

Council of Three Rivers American Indian Center, Inc.

Annual Report



2013

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Mission Statement

It is the mission of the Council of Three Rivers American Indian Center to promote the socio-economic development of the Native American community and others who experience the same type of economic difficulties in the Greater Pittsburgh metropolitan area.



Agency History

The seeds of the Council of Three Rivers American Indian Center were sown in late 1969. In early 1970, when members from two Native American families met, they began discussing their situation, one which is common to all Indians. It is one of apathy, a sense of "floating" in the mainstream, being disbursed and isolated, denied native birthrights, discriminated against, deprived both culturally and otherwise and looked upon as "others". With few exceptions, this is the situation in which most Native Americans live, especially in the east. Eastern Indians face the additional challenge of being unjustly denied the benefits of programs by the Bureau of Indian Affairs BIA, and the Indian Division of the Public Health Service.

The founding members of COTRAIC felt the need to maintain a sense of our "Indianness" recapture our roots and become more conscience of our rights as Native Americans. The formation of COTRAIC was a way, to preserve our own culture and values and to provide a place where other Indian people would have that same opportunity. Beyond addressing cultural needs the establishment of an Indian organization could attend to more immediate needs of Indian people: housing, employment, as well as the need and the right to be self-determining.

Although many Indians reside in Pittsburgh, Allegheny County and the surrounding counties, there was no structure for Indian Advocacy, communication, protection of rights or maintaining a cultural identity. There was a desperate need for a place that Indian people could call their own, a place where they could gather for fellowship and understanding without being judged, ridiculed or harassed. It was agreed that if this situation were to be changed, it would have to be by the Indian people themselves. There were months of conversation and discussion that were followed by the realization that people would have to stop talking and start doing if anything was going to be changed. This realization was the beginning of a long, rough trail of sacrifice, frustration, disappointment, delays and much education. For many months, informal meetings of Indian people took place in different homes during which time ideas were formed and began to take shape as concrete plans.

In February 1972, the results of these efforts were realized when the center was incorporated as a non-profit organization under the laws of the Commonwealth of Pennsylvania. COTRAIC has come a long way since 1972. We have grown from a grass roots group of Indian families meeting in a living room into a multimillion dollar non-profit headquartered on 23 acres of land in Dorseyville, Pennsylvania. The center is open to Indian and non-Indian people alike with programs available to serve both.



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Indian and Native American Job Training Assistance and Employment Program (WIA Program)

Our purpose is to reduce unemployment among American Indians, traditionally the least serviced and poorest group in the United States. Toward this goal, the Council of Three Rivers American Indian Center has operated an employment and training program since 1976. The current program is funded through the United States Department of Labor. Eligibility factors include both a) being an American Indian, Alaskan Native or Native Hawaiian and b) having been unemployed at least seven days, are employed less than full time, or is a member of a low-income family.

Services Available

- **EMPLOYMENT AND TRAINING COUNSELING**—training and employment assessment, counseling, and orientation to optional services.
- **CLASSROOM TRAINING ASSISTANCE**—financial assistance with classes at vocational schools and public colleges.
- **JOB PLACEMENT**—direct job referrals for participants who have employment skills and good work records.
- **COUNSELING**—dealing with all employment related problems as well as counseling in the areas of job search, resume writing and interviewing.

Locations

EASTERN KENTUCKY

NIA Center

Louisville, KY 40211

WESTERN KENTUCKY

KY Indian Manpower Program

Lexington, KY 40505

EASTERN MARYLAND

Eastpoint Workforce Development Center

Baltimore, MD 21224

WESTERN MARYLAND

Western Maryland Consortium

Hagerstown, MD 21740

EASTERN PENNSYLVANIA

Delaware County Careerlink

Chester, PA 19013-6069

WESTERN PENNSYLVANIA

Council of Three Rivers American Indian Center, Inc.

Pittsburgh, PA 15238-1027

WEST VIRGINIA

WorkforceWV

Charleston, WV 25325-1349

Program Outcomes

Program outcomes are determined under a Common Measures system that is a uniform standard for all Workforce Investment Act program. The measures include:

- entered employment
- job retention
- advancement of salary and wages

Number of Participants

The program's Comprehensive Service Plan with the United States Department of Labor states that it will serve 255 participants in the current program year which starts July 1st. For the program year that ended June 30, 2014, the program has served 283 participants.

WIA Financial Report

The grant for the current program year is \$789,052. The budget is as follows:

Personnel	\$383,221
Fringe	\$185,554
Travel	\$ 50,000
Supplies	\$ 6,375
Program Services	\$ 68,814
Other	\$ 95,088

THE NATIVE AMERICAN ELDERS PROGRAM (NAEP)

The Council of Three Rivers American Indian Center, Inc. was established in 1969 to provide the opportunity for Native Americans to share their culture and values and to provide education to improve the quality of life and elevate their economic status.

The Elders program has offered a variety of services and activities to the Native American Elderly since 1977.

The Native American Elders Program can help Elders with their search for justice, inherited rights, socio-economic status, determining without termination and most important, the right to be different.

You may be eligible for a number of services. Anyone age 45 and over is eligible for the Native American Elders program. We can help make these services available by referring you to various programs.

The Native American Elders program is always available for information and assistance, just call 412-782-4457 x202

AN AMERICAN INDIAN (NATIVE AMERICAN) is a person who:

Is of Native American descent and recognized as such in the community in which they live or is enrolled or registered with a Native American Tribe.

SERVICES WE OFFER

Information and referral:	Direct provision of information and referrals for the elderly concerning community services.
Outreach:	Contact lonely and hard to reach elderly that would benefit from the program and/ or other community services.
Socialization and Recreation:	Includes activities which foster Native American culture and the health and social well-being of the elderly through direct interaction and the satisfying use of leisure time.
Counseling:	Assisting the elderly with problems in finance, life skills, consumerism, etc.
Emergency Food Bank:	A service given for those faced with a crisis situation.

For any information regarding Native American Elders program please contact the Elders Program Director, **Mr. Gil Cutruzzula**

Elders Financial Report

Revenues	\$ 42,514
Grants	40,025
Contributions	2,489
Expenses	\$42,514
Personnel and Fringe	\$36,671
Supplies	632
Advertising/Copying	154
Insurance	696
Telephone	372
Training/Technical Assistance	29
Travel and transportation	1,869
Utilities	728
Activities – Social & Health Related	1,363

Early Childhood Education Department (ECE)

In his influential book, *Emotional Intelligence*, Daniel Goleman extols the importance of the family as a site for learning:

“Family life is our first school for emotional learning; in this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings... [It] operates not just through the things parents say and do directly with children, but also in the models they offer for handling their own feelings...”.

Research continues to reinforce that what children learn before kindergarten affects their learning and success for life. The early years before kindergarten are unique; they lay the foundation for all future learning and social development and cannot be duplicated later in life. When it comes to early learning, there are no “do overs.” The Council of Three Rivers American Indian Center’s ECE department is comprised of two programs; Head Start and Pennsylvania Pre-K Counts that provide services for approximately 700 three, four and five year old children and their families.

- **Head Start** is a federally funded preschool program that serves low income at risk preschool children and their families. Head Start provides a comprehensive continuum of services which work together to increase school readiness and improve the quality of life for income eligible children and their families. Services include education, nutrition, health, support services for families, services for children with special needs, transportation etc. Because Head Start eligible children come from families living at or below the federal poverty level, they are at risk of entering kindergarten significantly less prepared to learn and succeed in school. In fact according to OCDEL’s statistics less than one in five preschoolers began the school year in state Head Start programs with age appropriate skills. By the end of the school year approximately three in five children showed age appropriate language, math and social skills. The percent of children who were proficient in:

Language and Literacy increased from 62% in fall to 97% in spring.

Mathematical Thinking increased from 80% in fall to 95% in spring.

Personal and Social Development increased from 86% in fall to 98% in spring.

Scientific Thinking increased from 65% in fall to 96% in spring.



