



**NORTHUMBERLAND AREA
HEAD START / EARLY HEAD START**

**CENTRAL SUSQUEHANNA
INTERMEDIATE UNIT**

ANNUAL REPORT TO THE PUBLIC

2018-2019

September 30, 2019

NORTHUMBERLAND AREA HEAD START

ANNUAL REPORT TO THE PUBLIC: 2018-2019

Grantee: Central Susquehanna Intermediate Unit

Service Area: Northumberland County

Funded Enrollment

The Northumberland Area Head Start program is funded to serve low income preschool children, 3-5 years of age. For the 2018-2019 school year there were 168 federally funded and 72 state funded slots. Children are served in a center based setting, receiving 5 hours of service per day for 178 school days per year. The average monthly attendance in the center based program was 85%.

The Northumberland Area Early Head Start program is funded to serve low income pregnant women, infants and toddlers. There are four federally funded slots for pregnant women and 79 federally funded slots for infants and toddlers. All pregnant women and children are served in a home based model, receiving weekly home visits.

It is estimated by the Office of Child Development and Early Learning (Reach and Risk Data) that in 2016-2017 there were 4,932 children under five (2684 aged 0-2 and 2248 aged 3-5) living in Northumberland County. The data indicates that 25.9% (1277) of children under five live in economically high risk families (100% of the federal poverty level (FPL)) and 75.2% (3709) live in economically high risk families (defined as 300% FPL). The federal poverty level for 2018 is gross income at or below \$25,100 for a family of four.

Northumberland County is considered to be one of the ten counties in the Commonwealth of Pennsylvania that is classified as a high risk county. High risk counties are defined as having a risk factor of 3.1325 or higher. Northumberland County's risk factor is 3.47, ranking it as the third highest risk county in the Commonwealth. Head Start is funded to serve 42% of the eligible children and Early Head Start is funded to serve 12% of the eligible children in the county.

The cumulative enrollment for both programs for the 2018-2019 year was 395 children.

Eligibility

The 2018-19 Program Information Report (PIR) reveals that children who received services were enrolled based on the following eligibility determination:

Eligibility Category	Head Start	Early Head Start
Income below 100% of federal poverty line	68%	57%
Receipt of public assistance such as TANF, SSI	20%	37%
Status as foster child	1%	0%
Status as homeless	2%	4%
Over Income	9%	3%

Sites

Chief Shikellamy Elementary School	One Head Start preschool class
Line Mountain High School	One Head Start preschool class
Northumberland County Career and Technology Center	Four Head Start preschool classes and one EHS socialization location
Priestley Elementary School	One Head Start preschool class
Sunbury Children's Center	Three Head Start preschool classes
Watson town Children's Center	Three Head Start preschool classes
White Deer Elementary School	One Head Start preschool class
Early Head Start Family Center	Site for home based socialization experiences

Staff

There are a total of 73 staff employed; 60 full time and 13 part time. Ten staff work in management / administration; 42 work in educational services; 10 work in health / nutrition services; 3 work primarily in family support services and 8 work in transportation services.

Funding Sources

Northumberland Area Head Start and Northumberland Area Early Head Start are federally funded by the Department of Health and Human Services and the Administration for Children and Families.

The Commonwealth of Pennsylvania funds the **Head Start Supplemental Assistance Program** (HSSAP). HSSAP provides funding to support the Federal Head Start Program. There are currently 72 children funded by this program.

Additionally, a 1.77% cost of living increase was received from the Federal Government, retroactive to the December 1, 2018 grant start date.

2018-2019 Budget

Head Start:

Federal	\$1,783,588
State (Head Start Supplemental)	\$ 741,082
Training and Technical Assistance	\$ 25,278

Early Head Start:

Federal	\$1,015,717
Training and Technical Assistance	\$ 23,762

<u>Non-Federal Share:</u>	\$ 712,087
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Additional funding is received from the US Department of Agriculture, Child and Adult Care Food program (CACFP), to support nutrition services to children.

Referrals

Any person or agency can refer a child who might benefit from the Head Start or Early Head Start Program. Children from families that are homeless, receive TANF benefits, or children in foster care are categorically eligible for the program. Enrollment priority is given to children residing in homes with incomes below the federal poverty level (2018 federal poverty level is \$25,100 for a family of four). Northumberland Area Head Start and Northumberland Area Early Head Start provide services without regard to race, color, national origin, religious creed, gender or disability.

Program Offerings

Education – Utilizing center-based and home-based settings, every child is given a variety of experiences and opportunities to foster intellectual, motor, social and emotional growth. Children are encouraged to express their feelings, to develop self-confidence, and the ability to get along with others. The Head Start Preschool Program uses the High Scope curriculum. The Early Head Start Program uses the Parents-as-Teachers and the Partners for a Healthy Baby curricula. All curricula are linked to the Pennsylvania Early Learning Standards, the Common Core, the Head Start Child Development and Early Learning Framework, and the Head Start Program Performance Standards.

Health and Nutrition – Northumberland Area Head Start/Early Head Start strives to ensure that every child has a medical and dental home and is up-to-date with required immunizations and preventative services. Additionally, all children will have screenings for cognitive development, speech and language development, social-emotional development, hearing, vision, general health and dental health. As participants in Head Start, children along with their parents, participate in experiences that promote healthy eating, positive mental health, improved self-esteem, stress management and personal growth.

Parent Involvement and Engagement– Parent involvement is at the core of the Head Start / Early Head Start program. Parents are encouraged to be their child's first teacher, to participate regularly as classroom and/or special activity volunteers, to achieve leadership and decision-making skills through participation in Policy Council and parent group activities and to continue their education through training and professional development opportunities.

