$11,002,213

Local Initiatives

- PNC Bank - “Grow Up Great” as part of their five year commitment to helping prepare young Children for Kindergarten.
- “Art Project”
 - “Back to School Project” – employees of the bank donate back to school supplies for Head Start children.
 - “Growing Up Together Under One Big Sky” Mobile Planetarium Tour
 - “Backpack Project”
 - Vision Screener – State of the Art Screening Tool to measure Visual activity.

Workforce Investment Board – Winter Coat Project – Purchases a brand new winter coat for every child (1,425) enrolled in the program.

I am Moving, I am Learning – A curriculum involving proper nutrition and exercise to help children form a basis for lifelong fitness.

Al’s Pal’s – A nationally recognized evidence-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old.

English as a Second Language – Course work to improve the qualifications and skills of teachers to become certified and licensed as bilingual education teachers.

FUDGE Days – Fathers, Uncles, Dads, Grandfathers, etc. stresses male involvement through activities with their children.

United Way of Lackawanna/Wayne County – Grant for purchase of food through Emergency Voucher Program for families.

Toys for Tots – Partnerships with U.S. Marine Corp. to provide toys for enrolled children and their siblings.

Weinburg Foundation – Program was able to purchase 2 OAE Euro Scan Hearing Screeners for use in the EHS Program.

Marywood University – Received grant to provide speech and hearing screenings in centers. Providing language stimulation activities to select centers.

Policy Council Officers 2010-2011

Megan Buli Chairperson
Holly Hay Vice Chairperson
Kelli Lindemuth Secretary
Heather Myers Treasurer
Marilyn Vitali Board Liason
Larriana Suarez Parent/Board Member

Staff Awards 2010

| | | |
|--|---|-------------------------------------|
| Teacher of the Year (Dorothy Scott Award) | Mike Peregrim | North Pocono |
| Teacher Aide of the Year | Jennifer Miller | South Scranton II |
| Social Services (Judy Sharr Award) | Pam Dirkson | Hawley I |
| Nutrition Department Award | Cheryl Ciccierini | North Pocono |
| Woman of the Year | Marie Nesko | Volunteer Taylor Hill Head Start |
| Organizations of the Year | PA. Association of the Blind Law Offices of Ufberg & Sileo | Scranton Office Scranton, PA. |

Education

The Education Component continues to use the Creative Curriculum for Preschool as its curriculum. It is supplemented by the CIRCLE Literacy Curriculum which promotes literacy in all inclusive setting (through play, routines, math, science and the arts). The development of these activities are monitored through weekly visits, lesson plans and child assessments. Classroom reports are generated three times per year where the education staff looks at areas of the curriculum that need enhancement.

An Educational Summary is compiled using all tools, observations and parent input. Following assessment of developmental levels, individualized plans are developed for all children.

Educational goals focus upon development of cognitive, physical, social and emotional needs of each child.

Activities during the year include, but are not limited to, receiving/reviewing monthly lesson plans, progress reports, center visits, home visits, coordinating the monthly program newsletter, weekly bulletin and field trips. The Education Coordinator is also responsible for facility care, maintenance and staffing.

Monthly teacher and teacher aides meetings are held in order to train staff in Head Start Component updates and to provide staff the opportunities to exchange ideas relevant to their classrooms.

Outcome Measures

The SLHDA Head Start Program completed an analysis of areas for school readiness. Below is a summary of educational outcomes for the 2009-2010 school year. Center staff has received intensive training in lesson planning, documenting and recording results.