- Pennsylvania's Pre-K Counts Program** was created to provide research-based, high quality pre-kindergarten opportunities to at-risk children across the commonwealth. Utilizing the successful Head Start model as a basis this program leverages existing early childhood education services in schools, child care programs, Head Start, and licensed nursery schools. Pre-K Counts is administrated by the state of Pennsylvania's Office of Child Development and Early Learning (OCEDL) and provides services for preschool children that are up to 200% of the federal poverty guidelines. The slightly higher income eligibility of Pre-K Counts allows COTRAIC to provide services to the children of many "working poor" families that are not income eligible for Head Start.



Community Partnerships

COTRAIC ECE programs participates in over 35 collaborations and partnerships with a wide variety of other local, regional and state organization, designed to create a tapestry of shared resources and improve the quality of services we provide for the families and children participating our programs.

PNC Partnership

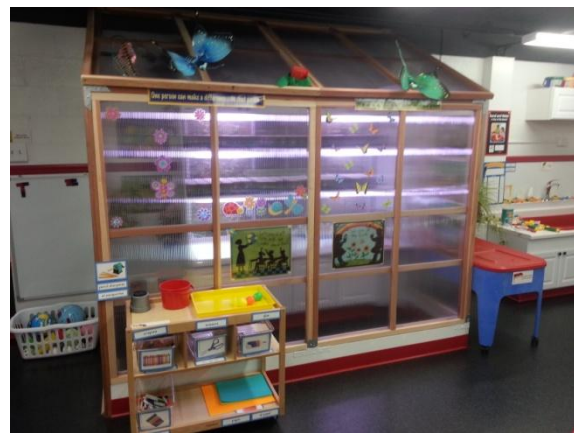
Grow Up Great, is PNC's 10 year, \$100 million early childhood education initiative funded by The PNC Financial Services Group, *PNC Grow Up Great* and *PNC Crezca con Éxito* form a comprehensive, bilingual program designed to help prepare children particularly underserved children from birth to age five for success in school and life. Through *Grow Up Great*, PNC provides the leadership, advocacy, funding, resources and volunteers to help parents, caregivers and communities in their efforts to increase the potential for young children to succeed. COTRAIC's ECE programs have enjoyed a nine year partnership with PNC during which our program operations have been enriched by the human and financial contributions of the PNC Grow Up Great program.



PNC Building a Financial Future (BFF Project): Family stability, including financial stability, is critical to a young child's development. Research over the last twenty years shows that income alone is insufficient to achieve financial stability, and that building assets in addition to income produces an array of positive effects for families. The BFF is a pilot project designed to promote financial stability for low-income families with young children. A public-private-nonprofit partnership conceived as part of the Administration for Children Youth and Families ASSET Initiative in Region 3, the project embeds asset building activities and evaluation tools into Head Start programs over a two-year period. The initiative utilizes an educational model which provides training and workshops for parents, train the trainer opportunities for staff, as well as an age appropriate curriculum add on, which is used in each of the preschool classrooms.

Eva Tansky Blum Science and Technology Room: The Eva Blum Science and Technology Lab: In October of 2011 Eva Blum was recognized for her tireless efforts in building PNC's Grow Up Great initiative from a concept for corporate philanthropy to a project that has improved the quality of education for over 250,000 preschool children since its inception in 2004. In true Miss Eva style, she requested that PNC's recognition of her work be translated into science and technology resources for the children at the COTRAIC Head Start, the program she has faithfully

volunteered at for the last eight years. Housed at our Overbrook facility, this resource center provides a variety of hands on state of the art science and technology resources and activity centers including a greenhouse, computer center and interactive Night Sky room. Each is designed to allow children to explore and learn through play. The Eva Tansky Blum Science and Technology Lab was dedicated in September 2012 and is open to all children in our program as well as children served through our community childcare partners.



“Pittsburgh Allegheny County Together” Collaboration

This group was developed in an effort to bring together all of the agencies and organizations involved in referring, providing or subsidizing early care and learning in Pittsburgh and Allegheny County. Member agencies include but are not limited to: COTRAIC, the Pittsburgh Public Schools, the Allegheny County Intermediate Unit Head Start, and DPW. The focus of this partnership is to participate in joint efforts designed to provide information and referrals to families in need of early care and learning services. This effort not only provides a valuable service to families who utilize the 800 number but also supports the full funded enrollment and school readiness for all programs.

Tickets for Kids

COTRAIC partners with the Tickets for Kids program to provide opportunities for educational, cultural and recreational activities for low income children and their families. The tickets provided through Tickets for Kids are made available through the generous donations individuals, groups and businesses who contribute as a way of ensuring that children served by non-profit and social service agencies and community groups have access to various local events, attractions and performances. COTRAIC staff chaperone the children and make all logistical arrangements.

Music, Movement and Culture

Made possible through the generous donations of several community partners, COTRAIC ECE has been able to introduce preschool children to a variety of the performing arts. Activities include the ballet and opera as well as several other music and creative movement experiences specifically designed in an age appropriate way to allow the children to learn, experience and develop an appreciation for the arts.



Parent Involvement

Active parent participation is one of the cornerstones of Head Start and is an integral part of COTRAIC's ECE programs over the past 30+ years. Engaging parents as active participants not only in the educational planning for their own children but in the program planning as well provides countless benefits for both the programs and the families. Parents can volunteer in their child's classroom, on the bus, in the kitchen or offices as well as become a member of their center level parent committee or the Head Start policy council.

Program Governance

Parents wishing to be involved in program governance are encouraged to become involved with our Policy Council. Parents are elected by peers to represent their center on Policy Council and receive training from the staff to ensure that they can carry out their roles and responsibilities. The Policy Council works with the program staff to make decisions regarding activities, program design, budgets, policies and procedures, hiring; as well as participates in the program self assessment and community needs assessment. The Policy Council meets with the program staff on a monthly basis and quarterly with our Board of Directors.

Additional activities

In addition to those mentioned above there are a number of other activities and initiatives available for parent participation.

Fatherhood Meetings – promotes active male involvement in the lives of young children.

Russell's Readers – promote in home and center level literacy efforts.

Home Activities – extends learning beyond the classroom and engages parents in the process

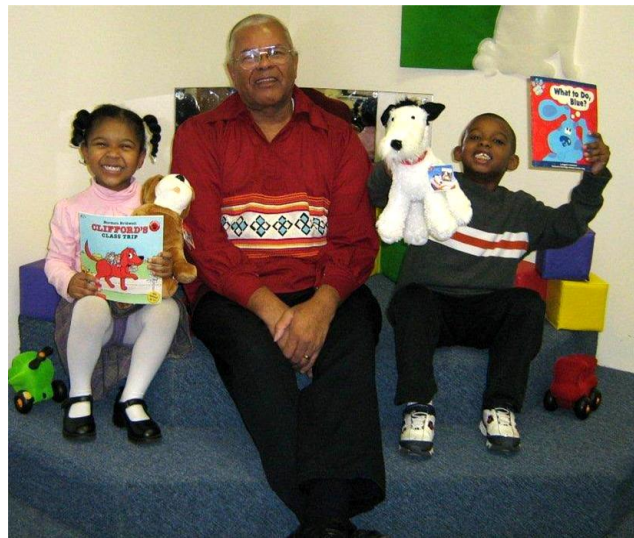
Job training – provides hands on experience in the classroom or the kitchen as well as assists parents in getting certification (CDA for education, FHC for nutrition)

All of the activities that the parents participate in generate in kind dollars which are used to match the federal funds we receive at an 80/20 ratio of federal to in-kind.

Russell's Readers

***"The more that you read, the more things you will know.
The more that you learn, the more places you'll go." Dr. Seuss***

The inspiration of our Executive Director, Russell Simms, "Russell's Readers" was developed to encourage children and families to read together. Families are asked to make a promise that they will read to their child each day. When the children tell their teacher about a book they've read at home, they get a hole punched in their Russell's Reader card. When their card is filled, they get to choose a prize!



Volunteer Statistics

# of total Volunteers:	1,555
# of Parents/Formers Parents:	1,121
# of Total Hours:	22,064
# of Volunteer Dollars:	\$14,116,561

Children and Family Services

Classrooms:

- 27 - Head Start
 - 1 Head Start/Pre-K
 - 3 - Pre-K
 - 2 childcare partnerships

COTRAIC centers are located in Hazelwood, Overbrook, Brookline, Knoxville, and Dorseyville.