Social Services – Northumberland Area Head Start/Early Head Start links families with available community resources while empowering families to help themselves. Interaction among parents, community and staff is essential to program success.

Family Literacy – Children in Head Start and Early Head Start are exposed to a variety of literacy activities, including exposure to books and print materials daily in the classroom and during home visits, and activities to improve their language development. Head Start parents are encouraged to improve their literacy skills by obtaining their GED and/or adult basic education diplomas. This is accomplished through a partnership with the CSIU's Adult Education Programs.

Mental Health – A mental health consultant is available to work with children and families enrolled in Head Start / Early Head Start. A referral system is in place and staff members have been trained on *Second Step*, a mental health curriculum. All Head Start classrooms implement Positive Behavior Interventions and Supports to enhance the child's development of the social and emotional skills and behaviors that are critical to school success.

Services for Children with Disabilities – Head Start and Early Head Start provide early identification and intervention for children with special needs. The children and their families receive the full range of Head Start / Early Head Start services. Children are included in all regular classroom and program activities. Children with disabilities receive therapies and services through the CSIU Early Intervention program and Northumberland County Behavioral Health and Intellectual/ Developmental services.

Transition – Northumberland Area Head Start works with the seven local school districts to provide a smooth transition from Head Start into the public school system, and from Early Head Start into Head Start or another early childhood program.

Early Head Start Services – Using the *Parents as Teachers Curriculum*, the program involves parents in their children's development and education through center-based programming, home visits and socialization activities. Pregnant women, infants and toddlers up to the age of three receive education, health and special services.

Benefits of Head Start

Children – Head Start children are reported to score higher on school readiness tests; have lower absentee rates in public school; show greater improvements in developmental, speech, vision and hearing problems; experience fewer dental problems and have their health and vision problems successfully treated and after participating in Head Start.

Families – Parents involved in Head Start report a better understanding of child development, school readiness and public school expectations, have greater quality of life satisfaction, and have increased confidence and coping abilities. Head Start parents also report positive changes in their personal lives and increased knowledge of available social services and resources.

Communities – Head Start works to reduce the predictors of later juvenile delinquency and to reduce childhood anti-social behavior. Head Start works to assist parents in improved parenting skills by providing family support and education. Head Start also provides leadership in successful community partnerships.

2018-2019 School Readiness Plan and Goals

School Readiness Plan

Our mission is to provide care and education for the children and their families residing in the Northumberland County area. At Northumberland Area Head Start, we emphasize that the

parent is the child's "first teacher" and partner with them to help the child and the family attain "School Readiness." We strive to promote healthy cognitive and physical outcomes, as well as, the social and emotional skills necessary to transition successfully into the school districts serving Northumberland County.

Working with local school districts and agencies dedicated to Early Childhood Education (the former **LEARN**-Local Education and Resource Network- the **LICC**-Local Interagency Coordinating Council and the Greater Susquehanna United Way's Transition to Kindergarten Meeting) to achieve our goal of "School Readiness" we have formulated the following family, community and school goals.

We will encourage Families to:

- Provide loving, caring relationships and environments for their children
- Remain current with well-child check-ups, immunizations and dental visits for their children
- Provide healthy meals for their children
- Provide opportunities to be physically active for their children
- Provide a positive role model by taking an active role in the education for their children
- Read daily with their children
- Talk daily using questions and back-and-forth conversations with their children
- Support school attendance for their children

We will encourage Communities to:

- Support initiatives that assure the importance of Early Childhood Education
- Provide accessible health/dental care
- Continue to work with providers to offer high-quality child care and learning opportunities

We will encourage Schools to:

- Welcome all age eligible children and support their diverse learning needs
- Partner with NAHS and other early learning providers to advocate for quality experiences for young children
- Build upon the social, emotional, physical and cognitive skills of all children as they enter the school systems
- Partner with the families to assure that every child is afforded the opportunity to reach his/her potential

Northumberland Area Head Start and Early Head Start is committed to provide all children school readiness opportunities to prepare the whole child for transition. The learning environment supports children's growth in all domains: language, literacy, mathematics, social studies, technology, science, social & emotional, creative arts, physical and approaches to learning.

School Readiness is embedded throughout the program within each area of a child's day. Examples of activities that support school readiness are:

- Integrated Service Area Plans
- Screenings
- Evidence based curriculum

- Assessments
- Outcomes
- Individual Child Goals developed with parents
- Lesson Planning
- Family Partnership Agreements
- Health services
- Professional Development for all staff
- Parent Trainings
- Inclusive relationship with parents
- Ongoing monitoring
- Partnerships with schools
- Partnership with local LEA (CSIU 16)
- Partnership with the community (guest readers, safety curriculum enhanced by visits from the local fire department, foster grandparent program, Bucknell University, student interns, field trips in the community)
- Transition Plans (EHS, HS and School)

Plan of Action for achieving the established school readiness goals

Northumberland Area Head Start/ Early Head Start's plan of action includes but is not limited:

- Develop **lesson planning** that is developmentally appropriate, supports individualization and embeds school readiness goals across domains.
- Create **individual child goals** with the parents. Goals are based on assessment information, individual child needs, school readiness goals and outcomes.
- **Professional development** is based on staff needs, school readiness, developmentally appropriate practices, assessment information, outcomes, evidence-based teacher practices, evidenced-based curriculum, supervisor feedback, effective transitioning and increase continuity providing staff with training in these specific areas.
- **Parent goals and trainings** are set up to support and assist parents with continuing their child's school readiness goals
- **Partners** such as school districts, the local LEA, and other partnering agencies continued support and review assists with continuous changes in goals
- **Family Partnership Agreements** that are developed with the parent and focus on school readiness goals

Ongoing assessment and monitoring

- **Developmental and social/emotional screenings** are completed with each child within the first 45 days of entry into the program.
- **Assessments** are completed on each child at least three times a year.

