



SUM CHILD DEVELOPMENT, INC. HEAD START, EARLY HEAD START ANNUAL REPORT APRIL 1, 2014-JUNE 30, 2015

This report focuses on the **Head Start and Early Head Start** programs, which serve young children from families with incomes at or below the federal poverty level. Snyder Union Mifflin Child Development (SUMCD) has been providing Head Start services since 1969 and Early Head Start services since 1992. In addition to the comprehensive services to children (which include education, health, nutrition, medical, and dental services), Head Start and Early Head Start involve caregivers in all levels of program planning.

Family services include information about child development, assistance with referrals to local social service, employment, education agencies, and more. Head Start and Early Head Start emphasize engaging parents/caregivers in developing goals for their children and themselves, with staff supporting them in meeting those goals. Through Policy Council and local parent meetings, families have a strong voice in program development and operations. Programs such as Head Start and Early Head Start are successful because they engage parents in every aspect of their child's growth and development, while assisting them in reaching their own life goals.

SUMCD operates a quality Head Start and Early Head Start program. The Triennial Federal review of fiscal operations and program services in 2013 found SUMCD programs to be in compliance with applicable program performance standards, laws, regulations, and policy requirements, which SUMCD continues to monitor and maintain. Additionally, the federal Department of Health and Human Services indicated no audit concerns or issues with any audit reports in the organization's 46-year history.

This report includes information that all Head Start and Early Head Start programs must share publicly at least once a year through an annual report. If you would like more information about these programs, please contact SUMCD at 570-966-2845 (Union/Snyder Counties) or 717-242-3032 (Mifflin County).

BUILDING THE FUTURE THROUGH EARLY CARE AND EDUCATION, ONE FAMILY AT A TIME.

FISCAL OVERVIEW

Funding Received

HS/EHS federal grants	\$5,472,871
Child and Adult Care Food Program grant	\$214,796
Early Intervention funds from local Intermediate Unit	60,459
Volunteer support and local donations	\$1,368,218
TOTAL PUBLIC FUNDS	\$7,116,344

Audit Report by Herring and Roll, CPA, for the 15 month period ending June 30, 2015:

- *No findings related to the financial statements as per generally accepted Government Auditing Standards*
- *No audit findings for federal awards*
- *No reportable conditions in internal control over major programs*
- *No audit findings under Section 510(a) of OMB Circular A-133*

Comparison of Budget with Actual Expenditures

Expense Categories	Actual	Budget
Personnel	2,799,749	2,888,782
Fringe Benefits	789,260	808,412
Travel	9,265	6,875
Supplies	103,285	89,000
Contractual	173,044	113,037
Other	822,328	780,669
Indirect-Administrative Expenses	775,940	786,096
In-kind Expenses	1,368,218	1,368,218
TOTAL EXPENSES	\$6,841,089	\$6,841,089

SCHOOL READINESS

SUM Child Development School Readiness Goals prepare children for kindergarten and beyond! In SUMCD Programs, children will:



**Social
Emotional**

- Develop positive relationships with peers and adults, while learning to regulate emotions and behaviors.



**Physical
Development
and Health**

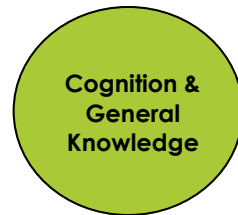
- Develop improved gross and fine motor skills.



**Language &
Literacy**

- Demonstrate age appropriate phonologic awareness.

- Demonstrate persistence, problem solving, curiosity, and motivation in learning.



**Cognition &
General
Knowledge**

- Demonstrate age appropriate cognitive skills and general knowledge in the areas of mathematics, science, and social studies.



**Approaches
to Learning**

SCHOOL READINESS PLAN

Below are the goals from the SUMCD School Readiness Plan. Progress has been made toward the achievement of goals, as noted.