Childcare Partnerships:

COTRAIC contracts with several high quality childcare facilities to provide comprehensive services to Head Start and Pre-K children enrolled in full time childcare. Staff from COTRAIC ECE and the childcare work together to ensure children and families receive adequate support and a quality early childhood education experience.

Our child care partners include:

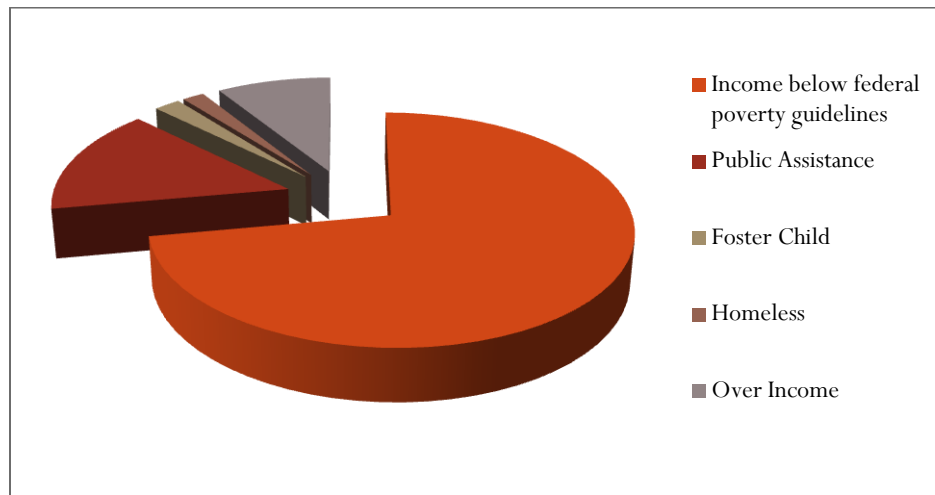
- Crafton Children's Corner
- Mt. Washington Children's Center

Enrollment

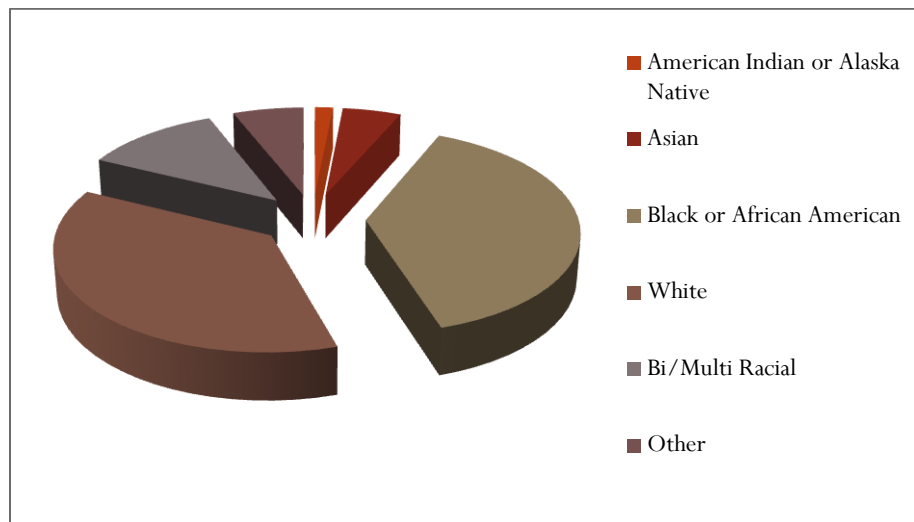
Pre-K Counts funded enrollment	99
Total # of Pre-K families served	104
Head Start funded enrollment	531
Total # of HS children served 2012-2013	582
Total # of HS families served	544
Total # of 2 parent families (HS)	232
Total # of single parent families (HS)	322

An overview of the Head Start enrollment for 2012-2013 shows that ninety four percent (94%) of the families served were at or below poverty guidelines. This includes families receiving TANF and public assistance recipients as well as foster children and homeless families. Nine percent (9%) of our total enrollment was made up of families that marginally exceed the poverty guidelines but were deemed at risk and eligible for services based on other factors such as: special needs child, extenuating family circumstances, etc. The Head Start Performance Standards allow up to up to 10% of a Head Start programs enrollment to exceed the federal poverty guidelines.

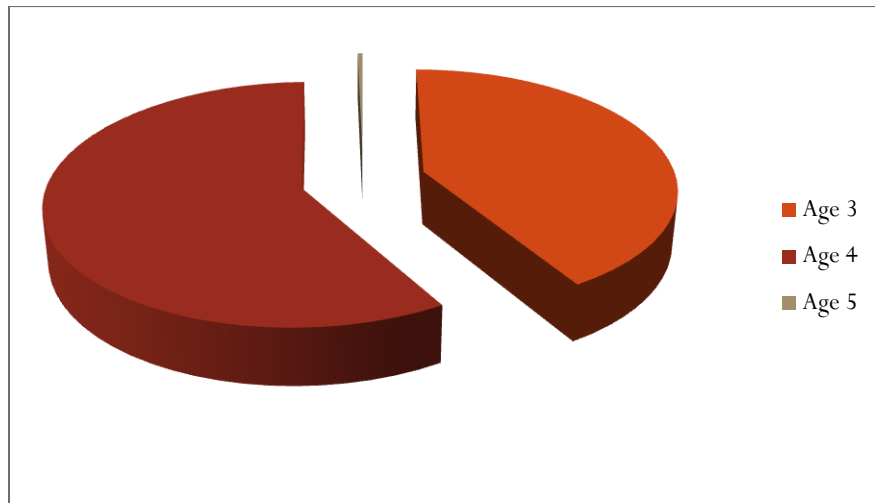
Eligible Children Served:



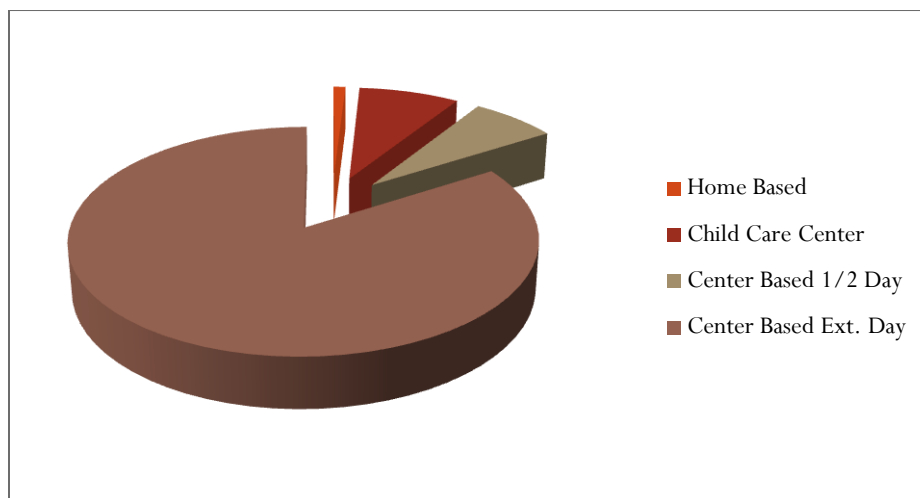
Race/ethnicity of children



Age of Children Served



Head Start Enrollment by Program Option

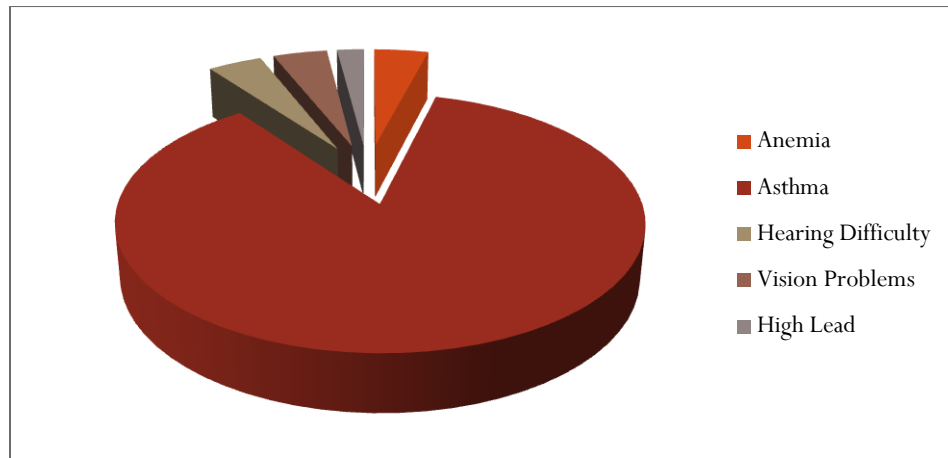


Health Services

As part of Head Start Performance Standards and our own goals for health and wellness, we continue to work with our families to ensure the children are current with their annual preventative well-child examinations, dental examinations and immunizations and screenings. Families are encouraged to make and keep appointments, and complete all necessary follow-up