- **Observations** are completed on each child throughout the program year.
- **Portfolio** samples and information is gathered on each child assessing and monitoring individual progress.
- **Individual Goals** in Head Start are developed with the parent after the first assessment cycle and reviewed three times per year with the parent. Parents also identify a school readiness goal. The goals are monitored for progress monthly via lesson plans to modify/update/continue goals in the classroom. The goals are monitored with the parents via home visits and parent teacher conferences. In EHS, individual child goals are developed with the parent during home visits and monitored weekly via home visit plans.
- **Lesson plans** are developed using assessment information, individual child needs and school readiness goals.
- **Data** is entered into software program and aggregated and provided to teachers to embed in lesson planning.
- **Ongoing monitoring** drives school readiness goals. Ongoing monitoring includes, but is not limited to: assessments, school input, parent input, staff input, outcomes, community assessment, supervisor observation, environmental monitoring (ECERS and ITERS, CLASS observations and the Program Information Report (PIR).

Program Improvement Plan

- **Review/Update** school readiness plans and goals on an at-least annual basis to ensure the program is meeting and or exceeding necessary preparation and school readiness.
- **Review/Update** goals and plans with schools and local Intermediate Unit on an as needed basis.
- **Review/Update** outcomes and assessment information and update School Readiness Goals as necessary to align with aggregated data.
- **Review/Update Strategic Plan** at least semi-annually.

School Readiness Goals

Northumberland Area Head Start uses the Key Developmental Indicators of the High Scope Preschool Curriculum as our “readiness goals”. These Indicators align directly with the Head Start Early Learning Outcomes Framework, as well as, the Pennsylvania Early Learning Standards (Pre-Kindergarten) and Common Core Standards. For purposes of assessing attainment level of the Indicators, NAHS has chosen the Work Sampling System. A complete crosswalk has been formulated to help teachers, parents, and administrators understand the alignment.

Northumberland Area Early Head Start uses the PA Learning Standards (Infant/Toddlers) as well as the Head Start Early Learning Outcomes Framework to formulate “readiness goals.” Early Head Start works on developing relationships with parents and children and

strengthening families by linking the families to services available within the local communities. We have developed the following continuum for our “Readiness Goals.”

Social and Emotional Goals

1. Children will see themselves as valuable and worthwhile individuals in their homes, classrooms, and communities.

Infant: shows pleasure or discontent, smiles at self in a mirror, repeats sounds and gestures made by a familiar adult

Young Toddler: begins to show preferences for toys and objects, begins to show fear, and begins to make choices

Older Toddler: displays strong preferences, possessiveness, begins to speak to self, and shows pleasure trying new activities

Preschool: demonstrates a positive self-identity, participates in the community of the classroom, recognizes that people have different roles and functions in the community and demonstrates an understanding that people have diverse characteristics interests, and abilities

2. Children will express feelings, thoughts and needs appropriately to adults and peers

Infant: will calm while being held, will withdraw when over-stimulated

Young Toddler: will find comfort in familiar routines, demonstrates intense emotion with tantrums

Older Toddler: demonstrates pride in accomplishments, attempts to please adults, and begins to demonstrate a strong sense of self using terms-“no”, “me do it” and “mine.”

Preschool: recognizes, labels and regulates their feelings, resolves social conflicts, and builds relationships with adults and other children

3. Children will engage in and maintain positive adult and peer interactions.

Infant: will babble and coo to gain the attention of a familiar caregiver, make eye contact when spoken to, and respond to efforts to comfort, will show distress when another child is crying, and reach for peer during play

Young Toddler: will begin to use gestures and words to express needs, respond to questions verbally, and imitate actions of familiar adults, will demonstrate empathy by attempting to comfort peers

Older Toddler: begins to show interest in unfamiliar adults, demonstrates comfort in play when familiar adult is not immediately present, seeks comfort from familiar caregivers, will begin to recognize and name the feelings of others

Preschool: will build relationships with adults and other children, will demonstrate empathy toward others, will resolve social conflicts or seek adult help when needed, interacts easily with peers and familiar adults

4. *Children will display levels of attention, emotional regulation and behavior in the classroom that appropriate to the situation and supports available.*

Preschool: will participate in the community of the classroom, will resolve social conflicts, will engage in pretend play during Second Step lessons, will follow rules and routines with reminders, interacts easily with peers and familiar adults, manages transitions

5. *Children will internalize classroom rules, routines, and directions*

Preschool: will participate in the community of the classroom, will resolve social conflicts, will build relationships with familiar adults and other children, will follow rules and routines with reminders, manages transitions

Language and Literacy Goals:

1. *Children will respond to sights and sounds.*

Infant: look at or move forwards named person, babbles or coos in response to language, imitates sounds made by adults

Young Toddler: will follow a one-step direction, understands descriptions of activities

Older Toddler: shows understanding of position words and follows a two-step direction

Preschool: follows 2-3 step directions, predicts what may happen next in a story, and is able to carry on a conversation with another person

2. *Children will use sounds and body movements to communicate.*

Infant: babbles and begins to use single words, uses voice to express pleasure or displeasure

Young Toddler: Uses 2 word phrases, uses gestures and/or inflection when speaking.