1. By June 2015 SUMCD will formalize the School Readiness Team's purpose, membership, and frequency of meetings. **Progress to date: Purpose remains unchanged but membership is updated** due to changes in school district representation and to include SUMCD's Data/Quality Assurance Coordinator (DAQUA).
2. SUMCD will develop a data collection and analysis plan that will, at minimum:
 - a. By June 2015, identify resources needed to implement a data analysis process, including staff and consultant supports. **Progress to date: Accomplished with hiring of Data/Quality Assurance Coordinator.**
 - b. By June 2016, identify qualitative and quantitative data sources that are relevant to measuring school readiness progress. **Progress to date: Beginning October 2015, a Data Management Report generated monthly shows aggregate child data from COPA (attendance, enrollment, disabilities, staff turnover) and Child Outcome Data generated three times/year from GOLD reports.**
 - c. By June 2016, identify methods for ensuring validity and reliability of assessment and other data used to measure school readiness. **Progress to date: Identified rater reliability function in Teaching Strategies GOLD. DAQUA work plan includes developing process for implementing use of GOLD rater-reliability by September 2017.**
 - d. By June 2016, develop a schedule for data collection, analysis, and reporting. **Progress to date: Draft schedule developed and being piloted for finalization by June 2016.**
3. By June 2016, SUMCD will have a School Readiness Communication Plan that informs key internal and external stakeholders (including but not limited to the Board, Policy Council, Parents, Staff, and School Districts) of progress in School Readiness Goals. **Progress to date: Communication plan remains rudimentary and is tied to goal number 2d.**
4. SUMCD will enhance current family event activity plans to better connect to the Central Learning Domains, as they relate to the agency's School Readiness Goals. **Progress to date: Accomplished.**
5. SUMCD will develop a policy and process for supporting the home language of children and families in all aspects of service delivery. **Progress to date: Established a process to identify bilingual staff in HR Database; key management attended trainings on supporting home languages of children and are charged with revisions of SUMCD's Early Care and Education Manual.**
6. SUMCD will include staff trainings related to school readiness in its annual agency and individual staff professional development planning process to, at a minimum, ensure valid and reliable assessment information, improve instruction, and better support family engagement. **Accomplished and ongoing.**