Close to 100 of the children served in Head Start during 2012-13 had health related issues. Staff, in partnership with parents developed an individual health plan for each child designed to address their unique issues. Staff interacting with the child (nutrition, health specialist, education staff, +/- or family advocates) may have input in the development of the plan as well as access to any updates. Support services staff encourages follow-up and accountability with regard to the individual goals established in the plan.

Children Undergoing Medical Treatment



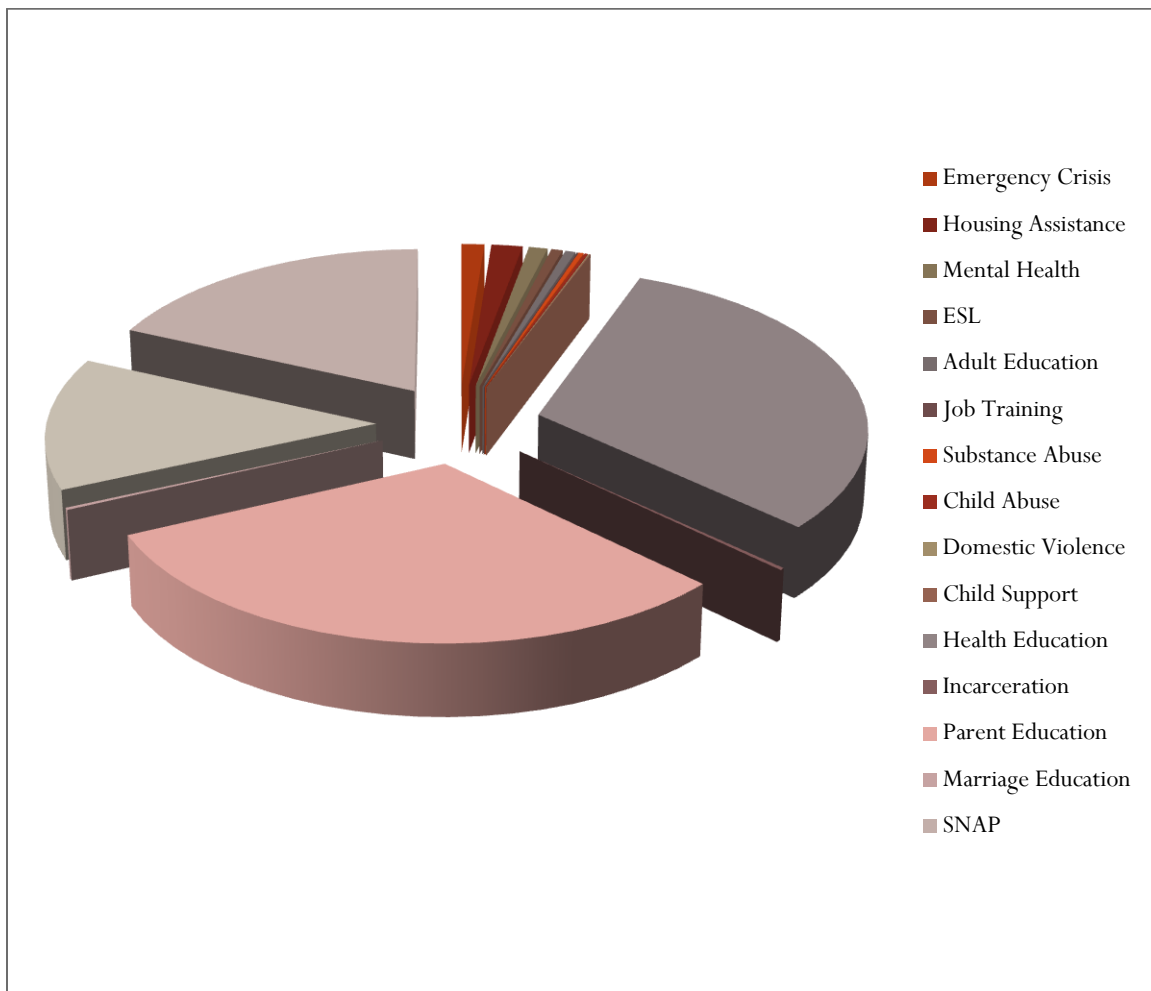
As a result of family partnerships and planning we achieved the following goals during 2012-13:

- 100% of children were up to date with regard to preventative care
- 99% of children were up to date with regard to dental care
- 99% of children were up to date with regard to immunizations

Family Services

In addition to Head Start providing a quality early childhood education experience for preschool-aged children, it also offers individualized support services for families. COTRAIC ECE offers parents opportunities and support as they identify and meet their individual goals, as well as nurture their children in the context of their family and culture. In order to ensure the best possible outcome, parents are educated, information is shared, direct services are provided and referrals are made to other community providers.

Services and Referrals



ECE Continuous Quality Improvement and Goals

As a part of our ongoing strategic planning goal are established and the programs progress in meeting them is evaluated. An analysis of program outcomes, results from the self assessment and program information report in addition to the needs of the communities and families we serve as well as changes in resources and challenges is used to determine and prioritize each goal

Our goals for 2012-2013 have been consistent over the past few years and include the following:

- **Family development** - designed to increase their level of self sufficiency by enhancing life management skills.
- **Staff development** - focuses on meeting and or exceeding federal, state and local credentialing requirements as well as skill enhancement.
- **Organizational development** - intended to increase the knowledge base and improve the ability of administrative/management staff and governing bodies as a whole. To create an environment where each entity carries out their respective tasks within a framework of effective operational systems designed to promote a sense of individual commitment to excellence and global responsibility.
- **Communication and technology** - Continue to improve internal and external communication by maximizing the use of technology.
- **School readiness** – the seamless integration of resource development, curriculum, best practice and commitment to excellence designed to provide children with all of the skills they need to be successful in school.
- **Health and wellness** – a series of strategies which focus on a full range of health and wellness initiatives that starts with the individual needs of each child and concludes with efforts to protect the environment. Devising strategies that support families’ efforts in meeting all medical, dental and well child care needs of their family.
- **“Going Green”** in our nutrition department through the use of reusable dinner and flatware in place of disposable paper and plastic materials.
- **Health & Wellness:** Our newest initiative is a layered nutrition plan which will reduce the amount of sugar and sodium while increasing fiber in our school menu.