Older Toddlers: uses words to express ideas and needs, uses pronouns, begins to use words in song, and begins to use “what”, “why and where”

Preschool: accurately delivers a message from home, uses social conventions-please and thank you, uses sign language to indicate who they want to sit with or next to

3. *Children will use and comprehend increasingly complex and varied vocabulary:*

Preschool: will demonstrate an understanding of language, will use an expanded vocabulary and language for a variety of purposes, adding relevant ideas, telling jokes, and using words to communicate feelings

4. *Children will begin to show interest in print.*

Infant: gaze, babble, and pat books when reading with an adult

Young Toddler: will choose a favorite book or part of a book, will ask to be read to

Older Toddler: will be able to answer simple questions about a book, be able to identify print in the world around him i.e. signs, print on favorite food labels, and will begin to use writing tools to imitate adult writing

Preschool: understands speech can be written down, uses letter-like shapes to convey meaning, begins to understand the concept of “a word”, begins to understand reading progress from front to back, top to bottom, left to right

Approaches to Learning Goals

1. Children will actively construct knowledge through routines, play, practice and language.

Infant: uses mouth, hand and eyes to explore toys, body and the environment

Young Toddler: use senses to explore the environment

Older Toddler: explores characteristics of objects, asks questions, and shows interest in what others are doing.

Preschool: shows curiosity as a learner and begins to ask questions for clarification—Who, what, when, where, why

2. Children will begin to organize complex information and thoughts into small steps and goals.

Infant: try to make things happen, attend to interaction with adult

Young Toddler: Interact with people for short periods of time, enjoys repeated activities

Older Toddler: engages with peers, completes tasks with others, will attend to a complex task with adult encouragement.

Preschool: demonstrates task persistence, and accepts help when encountering a problem

3. Children will begin to understand consequences when recreating familiar routines and events.

Infant: will show comfort when familiar routine is used

Young Toddler: will demonstrate awareness that other children have different attachments

Older Toddler: will demonstrate awareness of differences in body types, clothing, etc.... by asking questions

Preschool: uses prior experience to solve situations encountered, experiments with non-traditional use of materials, implements suggestions of others

Cognition and General Knowledge Goals

1. Children will begin to construct knowledge of mathematics through observation and the active manipulation of objects.

Infant: will actively explore objects with repeated actions, will begin to sequence stacking and nesting toys.

Young toddler: will begin to imitate rote counting, and begin to sort objects of like attributes.

Older Toddler: begins to demonstrate one to one correspondence, repeats number songs, finger plays and chants.

Preschool: begins to solve math in concrete ways—begins to subitize, begins to understand comparisons—more/less, long/short, wide/narrow, begins to understand ordinal numbers

2. Children will begin to explore solutions through the exploration of new and familiar materials.

Infants: will begin to problem solve by moving objects, exploring objects with hands and mouth, and begin to use gestures to meet their wants and needs.

Young Toddler: will begin to organize objects to solve problems, i.e. stacking, nesting, and constructing.

Older Toddler: will experiment with new uses for familiar objects, will demonstrate exploration of new materials, and will begin answering questions from adults.

Preschool: substitutes several smaller blocks for larger ones, compares objects, begins seriating, understands time using the day's routine to sequence events

3. Children will use basic shapes and spatial reasoning to learn about themselves in relation to the environment.

Infant: emergent

Young Toddler: begins to solve simple puzzles, begins to construct simple block structures, attempts to put together manipulates such as snap beads

Older Toddler: is able to demonstrate basic knowledge of shapes by playing with shape toys, puzzles and other manipulates

Preschool: recognizes and begins to describe the attributes of shapes, understands several positional words, begins to recognize, duplicate and continue established patterns.

4. Children will begin to demonstrate scientific reasoning through observation, planning and investigation of their environment and technology.

Infant: emergent

Young Toddler: begins to observe and explore the characteristics of living and non-living things. Imitates use of various technologies in play.

Older Toddler: begins to recognize and discuss the needs and characteristics of living and non-living things. Communicates about technology in their environment.

Preschool: uses observations to describe, compare and categorize, reason, analyze, draw conclusions and problem solve in regards to their environment. Identifies and uses technology in the classroom and home.

Physical Well Being and Motor Development Goals

1. Children will begin to demonstrate small muscle control to practice basic self-care skills and tool use.

Infant: will begin to hold bottle, reach for and attempt to grasp small food pieces and hold utensil in attempt to feed self

Young Toddler: begins to self-feed, begins to wash hands, brush teeth, and attempts to manipulate clothing

Older Toddler: will wash hands, will attempt to use tissue to wipe nose, attempts to use toilet independently.

Preschool: manipulates art materials and tools, uses small manipulatives, using stringing and lacing materials, solves multiple piece puzzles

2. *Children will gain large muscle control for movement and balance through active experiences and exploration.*

Infant: begins to hold head, gains control of muscles to sit independently, will begin to move towards objects independently, will begin to pull self-up to standing position.

Young Toddler: will gain balance and control to walk independently, will throw a ball, kick a ball, climb on, or crawl in, out or over large objects.

Older Toddler: will attempt an underhand throw, attempts to catch thrown objects, uses riding toys with confidence, runs with increasing speed and agility, attempts to jump with two feet.

Preschool: begins to hop several times on each foot, alternates feet on stairs, maintains balance while moving on a balance beam, gallops, throws a ball at a target and catches a ball tossed to them

3. *Children will identify and practice healthy and safe habits.*

Preschool: begins to demonstrate an understanding of the need for food, water, shelter and remaining safe, the role of doctors, dentists, and nurses, shows an interest in stories about health issues, and fire safety

Program Long Term Goals

Beginning in the grant year starting December 1, 2015, Northumberland Area Head Start (NAHS) and Early Head Start (EHS) were converted to a five-year award to provide services in Northumberland County. Part of the grant award required the program to develop long-term program goals that will have long-term impacts on our community.

The goals, impacts and objectives developed by the program for this five-year term are as follows:

Program Goal #1: The Northumberland Area Head Start / Early Head Start program will strengthen systems to support children, families, and the community preparing children for success in school and a lifetime of learning.