OUTPUTS

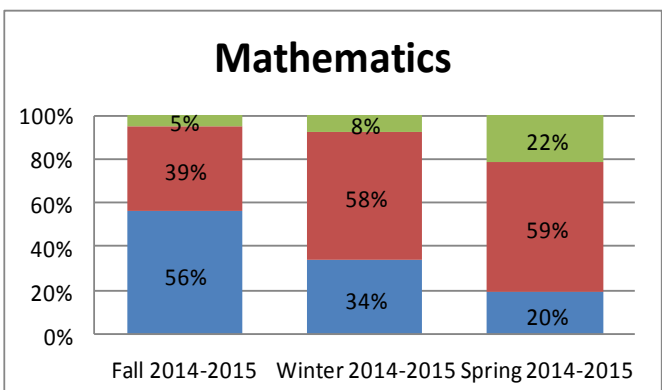
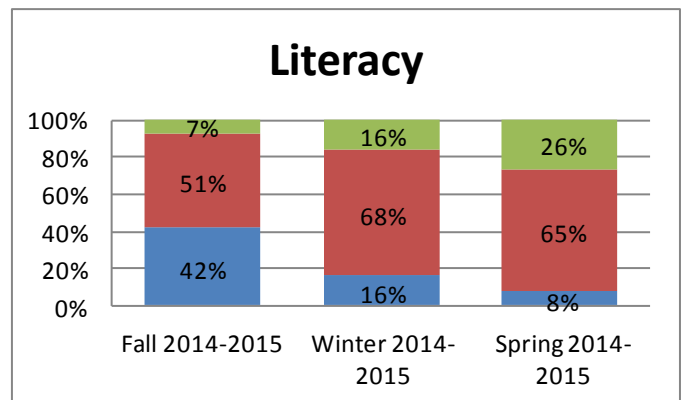
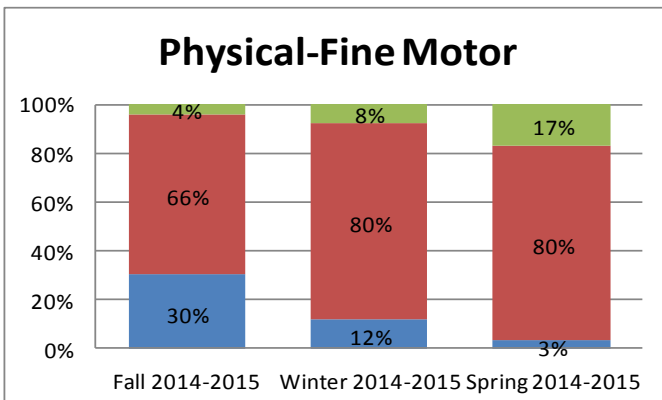
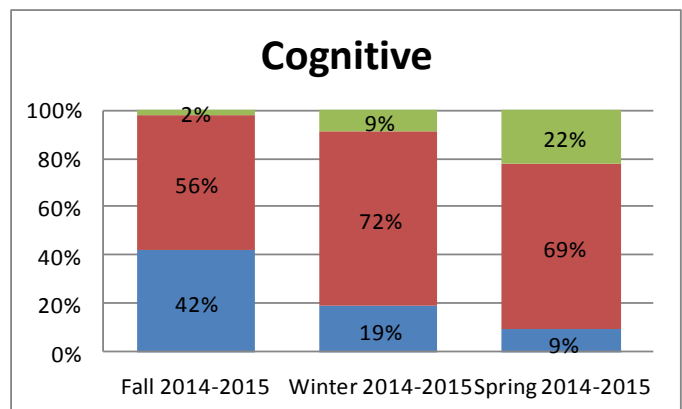
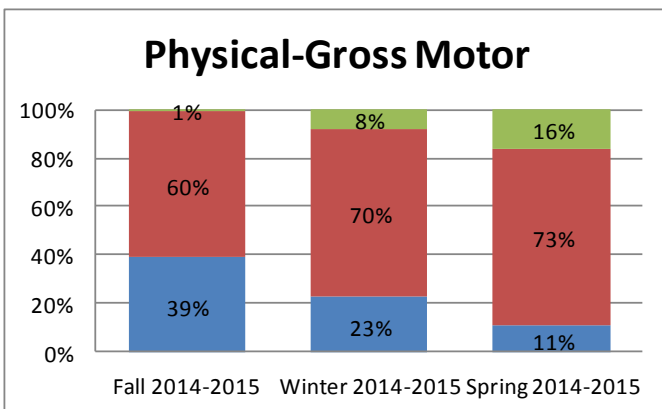
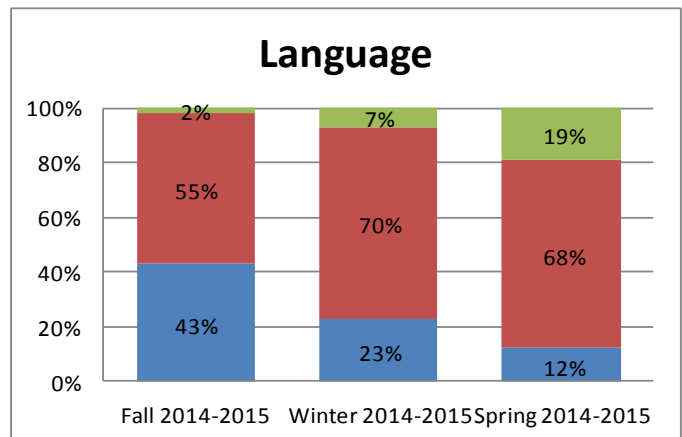
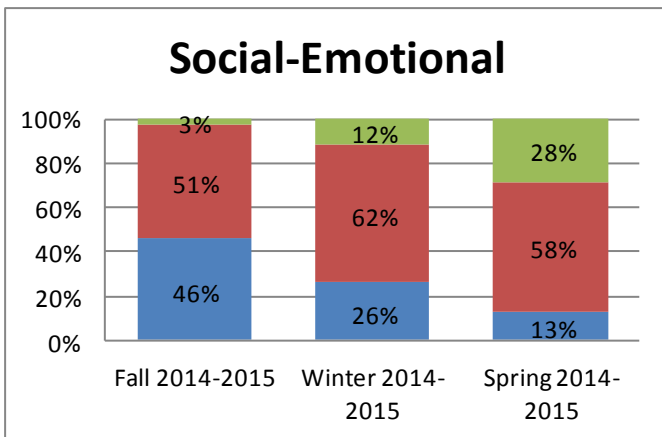
HEAD START	
Preschool children funded	360
Children served over one year period	418
Average monthly enrollment	100% of funded enrollment
Children that had services discontinued by parent within first 45 days	4%
Number of children transitioned to kindergarten	122
Ended program year with health insurance (3 families without health insurance did not qualify for Access/CHIP and were searching for private insurance at the end of the program year).	99%
Ended program year with a medical home	98%
Up to date with immunizations (5% of HS children received all immunizations possible at this time, but a health care professional determined they should not receive all immunizations appropriate for age)	95%
Ended program year with a dental home (17 children withdrew from the HS program prior to 45 days needed to identify a dental home)	95%
Received dental treatment if needed (all children had appointments scheduled for a date after the program year ended)	96%
Had an Individualized Educational Plan	22%
Families that experienced homelessness	6
Teachers that had a Bachelor's Degree or higher	50%
Parents involved in the program through parent meetings, parent education/training, policy council, board of directors, classroom volunteering, family days, home visits, and/or parent conferences	100%