Early Childhood Education Financial Reports

Funds Received 2012-2013

Federal Head Start

Federal	\$4,469,194
USDA	\$ 334,941
Total	\$4,804,135
Head Start Non- Federal Share	\$1,178,678
Pre-K	\$ 639,890

2012-2013 Budgetary Expenditures

Head Start

• Personnel	\$2,287,251
• Fringe Benefits	\$1,128,211
• Supplies	\$ 150,463
• Contractual	\$ 238,801
• Other	\$ 555,590
• Training /Technical Assistance	\$ 55,948
• USDA	\$ 387,871

Pre-K

• Personnel	\$ 337,851
• Fringe	\$ 126,559
• Supplies	\$ 16,254
• Contractual	\$ 118,216
• Other	\$ 21,628
• Training/Technical Assistance	\$ 5,639
• USDA	\$ 13,743

2013-2014 Proposed Budgets

Head Start \$5,962,126

• Personnel	\$2,398,303
• Fringe Benefits	\$1,184,738
• Supplies	\$ 90,937
• Contractual	\$ 232,140
• Other	\$ 507,128
• Training /Technical Assistance	\$ 55,948
• USDA	\$ 376,371
• Non-Federal Share	\$ 1,116,561

Pre-K \$639,890

• Personnel	\$ 330,486
• Fringe	\$ 144,705
• Supplies	\$ 9,258
• Contractual	\$ 105,100
• Other	\$ 38,647
• Training/Technical Assistance	\$ 4,000
• USDA	\$ 7,694

Letter of Support

Dear COTRAIC:

My name is Samantha Huber, a 6 year supportive and returning parent of the American Indian Center Head Start. Over my 6 years I have had three children (one with a mental disability) attend this facility. The services my family and my children have received from the staff were profoundly above my expectations. The professionalism was precise but I must say it was how personable the staff was that gives Head Start a five star review and many returning families.

The staff at Head Start went above means to help my family and my children over the years. They helped me find support services inside and outside the home for my special needs child. They helped me to understand IEP's and therapeutic services. There were always fatherhood initiative programs available and the environment was always family oriented, not to mention the support services that are available to help with any and all aspects of my family needs.

I was able to provide much of my time over the years to volunteering and being a vice president of the parent committee. During that time other parents were able to tell me the joy they have received from sending their child to Head Start. Being able to contribute my time to helping this program and see firsthand how the staff is committed to providing the children with the important fundamentals that they will need for success in the future had been a true reward. From the moment all children walk in the front door they are guaranteed a positive loving greeting from the advocates and site coordinator to start everyone's day with positivity and excitement for learning. To the last moment of the day where all children leave school fulfilled and joyous and teachers take time to communicate with parents about their child's day.

From the professionalism to the amazing communication this staff provides it is a wondrous experience for both staff and families. So many people working together with insuring children's success is a true miracle and I'm overly blessed to be a small part of the amazing things that COTRAIC Head start is doing.

Samantha M Huber

Letter of Support

Dear COTRAIC Staff and Administration,

I would just like to take a minute to thank you for the wonderful experiences my children had at the COTRAIC Head Start Program. My children have been coming to the Council of Three Rivers American Indian Center Head Start Program for the past 5 years. My children, now 7 and 5 attended this school for 2 years each. My youngest will move onto Kindergarten in the upcoming school year. Both of my children had wonderful school experiences. My youngest went into this program shy and unwilling to talk to anyone. Family members would also wonder why she was so shy. After two months with her teachers and new friends she was little miss chatter box. The changes she has made in the last two years socially and mentally was amazing, and I attribute this to the teachers, staff and the overall program. Both my children thrived in this learning environment, they are so independent and are ready to learn. My children would not have been school ready if not for this program. They love going to school. The teachers here are phenomenal and really “care” for these children. It is not just a job to them. The staff I encountered throughout the years here really worked to make sure my children were prepared for Kindergarten. My older child is equally prepared and is also doing very well. She is now reading at a 3rd grade level. They both have developed a love for learning, they are curious and independent. Kindergarten teachers have commented that they surely see the difference in the children that attend the Head Start Program. They have learned how to be a friend, respect others and their teachers. They both have been on the honor roll since going to school and without the Council of Three Rivers American Indian Center I don’t think that my children would be where they are today. I also would like to thank the program – for helping me become a better parent.

Thank you!

Aleatha Michalski



Early Head Start

Children do not begin learning magically at the age of three when they enter a preschool program. They are born to learn. Thus, school readiness or kindergarten readiness begins at birth. Early Head Start, a federally funded program, works with infants, toddlers, pregnant women and their families to begin the process of school readiness. Beginning at birth and working with families and their very young children in a two-generation approach (parent and child) positively impacts the family development and relationship between the child and the parent(s). Utilizing the ***Parents as Teachers Curriculum*** we work with the parent to be the child's first teacher and help them to understand how activities they do with the child can have a positive impact and outcome in the domains of social-emotional development, cognitive development, fine and gross motor development and language (communication) development.

Scope of Services

The Early Head Start program currently provides services to 70 pregnant women, infants and toddlers in three different geographical areas of Allegheny County. We provide services to 22 of these infants and toddlers through child care contracts. The other 48 pregnant women, infants, or toddlers are services through in home services. We partner with two childcare centers. One is located in the Knoxville section of the City of Pittsburgh (south Pittsburgh Planning District) and the other is located in Verona (Northeast Allegheny County). The home base portion of the program works with families in the South Pittsburgh Planning District, Hazelwood and Dorseyville areas and their surrounding communities. Staffing for this program consists of an Early Head Start Director, a Disabilities/Home Base Coordinator, a Health Coordinator, four Home Visitors, a Childcare Liaison, an ERSEA Specialist, and thirteen pro-rata staff.

Community	Number of Children	Staffing
Home Base Services <ul style="list-style-type: none"> Hazelwood Communities Dorseyville Communities South Pittsburgh Communities 	48	4 Home Visitors
Childcare Centers <ul style="list-style-type: none"> Hilltop CCC Riverview 	22	1 Childcare Liaison

The Home Visitors meet with families once a week for 52 weeks at times agreeable to the families. (A minimum of 45 home visits are completed per family per year. This allows for holidays, personal days, and training days of the staff.) With more parents in school, training or working home visits are completed during non-traditional hours. Early evening or Saturday visits are utilized to accommodate working parents. Socialization experiences are offered twice a month. The program maintains socialization sites in Hazelwood, Dorseyville and the Arlington section of the South Pittsburgh. These rooms are set up to accommodate infants and toddlers during socialization experiences and parent workshops.

Program Goals



The Early Head Start program evaluates the needs of the children, their families, the community and the program every year to develop goals for the following program year.

We evaluate the services families received, goals met by the families and how children are progressing in five child development domains. The data utilized for the analysis of services comes from child assessments and monitoring reports. A review of the data prompted the development of following goals for the 2012-13 program year.

- **Communication-** *improve the communication between EHS, HS, and the Childcares particularly upon transition*
- **Comprehensive Services** – *enhancing the staff's ability to make effective referrals and track outcomes including the utilization of the Life Skills Progression Scale, knowledge of when to refer for speech and language services, and working with families that have substance abuse issues*
- **Infant/Toddler Development** – *improving the knowledge base of childcare partner and EHS staff on the importance of the infant and toddler years and how to effectively work with this population*
- **Inclusive Services** – *increase number of children in inclusive services and staff knowledge on how to work with the our Part C partner through the utilization of the Special Quest materials*
- **Cultural diversity** – *increasing the staff's knowledge and competency in working with English Language Learners.*
- **Health and Wellness** – *increase parent and staff awareness of nutritional information as well as the need for physical activity for adults and children through the implementation of I am moving I am Learning.*
- **Oral Health** – *increase staff and parent awareness of the importance of oral health in pregnancy as well as for infants and toddlers and to ensure the families and children have a dental home*
- **Infant Mental Health** – *improving the quality of bonding and attachment of parents and children through more specialized training*
- **Governance-** *increase the Policy Council and Board of Directors knowledge base*
- **Staff Development** – *improving quality of services to children and families by enhancing the skills and credentials of staff as specified in the Head Start Act.*
- **Child Care Credentialing** – *increase the caregiver's credential level at our childcare partner sites*
- **Degree credential-** *increasing the credential level of EHS staff from Associate level to Bachelor's level*
- **Kindergarten or school readiness-** *increase the parent and staff knowledge of how the Pennsylvania Infant and Toddler Early Learning Standards linked to the individualized activities of the children are part of the continuum for successful kindergarten readiness.*

Early Head Start Financial Reports

Funds Received

Federal Early Head Start	\$ 584,780
Early Head Start Non-federal Share	\$ 146,195



2012-13 Early Head Start Budgetary Expenditures

• Personnel	\$ 339,626.78
• Fringe Benefits	\$ 140,298.02
• Supplies	\$ 8,085.27
• Contractual	\$ 43,253.50
• Other	\$ 53,199.98
• Training /Technical Assistance	\$ 15,036.02
• Total	\$ 584,603.55