Impact: *Families will be able to support their family's health, education and social services needs over time. Community providers will have an easier time reaching families who need their services. Communities benefit from stronger families.*

<i>Objective</i>	<i>Outcome</i>
1. NAHS/EHS will expand parent's knowledge of the impacts of social emotional development on a child's readiness for school by August 2018.	Children, families and staff will develop positive relationships and environments that support social-emotional competence and resiliency in the classroom.
2. By August 2018, NAHS/EHS will work with interested child serving agencies to develop an increased consistency of response/message for parents seeking help with challenging behaviors or mental health needs.	Parents will express increased satisfaction with the services they receive to assist with challenging behaviors and/ or mental health needs.
3. NAHS/EHS will identify and provide services to meet the changing needs of children and families by the 2017-18 school year.	The program will adapt services to support the needs of enrolled families.
4. By May 2017, NAHS/EHS will enhance community relationships that support children's and family's health and well-being.	Families and children will have more direct access and familiarity with community resources.

Program Goal #2: The Northumberland Area Head Start/Early Head Start program will strengthen teaching practices to ensure children enter preschool and kindergarten with the skills and resources they need to be successful.

Impact: *Head Start children will be engaged and successful students, successful in kindergarten and beyond.*

<i>Objective</i>	<i>Outcome</i>
1. Each NAHS classroom will show a one-point increase in score in the Instructional Support domain by June 2020.	Teachers will learn and consistently implement strategies that support concept development, quality of feedback and language modeling.
2. By 2020, NAHS/EHS will implement the Positive Behavior Interventions and Supports (PBIS) framework with fidelity in classrooms with consistent staff.	Teachers will have a proactive approach to dealing with challenging behaviors by understanding and implement the PBIS framework. Children will enter school with improved social and emotional health, which will allow for increased positive peer relationships.
3. By September 2016, NAHS/EHS will implement individualized positive social and emotional support strategies to children identified as high risk which will result in a decrease in their aggressive or isolating behaviors by June of each program year.	Children will demonstrate more positive behaviors and will be more successful in school and in their interactions with peers and family.

4. By September 2017, strengthen the instructional staff and parent's ability to improve the vocabulary of children entering Head Start and kindergarten as measured by improved scores on child assessment measures. Individual child scores will improve by 5% over baseline data.	Children will enter kindergarten with age appropriate expressive and receptive language skills.
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Program Goal #3: The Northumberland Area Head Start / Early Head Start program will strengthen the family's capacity to support and sustain their child's progress and engagement with their school readiness.

Impact: *The Head Start and Early Head Start children and families will be prepared to succeed in all future learning experiences. Head Start children will be engaged and successful students, and succeed in kindergarten and beyond. Parents / families will advocate for their children; support and sustain their success; and facilitate their ability to close the achievement gap.*

<i>Objective</i>	<i>Outcome</i>
1. By September 2016, NAHS/EHS will develop and implement a process to measure and aggregate progress towards reaching parent and family outcomes, including health and nutrition goals	Parents will utilize available resources and supports to meet their goals. Children's health and nutrition will improve.
2. By June 2018, NAHS/EHS will understand and alleviate the obstacles that contribute to inconsistent attendance and strengthen parents understanding about the importance of good attendance and its impact on positive learning outcomes.	The number of children dropping from the program due to poor attendance will decrease. Improve the rapport between the staff and families.
3. By June 2020, program wide parent participation will increase from the 2015-2016 baseline data as a result of the increase in the quality and variety of parent engagement activities program wide.	Increased parent participation in the engagement activities. Increased parent to child rapport during engagement activities. Increased parent to staff rapport during and after engagement activities. Increased parent knowledge of how to support school readiness goals for their children.

Results of Most Recent Federal Monitoring Review

December 2017: The Head Start program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations and policy requirements.

Annual Internal Audit Review: No findings

Health Services

The data refers to children enrolled in the programs more than 45 days.

- Established Medical Home: HS-100%; EHS- 100%
- Established Dental Home: HS- 100%; EHS- 100%
- Received Preventative dental care: HS- 77%; EHS- 59%
- Dental Screenings Completed for Children: HS- 86%; EHS- 93%
- Children with Health Insurance at end of enrollment year: HS- 100%; EHS- 100%
- Children up to date with EPSDT screening and preventative care: HS- 94%; EHS- 100%
- Children up to date with Immunizations: HS- 100%; EHS- 100%
- Children with chronic medical conditions receiving treatment: HS- 91%; EHS- 67%

Parent Involvement Activities

- Fatherhood Initiatives
- Home Visits
- Parent/Teacher Conferences
- Parent Meetings
- Policy Council
- Parent and Family Engagement Events
- Parent Trainings
- Transition Activities
- Volunteering
- Health, Education, Disabilities and School Readiness committee/advisory meetings
- Early Literacy Activities

Collaborations

- Pennsylvania Pre-K Counts (Milton, Line Mountain, Mt. Carmel, Shamokin, Shikellamy and Warrior Run School Districts)
- Head Start Supplemental Assistance Program
- Central Susquehanna Intermediate Unit Early Intervention Program
- Adult Education/GED Program
- MHMR Early Intervention Program

Transition to School Activities

- Classroom Visits (Kindergarten classrooms)
- Kindergarten teacher visits to Head Start Classrooms
- Head Start teacher visits to Kindergarten classes
- Transition Parent Meetings
- Collaboration with the Early Childhood Coalition
- Distribution of summer packets of readiness activities

- Home Visits (Parent/Child Activities for School Readiness)

Percent of Funded Enrollment Reported as Children with a Disability

Head Start – 19.6%

Early Head Start – 37%

Families Participating in Goal Setting Process

Head Start – 100%

Early Head Start – 100%

Proposed Federal Budget for 2019-2020

Personnel:	\$1,540,459
Benefits:	\$ 926,635
Occupancy:	\$ 171,542
Staff Travel:	\$ 55,869
Child Transportation:	\$273,500
Supplies:	\$129,880
Other:	\$ 22,420
Indirect:	\$ 249,624
Total:	\$3,369,929

This reflects an increase of \$521,584 in funding for the Head Start and Early Head Start programs . Additional funding is received from the US Department of Agriculture, Child and Adult Care Food program (CACFP), to support nutrition services to children.