2009-2010 Outcome Analysis (See Attached)

| | |
|--|------|
| In the area of counting to 10 and beyond: | 62% |
| In the area of identifies at least 10 letters of the alphabet: | 58% |
| In the area of associates sounds with written words: | 24% |
| In the area of knows letters as a visual graphic: | 100% |
| In the area of knows words as a unit of print: | 94% |
| In the area of understands complex and varied vocabulary: | 80% |
| In the area of used complex and varied vocabulary: | 51% |
| In the area of developing increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes: | 47% |
| In the area of shows interest in books: | 99% |
| For non-English speaking children: Progresses in using and understanding English: | 76% |
| For non-English speaking children: Progresses in speaking English: | 29% |

Health Services

The Health Component is responsible for providing vision and Blood Pressure screenings to each child within 45 days of the child's enrollment in Head Start. Heights and weights are done by Center staff, twice yearly, with Body Mass Index letters sent in the Spring. The component also strives to make sure that each child has a yearly physical and dental exam. Staff reviews Immunizations and makes sure that they are up to date so that the child will be properly immunized before they start Kindergarten. If dental treatment is necessary, staff follows up and makes sure that the child goes for treatment. Hemoglobin, Hematocrit, and Lead levels are also tracked.

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

The Health Component staff is also responsible for handling any medical situations that may arise such as accidents and illnesses.

The Health Component is also responsible for making sure that Head Start staff have a yearly physical and a bi-yearly tuberculosis test.

The Health Component staff is also responsible for providing educational material to families and Head Start staff regarding any health issues.

Activities for the year:

| | |
|--|-------------|
| Immunizations | 1197 |
| Dental Appointments | 938 |
| Blood Pressure Screenings | 1177 |
| Vision Screenings | 1177 |
| Heights & Weights | 1197 |
| Physical Exams | 999 |
| Lead Screenings | 711 |
| Staff Physicals | 175 |
| Early Head Start Vision/Hearing Screenings | 160 |
| Early Head Start Heights and Weights (Quarterly) | 160 |
| Physicals & Dentals per EPSDT recommendations | 160 |

Nutrition

The Nutrition component is responsible to monitor and inspect food safety, cleanliness and efficiency of the Head Start kitchens. We currently have 17 kitchens, which provide the meals for the children. Children receive a snack and cooked lunch daily.

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

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

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

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

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

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

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

2009-2010 OUTCOME ANALYSIS

The following shows movement between scoring levels (time period of October 2009 through May 2010)

*Understands and increasingly complex and varied vocabulary.

*For non-English speaking children, progresses in listening to and understanding English

| | | | |
|----------|----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 9% ↓4% | In Process 85% ↓59% | Proficient 6% ↑37% |
| SLHDA P4 | Not Yet 3% ↓1% | In Process 78% ↓34% | Proficient 18% ↑65% |

*Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.

*For non-English speaking children, progresses in speaking English.

| | | | |
|----------|-----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 14% ↓4% | In Process 69% ↓52% | Proficient 17% ↑44% |
| SLHDA P4 | Not Yet 5% ↓2% | In Process 62% ↓35% | Proficient 33% ↑63% |

*Uses an increasingly complex and varied spoken vocabulary

| | | | |
|----------|-----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 31% ↓9% | In Process 63% ↑68% | Proficient 6% ↑23% |
| SLHDA P4 | Not Yet 7% ↓2% | In Process 74% ↓42% | Proficient 19% ↑55% |

*Associates sounds with written words, such as awareness that different words, that different words begin with the same sound.

| | | | |
|----------|------------------|---------------------|--------------------|
| SLHDA P3 | Not Yet 35% ↓13% | In Process 62% ↑69% | Proficient 3% ↑18% |
| SLHDA P4 | Not Yet 20% ↓4% | In Process 71% ↓54% | Proficient 9% ↑42% |

*Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.

| | | | |
|----------|-----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 10% ↓2% | In Process 83% ↓57% | Proficient 7% ↑40% |
| SLHDA P4 | Not Yet 2% ↓1% | In Process 74% ↓40% | Proficient 24% ↑59% |

*Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

*Identifies at least 10 letters of the alphabet, specifically those in their own name.

| | | | |
|----------|-----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 25% ↓7% | In Process 72% ↓67% | Proficient 3% ↑26% |
| SLHDA P4 | Not Yet 10% ↓2% | In Process 77% ↓43% | Proficient 13% ↑54% |

