



# Bedford County Early Head Start Bedford/Fulton County Head Start

## 2018-2019 ANNUAL REPORT



Operated by:



ALLEGHENY LUTHERAN  
SOCIAL MINISTRIES  
*We Touch Lives*

## A Message From: The President/CEO and Board Chair

Greetings!

What could be more precious than a child? And what could be more important for a child than to have a good beginning in life?

Allegheny Lutheran Social Ministries (ALSM) is blessed to have Early Head Start/Head Start as part of our organization. The program helps provide the requisites and environment for good beginnings of children from X to Y. Of course, in so doing, we touch the lives of their families and people in their communities. We take seriously our mission and pursue it with a particular joy because we are involved with precious children.

Our Early Head Start/Head Start program serves the needs of parents and children by fostering development in a variety of areas: learning readiness, transition to public school, health/nutrition, mental health, parental involvement, and social interaction. Perhaps the last area should be called “control of social interaction.” Those wonderful little voices sometimes seem never to stop!

To accomplish our mission, we partner with school districts and other community programs.

Our staff and our partners are committed to the parents and children we are blessed to serve, and it gives joy to and provide them with the support and companionship they need to thrive in their households and our communities.

In service,



**Patricia W. Savage, President/CEO**



**The Rev. John Miller, Chair, ALSM Board of Trustees**

### Mission Statement

We are a comprehensive, family-oriented program of dedicated, compassionate facilitators who motivate families to help themselves and their children reach their full potential in an ever-changing environment.

We work in partnership with families to build children's and parents' strengths, promote their self-esteem, and encourage self-sufficiency and life-long learning. We guide and support parents as their children's primary nurturers and educators. We provide individualized services to prepare each child for success in school and life.

We will continue to work in partnership with families and communities to identify and respond to their changing needs and the needs of their children through provision of services, resources, referrals, education and advocacy.

### Vision Statement

We support ALSM's mission through an integrated and coordinated department for Children's Services that maximizes the quality, diversity and potential of our programs for meeting the current and future needs of the communities we serve.

We pledge to continue to work in partnership with families and these communities to identify and respond to their changing needs through promotion of services, resources, referrals, education and advocacy.



*"Tell me and I forget. Teach me and I remember. Involve me and I learn." - Benjamin Franklin*



## About Children's Services:

Children's Services is part of Allegheny Lutheran Social Ministries (ALSM), a not-for-profit organization with services that span the generations.

ALSM Children's Services programs, including Head Start and Early Head Start, are motivated by a strong set of organizational beliefs and values including the following: Quality, Inclusion, Empowerment, Collaboration, Learning, Advocacy, Wellness, Nurture, Diversity and Continuity.

We are dedicated to helping parents build on their own strengths to improve the quality of life for their children and families. We also believe in and are committed to the importance of quality birth-to-school-age services.

We see the achievements of our program as the result of the combined efforts of our staff, parents and community. We work together to make our program the best that it can be.

*"The Head Start Teachers and Early Head Start PCEs have been great with helping me find solutions to situations that we have had within our family. Our PCE provided me with a form so I could obtain my child's birth certificate! I have been a member of Policy Council for three years and have had a great experience. I love that I have a voice in my children's education and classrooms, and I've enjoyed getting to know parents from other areas in our county." — Amanda, Head Start & Early Head Start Parent*



*"The EHS Program has helped me set and accomplish personal goals. EHS has offered different ways of learning to help my child, such as alternative "calm down" techniques, how to engage in independent play, toilet training, and much more. I am thankful for the opportunity to serve on Policy Council. At first, I was shy, but now I have no problem speaking to anyone. I love and appreciate everything that Head Start and Early Head Start has done for me and my family!" — Heather, Early Head Start Parent*

# Head Start

## Research Indicates...

Children having had Head Start services are:

More likely to:

- Have improved intellectual/ cognitive skills
- Be healthier
- Have enhanced self-esteem
- Exhibit good social/ emotional skill development

Less likely to:

- Be retained in grade
- Require special education
- Drop out of school

Parents involved in Head Start:

- Have increased self-confidence
- Have increased involvement with their children.
- Are more knowledgeable about their child's learning and development.
- Are more likely to continue involvement when their child enters the public school system
- Are more aware of community resources.
- Feel they have more control over their lives.