2018-2019 Strategic Plan: Board Approved: 8/21/19: Policy Council Approved: 8/8/19

The Northumberland Area Head Start/ Early Head Start Strategic Plan outlines a continuous quality improvement plan or CQI has been compiled and created from a wide variety of evaluation and self-assessment sources. Northumberland Area Head Start and Early Head Start’s Strategic Plan is reviewed, revised and updated annually. The process of “Input” → “Identify Need” → “Improvement Plan” → “Monitor Outcomes” → back to “Input” is part of every staff meeting, management meeting, and team meeting. In many cases, ongoing situations are identified quickly and ideas for improvement are sought for immediate implementation. The process of developing goals and objectives is ongoing.

Evaluation/input/data sources include:

<ul style="list-style-type: none"> • Annual Audit • Appropriate State and Federal regulations, policies, and reports from on-site visits • Classroom/home visit observations, ECERS (Early Childhood Environmental Rating Scale), CLASS (Classroom Assessment Scoring System) observations 	<ul style="list-style-type: none"> • Head Start/Early Head Start self-assessment data • Health Services Advisory Committee input • Management Team • Monitoring Reports • Child and Family records review • Annual staff performance appraisals 	<ul style="list-style-type: none"> • Outcomes results/data • Program Information report (PIR) data • Salary/Benefit Comparability study • School Readiness Goals/data • Site/classroom monitoring, including site safety checklists and follow-up.
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The Strategic Plan includes forward-looking visionary goals, including financial objectives that guide future direction. All goals are measurable. Implementation involves organization of the program's resources and motivation of the staff to achieve the objectives. The implementation of the strategies will be monitored and adjustments made as needed.

The plan will determine where Northumberland Area Head Start and Early Head Start are going over the next year. The goal-based model shows how we will get there and how we will know the goal has been achieved. The Strategic Plan is segmented into Short Term Goals/ Objectives and Long- Term Goals/Objectives.

2019-2020 Short Term Goals

1. Implement duration in ten Head Start classes.
2. Develop a comprehensive plan to implement Practice Based Coaching with home visitors.
3. Develop strategies to increase participation in EHS socializations by addressing barriers that keep families from attending.
4. Develop new strategies to recruit more effectively in the community to develop and maintain a larger and more consistent waiting list.
5. Develop strategies to improve math outcomes.
6. Increase Head Start staff knowledge of phonological awareness.
7. Implement the Ready Rosie parenting curriculum with Head Start and Early Head Start.
8. Expand Professional Learning Communities to improve skills in the CLASS instructional support domain.
9. Expand Practice Based Coaching opportunities in Head Start.
10. Implement a new professional evaluation tool for Head Start instructors.
11. To redefine EHS training plans to better meet the needs of new employees.
12. Develop program goals for the 2020-2025 grant period.

2019-2020 Long Term Goals

1. Continue to explore options to increase staff compensation.
2. Continue to explore options for alternate classroom space in the Sunbury area.

3. Stabilize transportation services through a contracted system.

2019-2020 Financial Goals

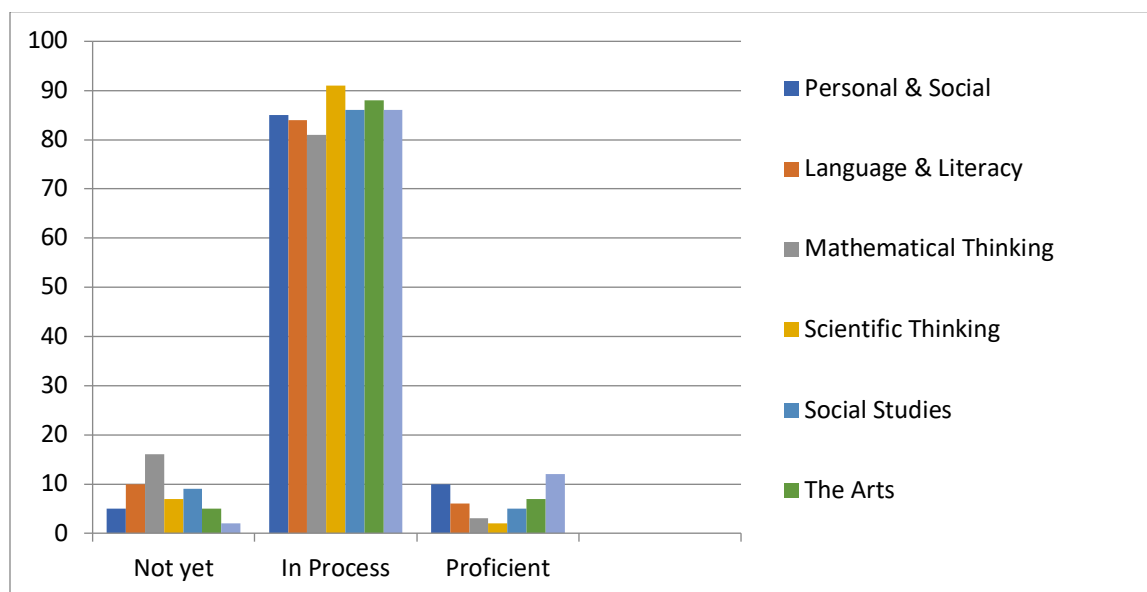
1. Review monthly expenditures to explore options for cost savings.
2. Provide staff with COLA increases comparable to the CSIU if funding is available.
3. Continue to seek outside funding opportunities.
4. Maintain or increase Head Start Supplemental Assistance Program (HSSAP).
5. Seek out regional T/TA training opportunities and/or training opportunities available through the CSIU and coordinate program wide training when appropriate.
6. Utilize the PA Education Joint Purchasing Council and COSTAR for reduced pricing on goods.