2013-14 Proposed Budgets

Early Head Start **\$746,011**

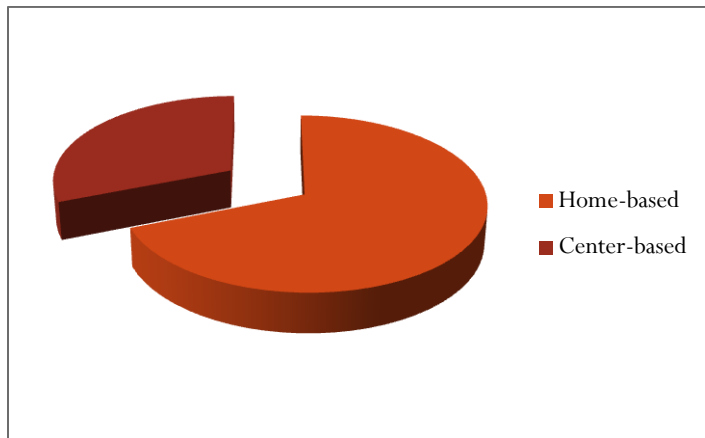
• Personnel	\$331,337
• Fringe Benefits	\$137,816
• Travel	\$ 1,700
• Supplies	\$ 7,461
• Contractual	\$ 52,075
• Other	\$ 54,391
• Training/Technical Assistance	\$ 15,036
• Non-Federal Share	\$146,195

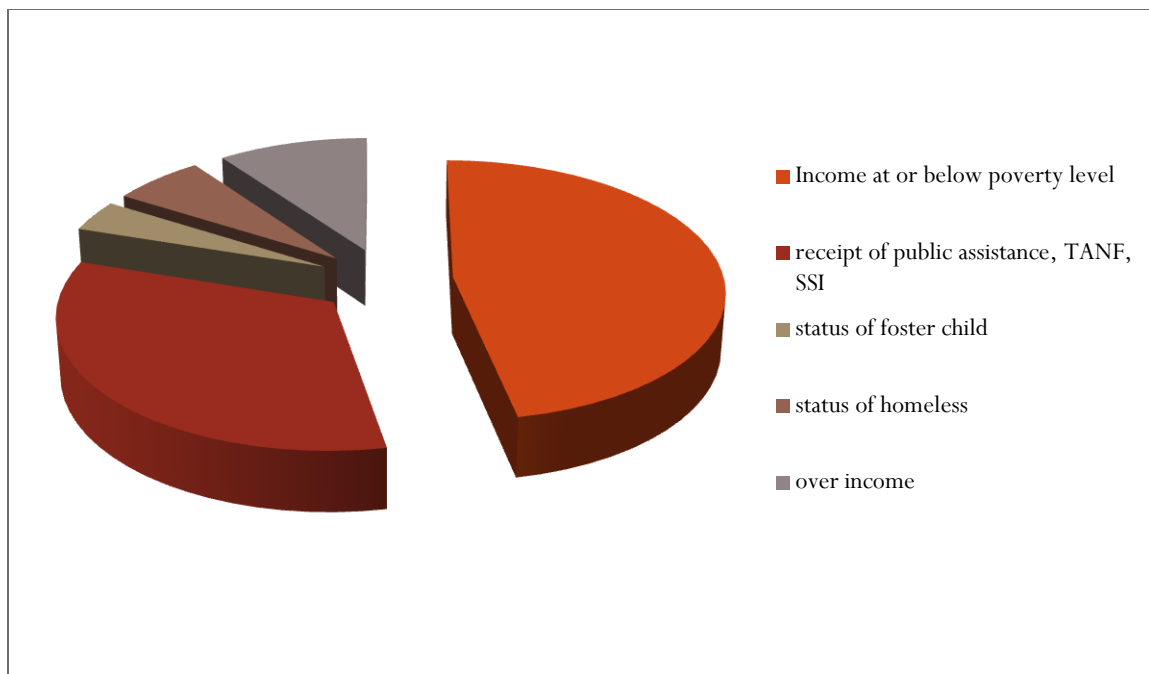
EHS Children and Family Services

Early Head Start Enrollment

• Funded Enrollment	70	
• Total number of children served	130	
• Average monthly enrollment	70	
• Percentage of eligible children served	47%	income at/or below poverty guidelines
	33%	receipt of public assistance, TANF, SSI
	4%	status as a foster child
	6%	status as homeless
	10%	over income