*"The Head Start/Early Head Start Program has become a big part of our family. As a parent, they have helped me set goals, and work toward them. I've made new friends and social connections with other parents. I've also had the opportunity to attend trainings with HS/ EHS staff. If I ever have any questions, I can ask my PCE, confidently knowing they will provide the information that I need."*—

**Whitney, Early Head Start Parent**

Head Start is a federally funded child and family development program that promotes the school readiness of income eligible children from three to five years of age. The program strives to enhance the cognitive, social and emotional development of each child in a learning environment that supports each child's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, and physical skills.

Head Start also provides children and their families with health, educational, nutritional, social and other services that are determined based on family needs assessments.

Head Start recognizes the importance of family focused early intervention and strives to build upon the strengths of each family.

Services and opportunities for children and families are provided through Head Start's major service areas including:

**Education:** Provides a variety of developmentally appropriate learning experiences to foster intellectual, social and emotional growth through center, combination and home-based options to prepare your child for school.

**Transition:** Provides children and parents with information and educational opportunities to prepare them for entrance into the public school system.

**Disabilities Services:** Ensures that children with disabilities receive the full range of developmental services in an inclusive environment.

**Health/ Nutrition:** Emphasizes the importance of early identification and treatment of health problems and comprehensive health care

**Mental Health:** Recognizes the importance of providing mental health and psychological services to children and parents to encourage emotional and social development

**Parent Involvement:** Recognizes parents as the primary educator of their child and the most important influence on their child's lives, parental involvement is encouraged at all levels

**Social:** Provides a wide range of education and training opportunities.

**Bedford/Fulton Head Start provided services to 191 children. Bedford Early Head Start provided services to 88 children, and 6 pregnant women.**



At least 10 percent of enrollment opportunities are made available for children with disabilities, regardless of income.

## 2018-2019

### Bedford/Fulton County Head Start

#### Indicators:

- 191 children received Head Start services (funded enrollment is 173).
- The average monthly enrollment was at or above 100%.
- 179 families received Head Start services.
- Lead and hemoglobin levels were tracked and monitored.
- All children enrolled received vision, hearing, and speech screening along with a weight, height, and body weight index, with follow up guidance provided.
- 99% of the children had a medical home.
- 100% of children received preventive dental care. 98% had a dental home. 89% of children received a dental exam; 83% of those needed and received treatment.
- 92% of the children were up-to-date with immunizations. 80% were up-to date for Early and Periodic Screening, Diagnostic and Treatment. (EPSDT)
- More than 23% of all children enrolled were identified as having a disability.
- Our program was at full enrollment each of the operating months.
- 100% of the children were eligible for Head Start services.

#### Transition:

During the 2018-2019 program year, children and parents participated in many different transition activities. Parents and children had the opportunity to participate in a Family Night about transition. Children went home with a copy of the book, *The Kissing Hand*. Parents received information and handouts on preparing their children for kindergarten. They received a list of children's books to read with their children over the summer, as well as information on P.L. 94-142 and advocating for their children. All parents in the program received additional handouts to assist them in preparing their children both for preschool and kindergarten. Every child leaving Head Start and entering kindergarten received a Kindergarten themed book and a backpack filled with school readiness activities, books, and manipulatives. Head Start teachers completed a developmental checklist for each child entering Kindergarten. These checklists were forwarded to the school districts for Kindergarten teachers to review and use for planning purposes.

#### Preparing Children for Kindergarten:

An important goal for the Bedford/Fulton Head Start and Bedford Early Head Start programs is to prepare our children for kindergarten. We want to prepare not only our children for kindergarten, but also their parents.

- Home visits focus on the parent being the child's first and best teacher.
- All educational domains are covered with the children and parents on home visits.
- The Creative Curriculum and Teaching Strategies Gold Assessment tool are used to promote learning and assess children's progress.
- Individual portfolios are compiled including a sampling of the children's work from both home visits and classroom. Parents are presented with this portfolio at the end of the program year.
- I Am Moving, I Am Learning focuses on gross motor skills and children making healthy choices. Activities are implemented in each classroom and during home visits.
- The Incredible Years Curriculum provides social and emotional lessons and development in the classroom.
- Classrooms focus on providing a safe and healthy learning environment where many opportunities for teacher-initiated and self-directed play allow children to explore and develop a sense of curiosity and love for learning.
- Individualization occurs for all children during the entire class day, as well as during home visits.
- Positive Behavior Interventions and Supports (PBIS) has been implemented into our program to increase social and emotional competencies in children and address challenging behaviors in early childhood.

#### On-Site Review:

Our most recent on-site federal review, conducted by the office of Head Start, indicated we are in compliance with the Head Start performance standards.