Head Start Child Outcomes Data

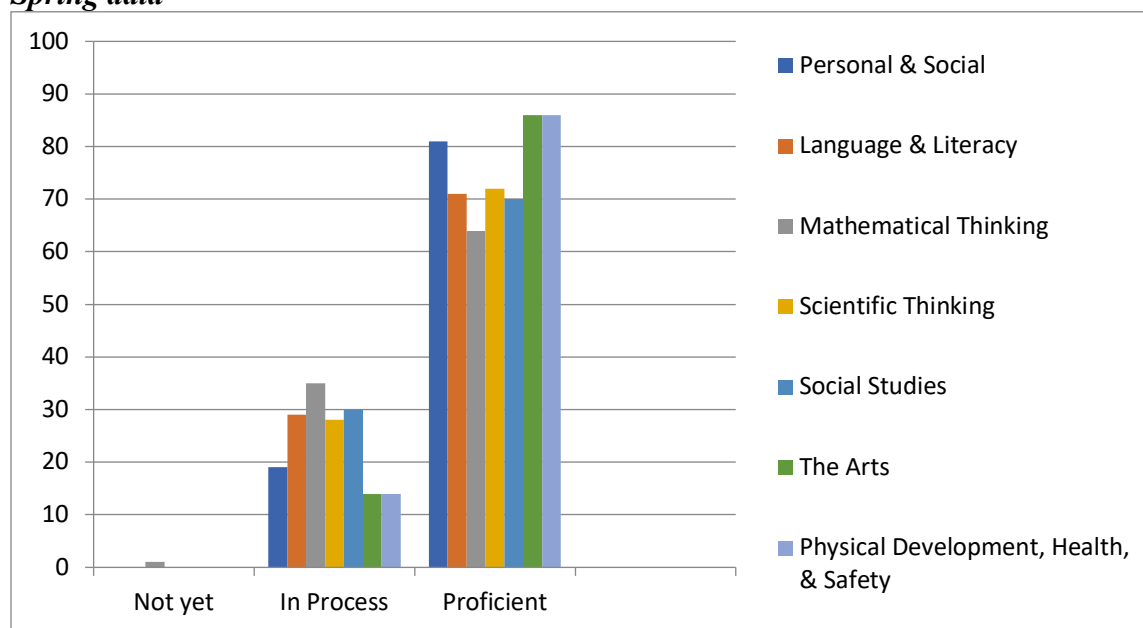
Work Sampling assessment data indicates that children are making significant progress towards achieving school readiness in all developmental domains.