*Develops increasing ability to count objects (10 and beyond).

| | | | |
|----------|-----------------|---------------------|---------------------|
| SLHDA P3 | Not Yet 17% ↓3% | In Process 79% ↓64% | Proficient 4% ↑33% |
| SLHDA P4 | Not Yet 9% ↓3% | In Process 79% ↓54% | Proficient 12% ↑43% |

Career Development

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

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

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

14 Teachers, 1 Administrative staff enrolled in a 12 credit ESL class at Keystone College.

STAFF QUALIFICATION

TEACHERS (39)

- 21 BACHELOR'S DEGREE – EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT
- 5 BACHELOR'S DEGREE – ELEMENTARY EDUCATION/ECE
- 4 BACHELOR'S DEGREE – ELEMENTARY EDUCATION WITH CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
- 4 BACHELOR'S DEGREE – ELEMENTARY EDUCATION/18 CREDITS ECE
- 1 BACHELOR'S DEGREE – ART ED/CDA
- 1 BACHELOR'S DEGREE – COMMUNICATION/CDA
- 1 BACHELOR'S DEGREE – LIBERAL ARTS/ASSOC. ECE
- 1 BACHELOR'S DEGREE – ART ED/18 CREDITS ECE
- 1 BACHELOR'S DEGREE – PSYCHOLOGY/CDA

ASSISTANT TEACHERS (8)

- 5 ASSOCIATE DEGREE - EARLY CHILDHOOD EDUCATION
- 1 BACHELOR'S DEGREE – ELEMENTARY EDUCATION
- 1 BACHELOR'S DEGREE – EARLY CHILDHOOD EDUCATION
- 1 MS ELEM ED/ECE

TEACHER AIDES (17)

- 17 CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION

FAMILY SERVICE WORKERS (29)

- 1 BACHELOR'S DEGREE - HISTORY/ASSOCIATE DEGREE EARLY CHILDHOOD EDUCATION
- 1 BACHELOR'S DEGREE IN HUMAN DEVELOPMENT
- 4 ASSOCIATE DEGREE EARLY CHILDHOOD EDUCATION
- 12 CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION
- 1 ASSOCIATES ACCOUNTING
- 1 ASSOCIATES HUMAN RESOURCES
- 1 ASSOCIATES BUSINESS

HOME VISITORS (4)

- 1 BACHELOR'S DEGREE HUMAN DEVELOPMENT/CHILD STUDIES
- 1 BACHELOR'S DEGREE CHILD AND FAMILY DEVELOPMENT
- 2 ASSOCIATE DEGREES EARLY CHILDHOOD EDUCATION

COOKS (20)

- 1 BACHELOR'S DEGREE COMPUTER SCIENCE

TRANSITION AIDES (6)

- 1 CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION

PART TIME BUS AIDES (16)

- 1 CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATION

Special Needs/Mental Health Component

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

Head Start regulations state that a minimum of 10% of enrollment slots are reserved for children with disabilities. Collaborative agreements between HS/EHS and the LEA's/BSU's (NEIU #19, Wayne County Consortium, IU #20, Scranton Counseling Center, and Tri-Valley Care, Inc. have been implemented to provide screenings, referrals, and diagnosis and intervention services in a timely manner. Head Start staff provides developmental, speech, vision and hearing screenings to all enrolled children within 45 days following enrollment. Early Head Start staff provides screenings to identify developmental difficulties in infants and toddlers.

Children requiring further evaluations are referred to NEIU #19, Wayne County Consortium, and the Center for Developmental Disabilities, Scranton Counseling Center, Wayne County MH/MR/EI, Pike County EI, and Tri-Valley Care, Inc. If they are eligible for services, and IEP or IFSP is developed. These are documents that outline specific goals and objectives that are addressed by service providers. Services are often provided in the Head Start centers one time per week or in an early intervention classroom 2-4 times per week. Services are provided in the home, considered the most natural environment for infants and toddlers.