# Parent Engagement Highlights

## 2018-2019

There are many opportunities throughout the year for parents to become involved:

- Policy Council: Leadership, decision-making, conflict resolution and budgeting are just a few of the skills practiced by parents who volunteer to participate. Sub-committees review program budgets, policies/procedures and program planning.
- Classroom Volunteer: Provides parents the opportunity to volunteer throughout the year.
- Parents participate in home visits by planning individual activities with parent input.
- Fathers or the male role model of the household are offered a variety of activities in which to participate each year. Male-focused activities are developed for home visits, family night events, and special involvement events that provide them the opportunity to interact and learn about their child's development.
- 17% of the staff are past or current parents.
- Professional development opportunities were offered to current parents who were interested to obtaining their Child Development Associate certificate or GED (General Equivalency Certificate).
- Parents receive information and tools to allow them to develop smoke free homes. Families that smoke are offered information on ways to quit and are referred to additional support services.

Many other opportunities include a field trip in the community to learn about healthy cooking, local orchard visits, classroom art projects, museum trips and many more. We believe that parents are the key to their children's development.

Two "Family Night" events were scheduled in the evening to allow participation for working parents. These fun-filled evenings include family focused activities developed around educational topics that give parents practical ideas and resources that can be utilized in the home. A focus on healthy foods, wellness and physical activity accompany each event.

### Goals for Parent, Family, Community Engagement Framework:

To amplify our focus on positive Family Engagement Outcomes, our families set goals in Parent and Community Engagement that build on family strengths, promote self-esteem, encourage self-sufficiency and support lifelong learning for all family members.

Some of our goal areas include:

- \* Increased home visit completion rates through effective tracking and reporting.
- \* Increased focus on family and community volunteer efforts to increase non-federal share donations.
- \* Increased use of technology to meet the family communication needs including parent friendly apps and online family engagement systems.
- \* Improvements on strategies for meeting with parents which will include ensuring that environments are inviting and family friendly.



*"My Early Head Start Parent-Child-Educator has done a great job helping my son through his speech difficulties. He also has had trouble paying attention, and learning how to play. Our PCE has worked with him through all of this, focusing on his speech, making sure he engages in play, and that he knows how to be involved with other children. She has done a tremendous job helping to prepare my son for his future."* — **Brian, Early Head Start Parent**

# Collaborations & Partnerships:

*Partnerships allow Head Start and Early Head Start enrolled children from working families to receive comprehensive services provided through Head Start/Early Head Start while children are at the center. They also provide families with services and resources to help them become self-sufficient.*

## **Your Safe Haven**

Provides education to families around preventing sexual abuse.

## **United Way of Bedford County**

The United Way funds the literacy program. Approximately 270 Head Start and Early Head Start enrolled children received books.

## **Central Fulton School District**

Participate in collaborative scheduling that allows Head Start enrolled children to attend the district pre-school program and Head Start program.

## **Children and Youth Services of Bedford County**

We collaborate with the Bedford County Children and Youth Services (CYS) agency providing support to families that have open cases. We work in partnership to assist families involved with CYs to obtain needed health care, keep recommended appointments, complete important goals required to have their CYs case closed and in some cases have staff assist in supervised visitations with families whose children have been temporarily removed from their home. Head Start/Early Head Start also provides services to foster children involved in CYs, when possible.

## **Northern Bedford County, Northern Bedford School District**

Northern Bedford County School District became an established partner in 2008-2009, when Head Start preschool services for eligible three- and four-year olds were offered within the elementary school. Head Start families were able to receive the services offered by the district, while benefiting from the comprehensive services provided by Head Start.

## **LOVE INC. of Bedford County**

39 families and 122 enrolled children received Easter baskets through Love INC. in 2019.

## **Fulton County Partnership**

Provide support to enrolled families through transportation to medical appointments, sponsor a dental clinic and transport families to work.

## **Intermediate Unit 08**

IU8 and Head Start work together to make joint decisions to create an atmosphere of community, agency cooperation and coordination. The partnership promotes education and awareness, in order to benefit preschool children and their families by facilitating a smooth and effective flow of services from providers. Our collaborations facilitate the inclusion of children with disabilities and typical developing peers so that typical all children may experience the enrichment that comes from sharing in their developmental years.