Work Sampling Assessment: 4-Year-Old Children 2018/19

Fall Data

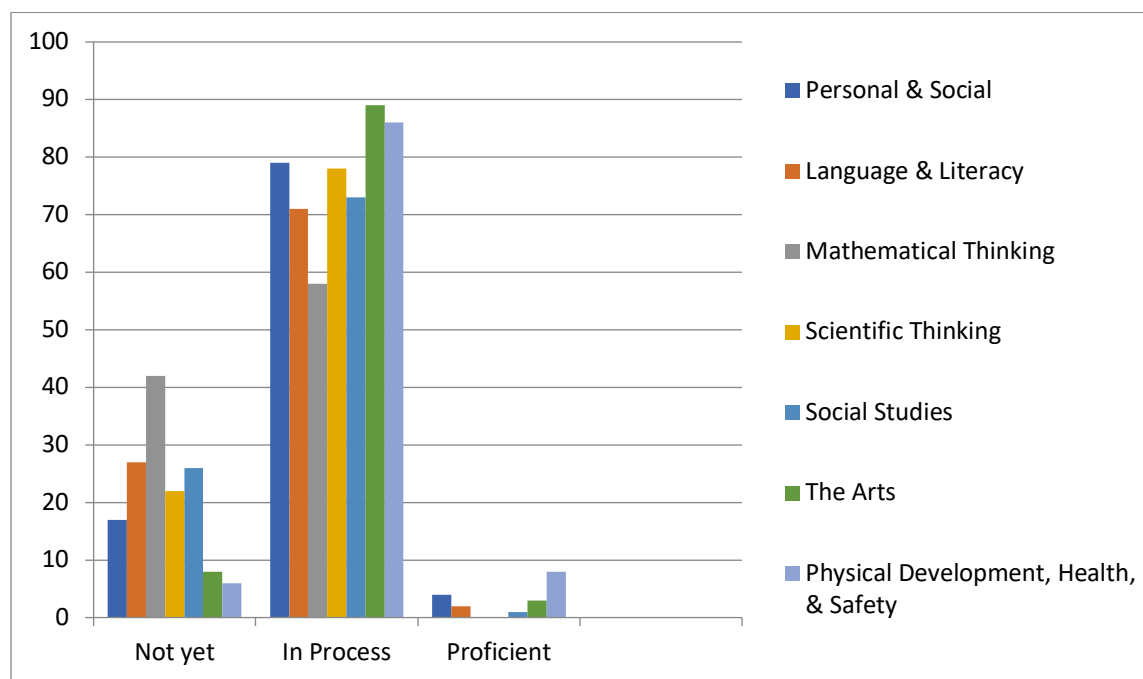


Spring data

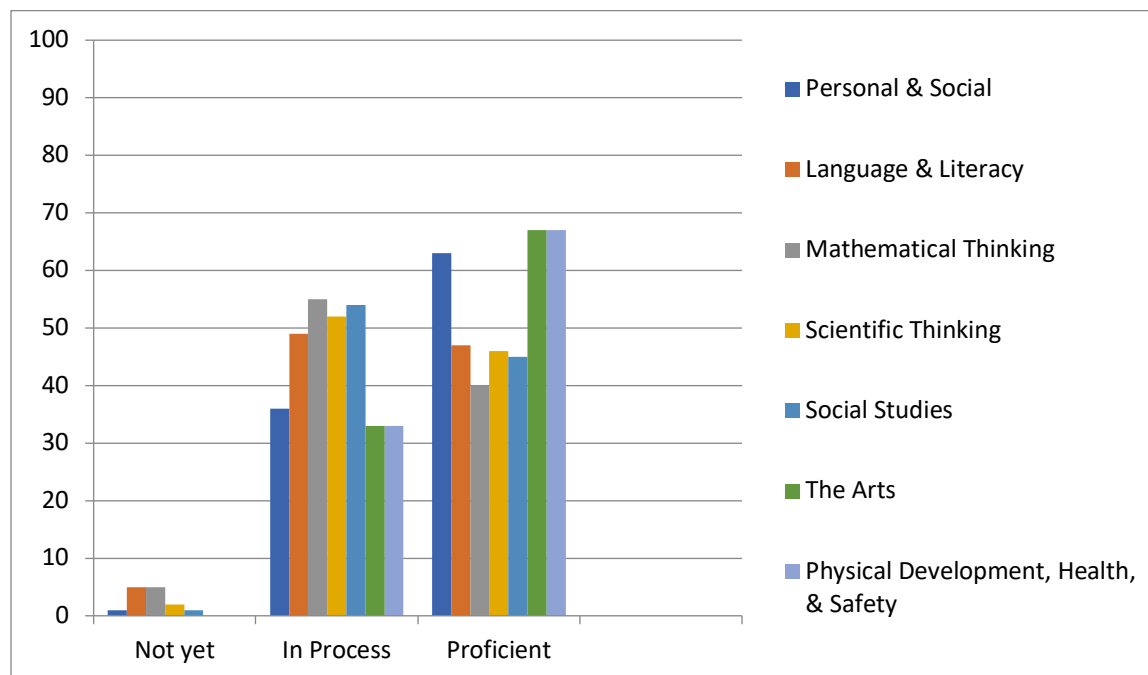


Work Sampling System Assessment 3-Year-Old Children 2018/19

Fall



Spring



Teachers worked with parents to develop a parent-identified school readiness goal, and provide them with ideas, strategies and activities to support their ability to work on the goals. End of year data revealed that 4% of parents reported “not yet” on the goal, 44% of parents reported their goals were “in process” and 52% reported the goals as “proficient”. An analysis of this data resulted in a determination that it may be impacted by including children who were not enrolled for the entire school year. We anticipate separating this data next year into full year and part year enrollment.

Families were provided with weekly “homework” activities to support their child’s learning. Data revealed that parents completing homework ranged between 37%-73% of the families in a classroom, with an average of 54% completion. Data also revealed that participation is highest at the start of the year and declines as the year progresses. The program intends to increase math homework in the next school year in response to outcomes data.

When looking at progress in the five domains, it is more relevant for us to look at progress in the eight domains as measured on our WSS assessment tool. The progress data for the three-year old’s are:

1. Personal and Social Development- Children demonstrated an increase of 58.4% in the number of children rated as proficient.
2. Language and Literacy- Children demonstrated an increase of 44.81% in the number of children rated as proficient.
3. Language and Literacy for English Language Learners- Children demonstrated an increase of 5.74% in the number of children rated proficient.
4. Mathematical Thinking- Children demonstrated an increase of 39.47% in the number of children rated as proficient.
5. Scientific Thinking- Children demonstrated an increase of 46.44% in the number of children rated as proficient.
6. Social Studies Children demonstrated an increase of 43.43% in the number of children rated as proficient.

7. The Arts- Children demonstrated an increase of 63.81% in the number of children rated as proficient.
8. Physical Development and Health- Children demonstrated an increase of 58.89% in the number of children rated as proficient.

The progress data for four-year old are:

1. Personal and Social Development- Children demonstrated an increase of 71.79% in the number of children rated as proficient.
2. Language and Literacy- Children demonstrated an increase of 61.38% in the number of children rated as proficient.
3. Language and Literacy for English Language Learners- Children demonstrated an increase of 7.12% in the number of children rated as proficient.
4. Mathematical Thinking- Children demonstrated an increase of 61.49% in the number of children rated as proficient.
5. Scientific Thinking- Children demonstrated an increase of 69.93% in the number of children rated as proficient.
6. Social Studies Children demonstrated an increase of 58.32% in the number of children rated as proficient.
7. The Arts- Children demonstrated an increase of 65.36% in the number of children rated as proficient.
8. Physical Development and Health- Children demonstrated an increase of 78.82% in the number of children rated as proficient.

The data reveal that, as expected, four-year old's demonstrate greater progress than three-year old's, but all children make significant progress. The data also indicate areas where the program can provide additional staff development opportunities, resource materials, classroom materials or increased mentoring and coaching. NAHS/EHS operates in a continuous quality improvement mindset, so assessment data is consistently used to make course corrections to improve child outcomes.