Mental health services include the Preschool and Kindergarten Behavior Scale II screening conducted by the classroom staff. A mental health consultant visits the sites a minimum of two times a year to observe the children and staff. Parents are provided an opportunity to address a particular concern or question on the parent-input form. These forms are provided prior to the scheduled visit. In EHS, the consultant schedules alternating visits between the three sites during FIT days (socialization) to be available to both parents and staff and visits the center based programs two times a year. The consultant's will review the forms and provide a written answer or a phone call if necessary. The Head Start Helpline is also available on Wednesday mornings from 9-12 at 383-7272. This is an opportunity to speak with a psychologist. All calls are confidential.

Each year, training is provided on various disabilities and behavior disorders to help staff work effectively with all the children in the class. Staff received training last year provided by Head Start and the LEA's on Building Positive Behaviors in Early Childhood Centers.

Our Head Start program implements the 123 Magic Behavior Management Program and also implemented the AI's Pals Mental Health curriculum for use in all Head Start centers. [AI's Pals: Kids Making Healthy Choices](#)

**Special Needs/Mental Health Activities:
(2009-2010 Program Year)**

| | |
|---|-----|
| Children Referred for Early Intervention Services | 70 |
| Children Receiving Early Intervention Services | 251 |
| Children Referred for Mental Health Services | 30 |
| Children Receiving MH Services that were referred | 26 |
| Children Birth to 3 Receiving Early Intervention Services | 29 |

Social Services

The Social Services Component consists of 3 Coordinators (2 for Head Start, 1 for Early Head Start)

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

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

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

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

Social Services Activities during 2009-2010 Program Year

| <u>Family Referrals</u> | <u>#of Families Referred</u> |
|---|-------------------------------------|
| Emergency/Crisis intervention (Food, Shelter, Clothing, etc.) | 1,174 |
| Housing Assistance (Subsidies, Utilities, Repairs, etc.) | 531 |
| Mental Health Services | 877 |
| English as a Second Language (ESL) | 153 |
| Adult Education (GED, College) | 892 |
| Job Training | 273 |
| Substance Abuse (Prevention or Treatment) | 236 |
| Child Abuse and Neglect Services | 118 |
| Domestic Violence Services | 38 |
| Child Support Assistance | 50 |
| Health Education | 1,128 |
| Assistance to families of incarcerated individuals | 6 |
| Parenting Education | 1,105 |
| Marriage Education | 7 |

ERSEA Component

The ERSEA Component consists of two coordinators (1 for Head Start and 1 who does a combination of Social Services for the Head Start FDFY Program and ERSEA for Early Head Start)

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

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

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

Enrollment Activities 2010

| | |
|------------------------|-------|
| Funded enrollment..... | 1,425 |
| Actual enrollment..... | 1,520 |
| Withdrawals..... | 95 |
| Wait List..... | 219 |

Parent Involvement Component

The Parent Involvement Coordinators are responsible for assuring parent involvement and volunteerism in the Head Start Program. This process begins at the start of each school year with 2 group orientations for new parents. Parent groups are established in each center/site and officers are elected in September.

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

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

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

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

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

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

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

Many annual projects are conducted to help families including Toys for Tots and Community wide Angel Trees. In April, a luncheon is held for National Volunteer Week to honor those outstanding parent and community volunteers and active Policy Council members, who contribute their time and energies to the program. Parent Involvement meetings are held through the school year to develop ideas for implementation based on parent's interests.

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

The SLHDA, Inc. Board of Directors and the Workforce Investment Board again conducted its Annual New Coats for the Head Start Children Program. The members once again solicited valuable gifts, which were awarded to those selected in a drawing. The members sell tickets in the amount of \$100 per, all of which goes toward the purchase of new winter coats for all of the Head Start Children.