## **Early Intervention of Bedford & Somerset County DBHS**

Early Head Start is a reliable participant in the Bedford County LICC and the Fulton County LICC and has been for many years. Representatives from Early Head Start actively collaborate with the other LICC members to participate in Child-Find activities, community fairs and events to increase Bedford and Fulton County residents' awareness of the programs and services our agencies provide. With parental permission, the Early Head Start Disabilities Manager directly refers children in Bedford and Fulton County to the Early Intervention program in the event developmental delays are indicated on screenings completed by the Early Head Start home visitors. The direct referral process from Early Head Start to the Early Intervention program is managed so that the parent is then contacted by Early Intervention, thus removing the parent from having to contact Early Intervention themselves. In today's day and age of busy schedules and lifestyles, it is often appreciated by families to be assisted in this process.

## **Cumberland Union Rescue Mission**

54 low income families received food baskets from the Rescue Mission in December 2018. This helped to feed more than 282 family members of children enrolled in the Head Start/Early Head Start program during the holiday season.

## **Fulton County Early Head Start**

Head Start works closely with this agency to ensure a smooth transition as children transition from their program into ours. We share referrals and support families in crisis and serve as members on each other's Policy Council.

## **Chestnut Ridge School District**

Chestnut Ridge School District has been a partner since 1999, when preschool services for Head Start-enrolled four year olds in the district were provided services through a collaborative effort. Head Start children and families are able to receive the services offered by the district, while benefiting from the comprehensive services provided by Head Start.

## **Intermediate Unit 11**

Intermediate Unit 11 has been a partner since 1999, when preschool services for Head Start-enrolled three and four year olds in Fulton County were provided in an inclusive classroom with children enrolled in the IU program.

## **Everett Elementary**

Since 2012 the Head Start program and the Title I staff at Everett Elementary have been working toward the common goal of helping children within the district be more prepared for kindergarten. Since that time, our staff, their kindergarten and Title I staff have met on a quarterly basis for resource sharing and program updates. Head Start families are invited to all Everett Elementary Family Nights. In the spring of each year, Head Start students are transported to the elementary school for a tour of the building and to participate in activities led by the district staff. Everett Elementary Title I reading students and their teachers visit the Head Start classroom in the spring as well so the elementary students can read to the Head Start children. This cooperative effort has been extremely positive for staff and families of both programs. A staff member of the school district serves as a community member of the Policy Council.

## Early Head Start

Early Head Start's programs are designed to provide the same kinds of comprehensive child development and family support services as Head Start to families with children under age three and pregnant women.

Early Head Start's services include home visits, health and nutrition services and referrals to other social services that may be needed. Our Early Head Start programs also offer child care options for working parents.

Early Head Start's family focus is designed to help parents be better parents and help their children have a better start on a successful life.

## 2018-2019

### *Bedford County Early Head Start*

#### Indicators:

- 94 children and pregnant women received Early Head Start services.
- The average monthly enrollment was at or above 100%.
- All EHS children received age appropriate vision, hearing, weight, height, and body weight index with follow-up guidance provided.
- Lead and hemoglobin levels were tracked and monitored.
- 100% of children and pregnant mothers had a medical home. 56% of children are up-to-date on a schedule for Early Periodic Screening, Diagnostic and Treatment (EPSDT).
- 97% of Early Head Start children were up-to-date with immunization.
- 100% have a dental home and 78% received a dental exam. 1% of pregnant mothers received dental treatment.
- 15% of all children enrolled were identified as having a disability.
- Our program was at full enrollment each of the operating months.
- 97% of all children enrolled were low-income and/or categorically eligible including the 1% homeless, 3% receiving public assistance cash benefits and 2% in foster care. 3% of the children were over-income.



“Head Start/Early Head Start and Appalachia Intermediate Unit 8, have been in a collaborative classroom, co-teaching environment for the last 15 years. This environment provides children with and without an IEP to co-learn in a conducive environment. Our co-teaching environments allow students to accept others differences, provide modeling of appropriate behaviors, provide modeling of appropriate communication, and many other skills our young learners are in need of. This inclusive environment provides special education students with their least restrictive environment (LRE) as recommended by the IEP team.”

- Susan Knarr, Early Intervention Supervisor, IU08



## Early Head Start/Head Start and School Readiness

Our program uses the online Teaching Strategies Gold Assessment tool to assess each child's developmental level and progress. This assessment tool is aligned to the Head Start Child Development and Early Learning Framework and to the Pennsylvania Early Learning Standards. Three to four times per year each teacher or Parent Child Educator makes a determination for each developmental objective for each child on their caseload. There are thirty-six objectives that are organized into nine areas of development and learning. This information is used by each teacher and parent-child educator to plan for and implement an individualized education program for each child.