EARLY HEAD START	
Infants, toddlers, pregnant women funded (25 through the State, 130 through federal funding)	155
Infants, toddlers, pregnant women served over one year period	226
Average monthly enrollment	100% of funded enrollment
Children that had services discontinued by parent within first 45 days	7%
Ended program year with health insurance (6 of 15 pregnant women did not have health insurance at the time their infant was born)	93%
Ended program year with a medical home (6 of 15 pregnant women did not have a designated medical home at the time their infant was born)	93%
Up to date with immunizations (1 EHS child received all immunizations possible at the time, but a health care professional determined that he should not receive all immunizations appropriate for their age)	100%
Ended program year with a dental home	72%
Had an Individualized Family Services Plan	6%
Families that experienced homelessness	2
Classroom teachers that met the degree/credential requirement (CDA/ equivalent or higher)	100%
Parents involved in the program through parent meetings, parent education/training, policy council, board of directors, classroom volunteering, family days, home visits, and/or parent conferences	100%

HEAD START OUTCOMES

Fall/Winter/Spring 2014-2015

KEY
■ Exceeding ■ Meeting ■ Below

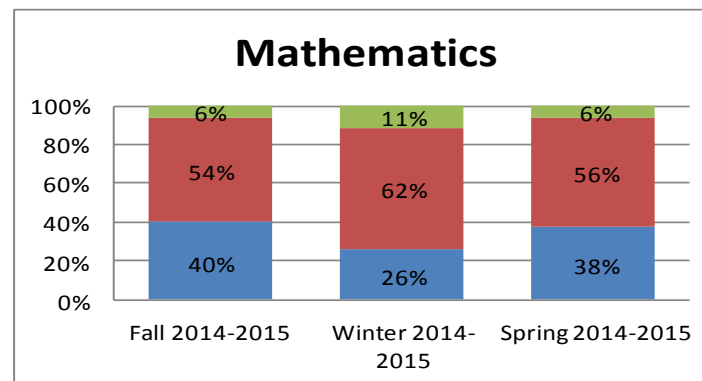
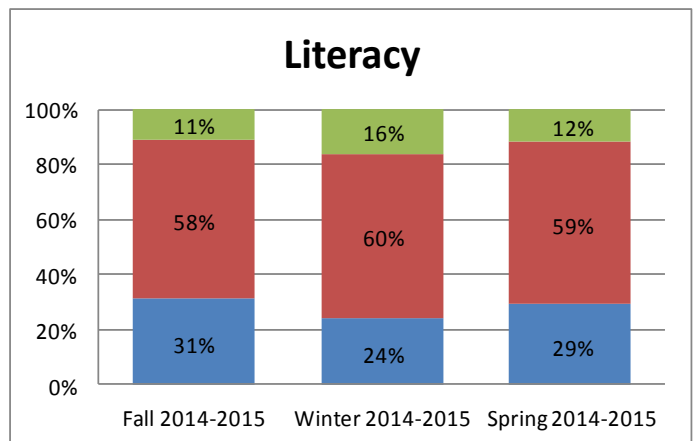
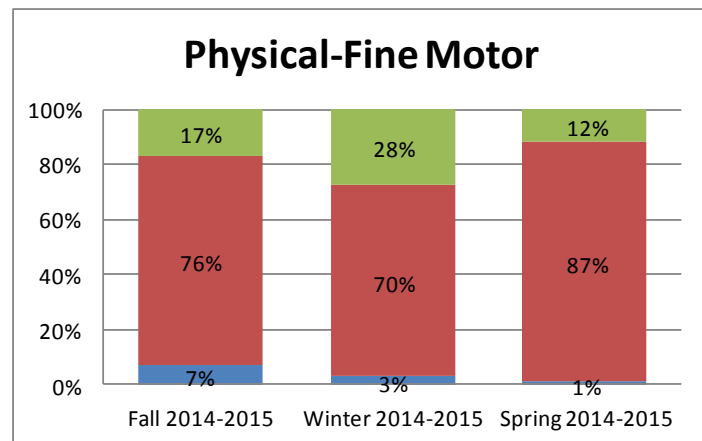
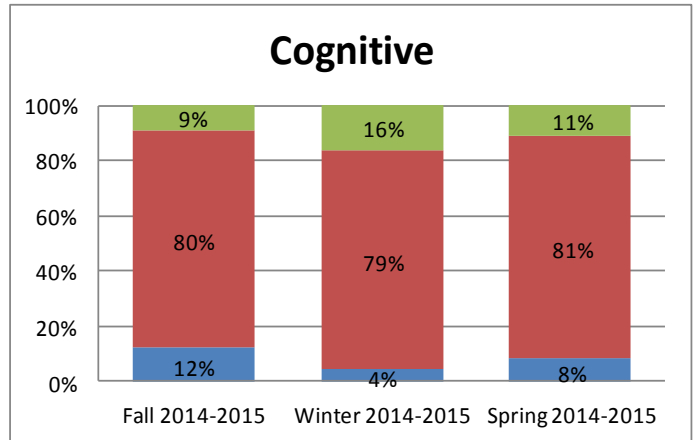
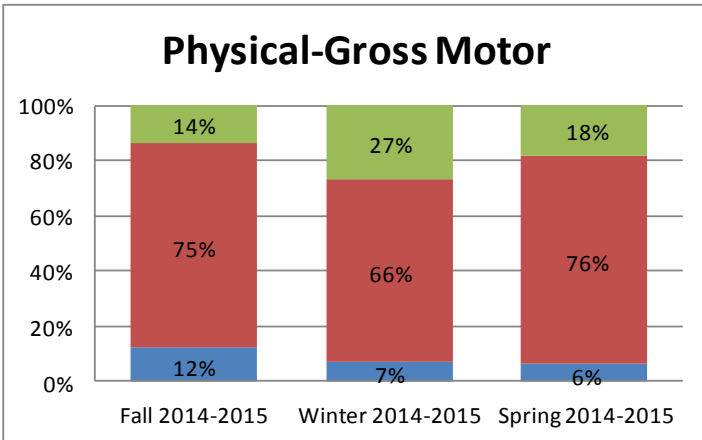
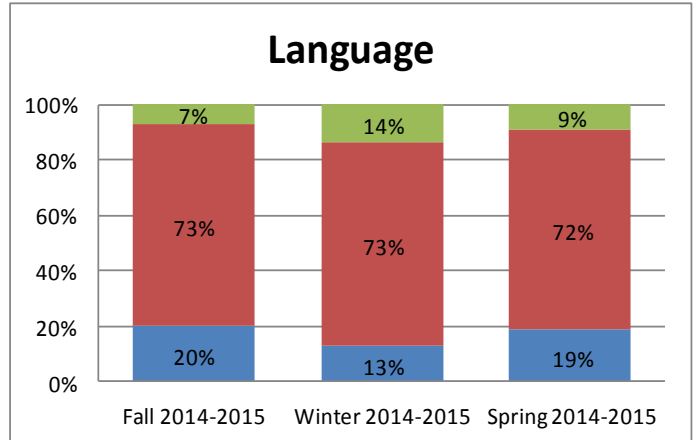
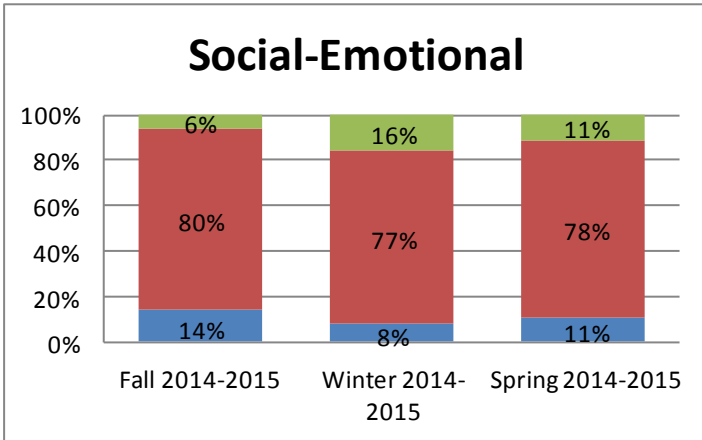