To date, over 13,324 new winter coats have been purchased and distributed to children of the program.

| | |
|---|-----|
| Parent Meetings Attended | 40 |
| Center Visits | 150 |
| Home Visits | 30 |
| Parent Involvement Committee Meetings | 3 |
| Policy Council Meetings | 11 |
| Parent Group Training | 234 |
| Policy Council Training | 146 |
| Parents attending In-Service Training | 20 |
| Parents in job training programs | 86 |

Transition

The Transition Component of the Head Start Program is designed for children and families to experience a seamless move from one program to another.

The transition from Early Head Start to Head Start included providing information to the families regarding what to expect when their child enters a preschool classroom. A visit to the Head Start classroom is scheduled to allow the family the opportunity to familiarize themselves with the staff and classroom set up prior to the child’s first day of school. Valuable information compiled during the families enrollment with Early Head Start is shared with the staff at the child’s new Head Start center. Screenings are conducted on the child to allow for the staff to individualize when planning activities. Activities focus on skills that will allow the child to be successful in their new preschool placement.

The transition from Head Start to the school system was developed to ensure that the families move from our program to the school district is smooth. Families of children transitioning into the school district are allowed the opportunities to communicate with the elementary center their child will attend. This is done by providing families with information regarding what to expect once their child leaves Head Start. With families consent, information regarding progress and goals are shared with the schools. Center staff completes a Transition/School Booklets with each family. In the booklet, accomplished goals are listed and future goals for the child are developed. A visit to a typical kindergarten classroom is set up in the school district where the child will enroll. Teachers conduct observations of the kindergarten classroom. Information gathered on their visit will be used to individually plan for transitioning children. Once the families enroll in the district, Head Start tracks the child’s progress through third grade.

Literacy

Besides Literacy Activities and a Program Wide Literacy Day, all families are sent applications for library cards. Centers have visits from the Bookmobile or regular visits from the local librarian.

Transportation

Head Start owns 1 van. The program employs 1 CDL licensed bus driver, and 22 bus aides to transport Head Start children to and from centers, dental appointments, health services, and field trips. There are 22 bus runs through one sub-contractor. There are 601 children transported daily.

Technology

The SLHDA Head Start Program is in the sixth year of utilizing COPA (Child Outcome, Planning, and Administration) software. It provides scalable and powerful technology for data collection, assessment, monitoring and reporting on outcomes.

It is internet-based with real time data and provides reports and monitoring tools for all levels of Head Start including Program, Site, Class, Child and Family.

Features include:

- | | |
|---|---|
| <input type="checkbox"/> Enrollment | <input type="checkbox"/> Health History |
| <input type="checkbox"/> Class Assignment | <input type="checkbox"/> Family Partnership Agreement |
| <input type="checkbox"/> Outcomes | <input type="checkbox"/> Visits and Follow-Up Logs |
| <input type="checkbox"/> Customized Assessments | <input type="checkbox"/> Reporting |
| <input type="checkbox"/> Customized Scoring | <input type="checkbox"/> Graphs |
| <input type="checkbox"/> Assessment Monitoring | <input type="checkbox"/> Admin Tools |
| <input type="checkbox"/> Health and Growth | <input type="checkbox"/> Site Monitoring |
| <input type="checkbox"/> BMI Graphs | <input type="checkbox"/> PIR |
| <input type="checkbox"/> Immunization | <input type="checkbox"/> Tracking Sheets |
| <input type="checkbox"/> Disability | <input type="checkbox"/> Dental & Medical Reports |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Due-Date Flags |
| <input type="checkbox"/> Meal Counts | <input type="checkbox"/> Case Notes |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Referrals |

At present, each child enrolled in Head Start for the school year 2009-2010 has been data entered into the system. Currently two complete child assessments have been data entered on each child this school year. This assists staff members to assess each child's progress toward obtaining their educational goals.

Self-Assessment

Head Start conducts an annual self assessment and a Federal On-Site Review is conducted every three years.

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

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

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