Following each determination period, outcomes are analyzed to ensure that our children are making progress within each objective. Child outcomes are also used to guide instruction and training of staff.

School readiness goals are established within each domain of learning for both the Early Head Start and Head Start programs. These goals are developed from assessment information based on the needs of the children. School readiness goals are assessed in an ongoing manner and changed according to the needs exhibited by the children. An important part of our program is to ensure that parents have an understanding of their child's goals and how they can be working with their child to meet and exceed their individualized goals.

Our program is dedicated to having our children be prepared for kindergarten. The outcome results indicate that our Head Start and Early Head Start programs are helping our children go to school with a solid educational foundation and are ready to continue their learning.

### School Readiness (2018-2019)

The following chart contains our program's school readiness goals from fall to winter 2018, and the percentage of our children who met, or exceeded the goals for the academic year. The child outcomes data tracking system was not able to provide accurate spring 2019 data.

School Readiness Goals	Head Start	Early Head Start
<b>Literacy:</b>		
Phonological awareness	94%	75%
Knowledge of the alphabet	85%	91%
<b>Social Emotional Development</b>		
Children will form and maintain positive relationships with adults and children	95%	92%
Participates cooperatively in group settings	91%	83%
<b>Physical Development and Health:</b>		
Balancing skills	95%	91%
Gross motor manipulation	99%	83%
<b>Language:</b>		
Uses language to express thoughts and needs	93%	81%
Uses appropriate conversational and other communication skills	89%	89%
<b>Cognitive and General Knowledge:</b>		
Number concepts and operations	85%	69%
Spatial relationships	89%	86%
<b>Approaches to Learning:</b>		
Positive approach to learning	92%	98%
Remembers and connects experiences	94%	98%

## Financial Statement:

### 2018 Financial information for Head Start Services

	Total Programs	Head Start	Early Head Start	PREK Bedford	PREK Tussey
Grants/Fec	\$2,949,447	\$1,783,735	\$917,337	\$145,340	\$103,035
Federal Fo	\$66,650	\$59,260		\$7,390	
Non Feder:	\$730,950	\$570,841	\$160,109		
Other prog	\$27,505	\$22,078	\$5,427		
TOTAL FU	\$3,774,552	\$2,435,914	\$1,082,873	\$152,730	\$103,035
Salary	\$1,492,537	\$892,799	\$477,829	\$67,911	\$53,998
Fringe Ben	\$462,074	\$279,817	\$150,095	\$20,629	\$11,533
Travel	\$138,874	\$123,320	\$13,218	\$594	\$1,742
Occupancy	\$107,959	\$60,548	\$40,394	\$4,290	\$2,727
Communic	\$52,728	\$31,266	\$19,698	\$1,130	\$634
Program fu	\$54,819	\$32,683	\$22,136		
Program S	\$721,675	\$459,595	\$188,244	\$46,461	\$27,375
Contract se	\$67,997	\$37,013	\$14,245	\$11,714	\$5,025
Non Feder:	\$730,950	\$570,841	\$160,109		
Total Progr	\$3,829,613	\$2,487,882	\$1,085,968	\$152,729	\$103,034
Proposed 2	\$2,930,572	\$1,783,735	\$917,337	\$144,500	\$85,000



“One child, one teacher,  
one book, and one pen,  
can change the world.”

Malala Yousafzai

“Tuscarora Intermediate Unit #11 and Bedford/Fulton HS have a long-standing collaboration in place in McConnellsburg. TIU 11 students and BFHS students attend the preschool classroom together 3 days per week. Our innovation method of inclusion has benefited many Fulton County children in the past. Our children share every aspect of the program day in a positive environment, participating in enriching learning activities. Children with and without IEP's work and play together each day and staff work together as co-teachers. ”

- Fran Merrifield, Supervisor of Special Education, IU11





*“Every kid is one caring adult away from being a success story.” - Josh Shipp*



*“Northern Bedford County Elementary School and Bedford Fulton Head Start have an excellent working relationship. NBC Elementary hosts a Head Start classroom in our building. The building principal collaborates regularly with Head Start staff regarding student attendance and behavior and will meet with students and parents as needed. We also meet as we transition students from the Head Start classroom to the NBC Kindergarten classrooms. All relevant materials that are sent home with students are also shared with Head Start students so that all NBC families are getting consistent information about school related procedures and activities.”*

**- Trevor Replogle, Northern Bedford County Elementary School Principal**







## ADMINISTRATIVE SUPPORT OFFICE

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## OUR MISSION

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