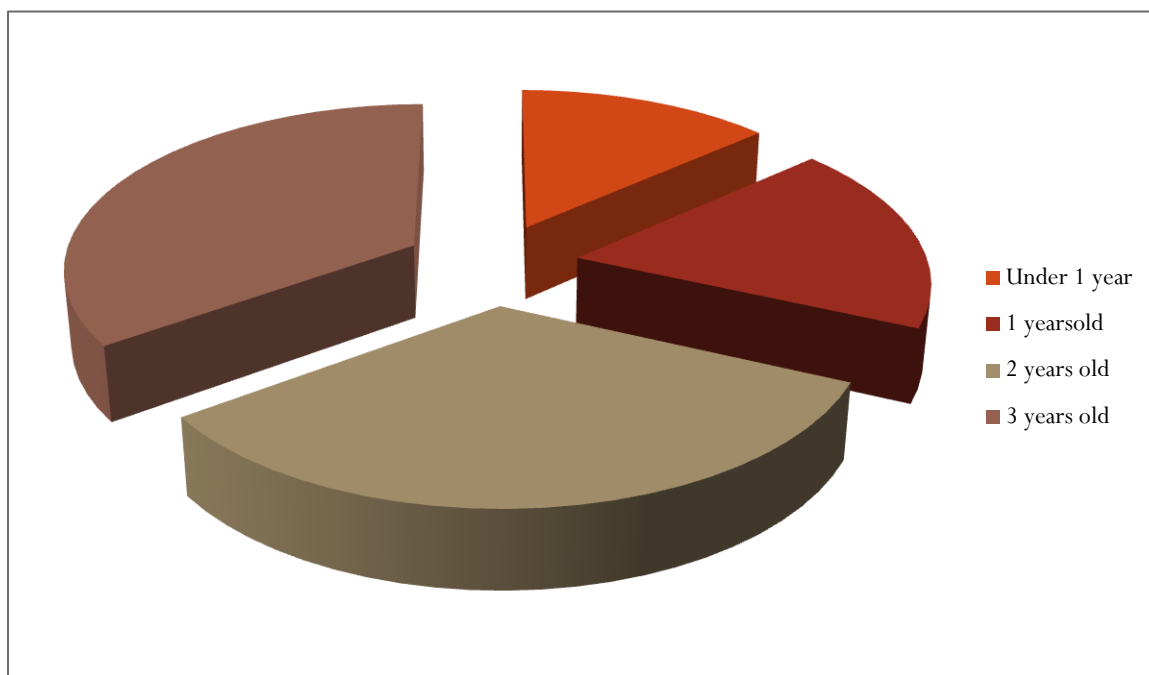
EHS Enrollment by Program Option



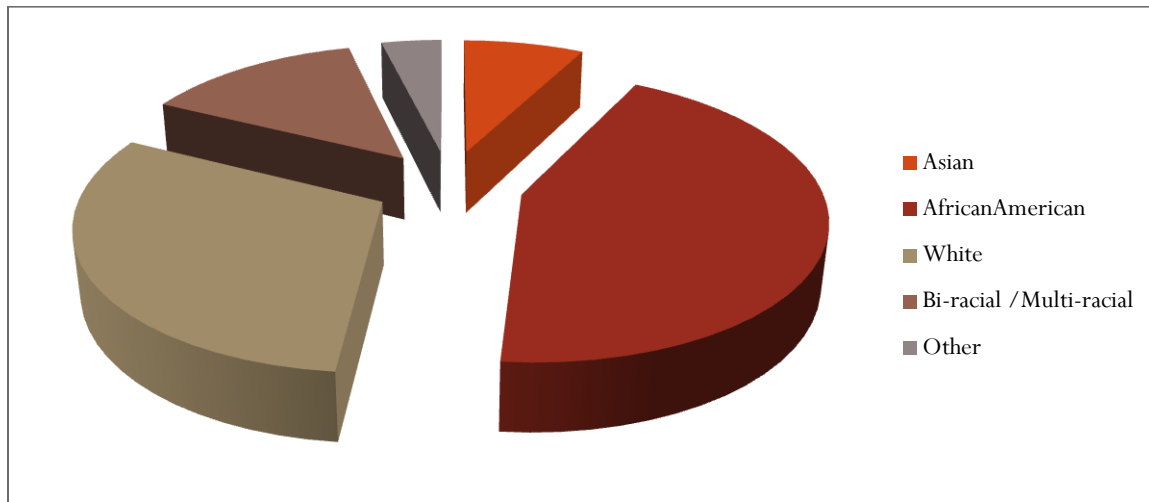


EHS Enrollment by Eligibility

EHS Enrollment by Age



EHS Enrollment by Race

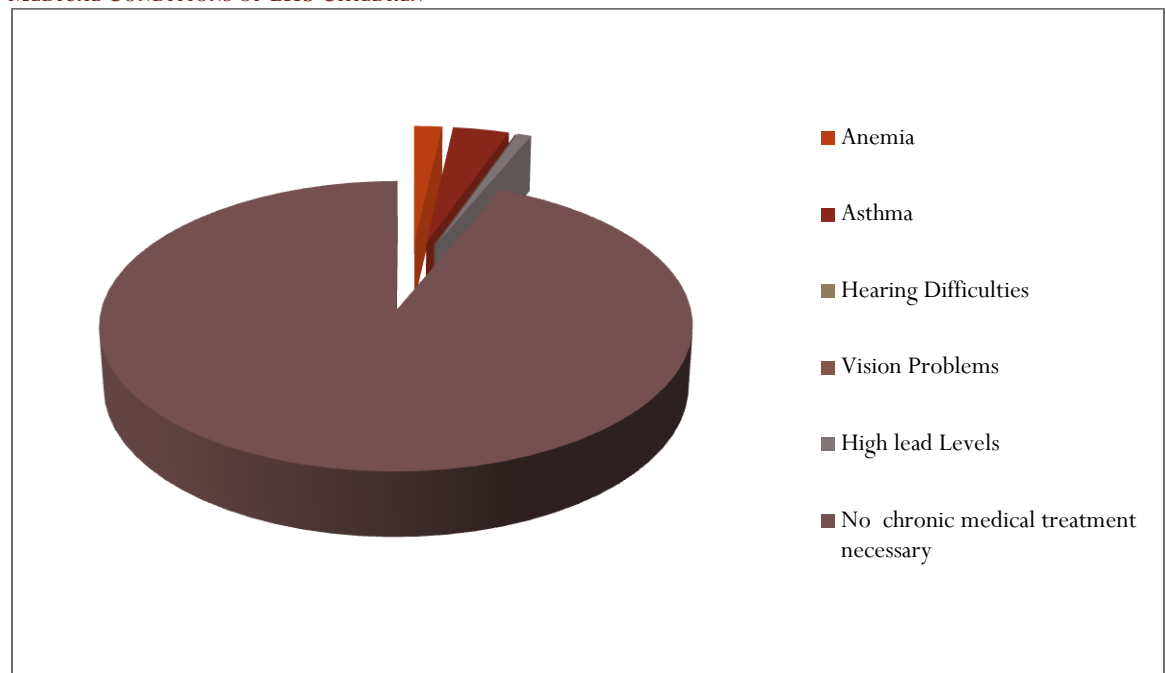


Medical Services

Early Start

- Children up-to-date on a schedule of preventive and primary health care 97%
- Children needing medical treatment 12%
- Children receiving medical treatment 92%

MEDICAL CONDITIONS OF EHS CHILDREN



Early Head Start School Readiness

Early Head Start utilizes The Ounce Scale as the on-going child development assessment tool to determine how the children are progressing in the areas of:

- Social –Emotional Development
- Communication and Language Development
- Cognitive Development
- Physical Development

The assessment process allows the program and parents to determine if the child is progressing as expected or if there is a need for more development in a particular domain. The Ounce Scale is completed at the following age levels:

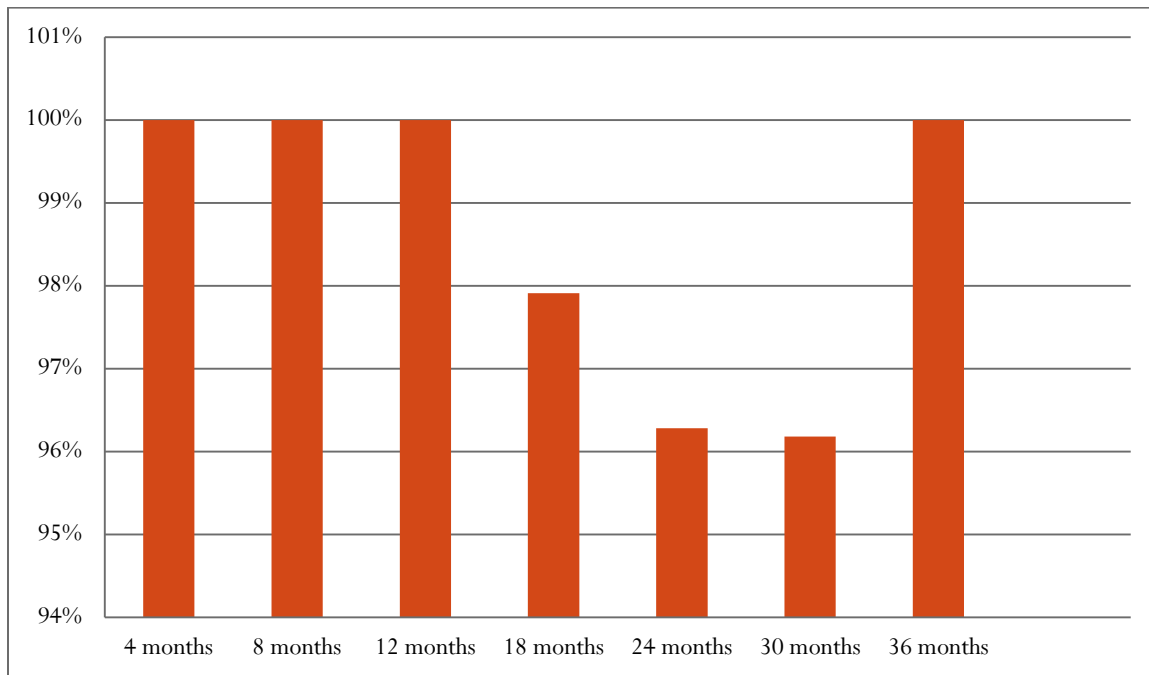
- 4 months
- 8 months
- 12 months
- 18 months
- 24 months
- 30 months
- 36 months
- 42 months