Highlights:

- All dimensions show growth in the % of students exceeding and a decrease in the number of students who were below throughout each checkpoint.
- Each dimension shows at least a 27% decrease from Fall to Spring in the % of students scoring below.
- 56% of all HS students were Below in the Fall compared to 20% in the Spring.
- Nearly 90% or more of all HS students in the Spring scored either Meeting or Exceeding in Physical & Fine Motor, Cognitive, and Literacy.

EARLY HEAD START OUTCOMES

Fall/Winter/Spring 2014-2015



Highlights:

- A similar pattern occurred in all areas except the motor skills dimensions where the % of students meeting/exceeding grew from Fall to winter by roughly 7% but decreased in Spring by anywhere from 3-11%.
- 60% of all EHS students were meeting/exceeding in Mathematics in the Fall, which increased in Winter to 73%, only to decrease to 62% in the Spring.
- The percentage of students Meeting/Exceeding increased anywhere from 1-6% from Fall to Spring.

BOARD OF DIRECTORS

Kathy Guyer, President
Ron Stauffer, C.P.A., Vice-President
Leo Weidner, Secretary/Treasurer
Adanma Akujieze
Colleen Flewelling, Ph.D
Terry Heintzelman
Marilyn Huff
Peter Kay
Phyllis Mitchell
Karen Woland Payne
Margaret Peeler
Michael Redding
Rachel Smith



POLICY COUNCIL

Tiffany Camp
Michele Hauck
Rachel Heckert
Jamie Heimbach
Laura Kummerer
Amanda Long
Lynnae McLaughlin
Brittany Miller
Cindy Myers
Ambra Pandel
Terri Sellers
Lyndie Sipe
Elizabeth Smith
Mary Smith
Melinda Sweitzer
Ann Wagner
Kelly Wileman
Tiffany Yeater
April Yocum



CENTRAL OFFICE

14 S. 11th Street Mifflinburg, PA 17844
(p) 570-966-2845 (f) 570-966-9693

MIFFLIN COUNTY OFFICE

10 Bollinger Road Lewistown, PA 17044
(p) 717-242-3032 (f) 717-248-3529