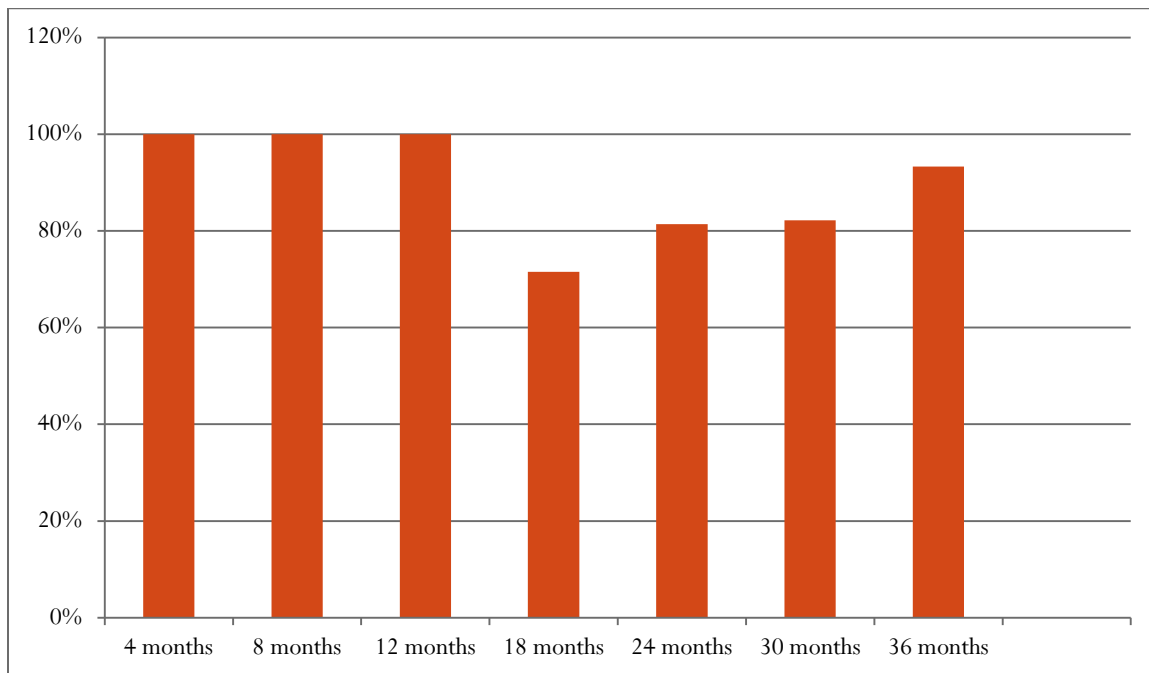
The information is aggregated and analyzed four times a year. This data analysis allows us to determine where we need to focus more professional development for the staff, where we need to place more emphasis on the home visits and in the classroom setting, and where we need to partner to improve the school readiness of each and every child.

The following charts will show the aggregated data for each of the domains. We have learned from this information and you will see from looking at the charts that two domains needing attention are the communication/language and social –emotional. You will also notice a correlation in the ages of these two domains. It is very understandable that a child who does not have the language skills to communicate his/her needs, will act out and consequently their social-emotional development will suffer. We are working with staff and parents to understand that correlation and work to increase the language and communication skills of children, so they have the words to express themselves and not act out inappropriately. Increasing children's language skills will increase their social-emotional development.

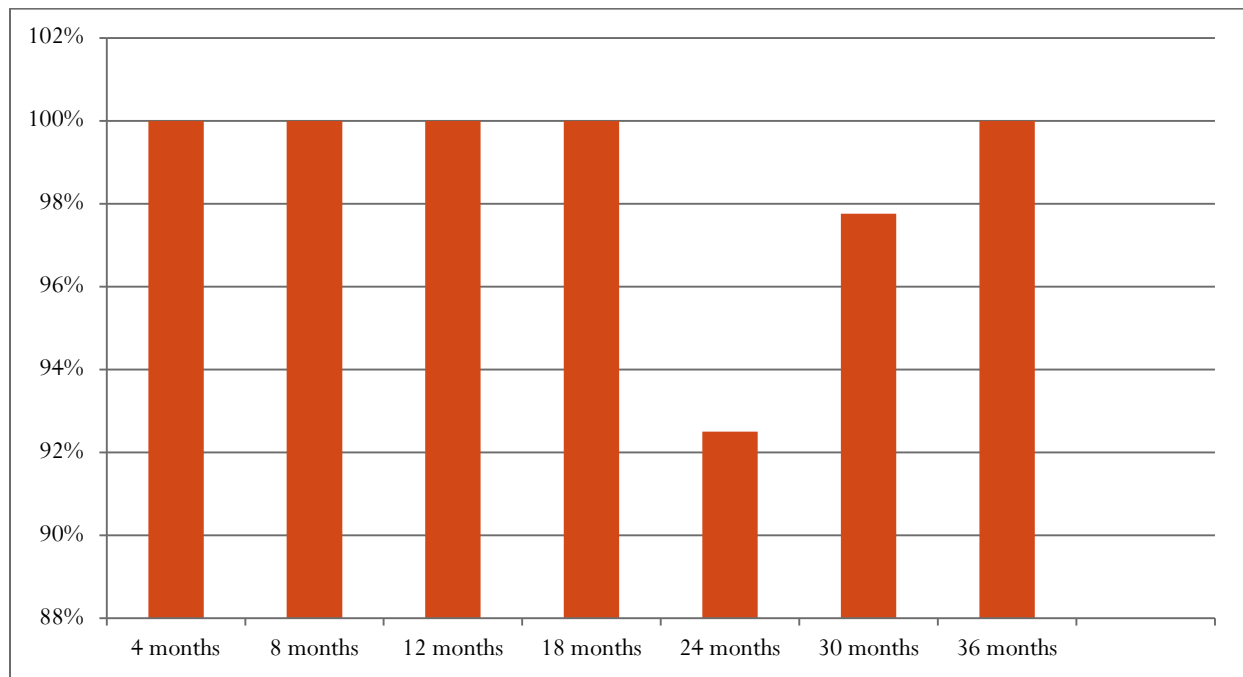
Social Emotion Development



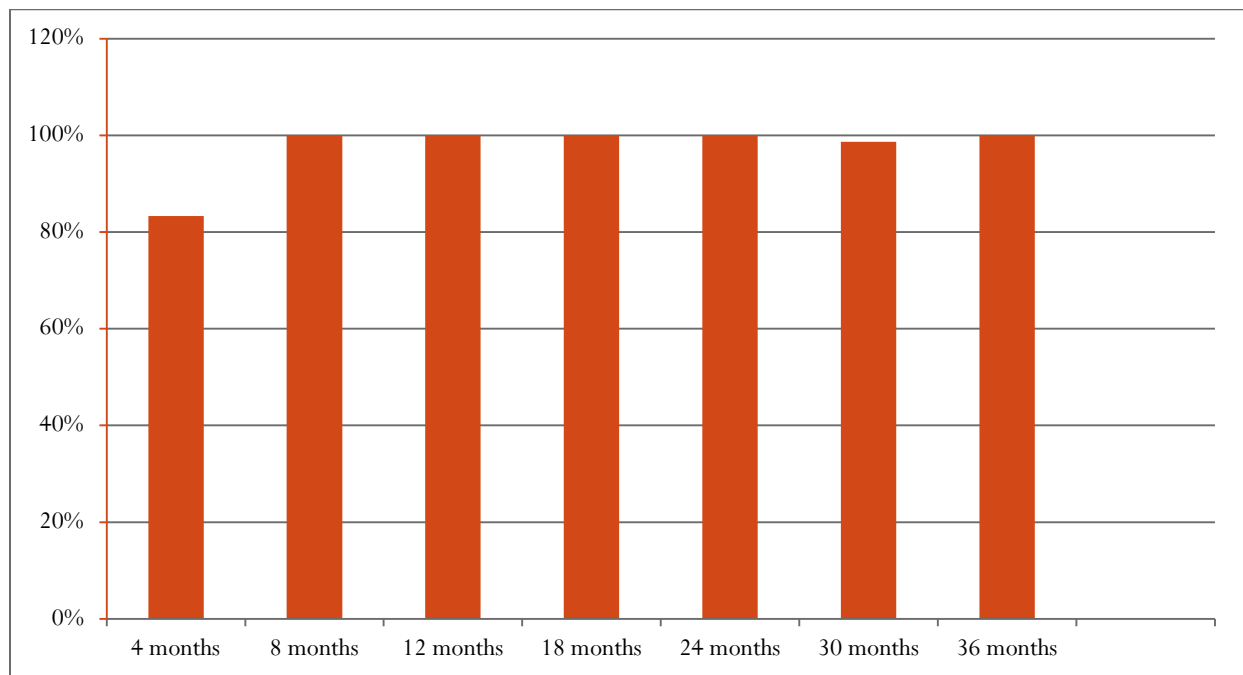
Communication and Language



Cognitive Development



Physical Development



Early Head Start Parent Involvement Activities

Parents have many opportunities to engage in volunteer opportunities. Some of these include:



- **Policy Council** – EHS has two representatives on Policy Council
- **Parent Meetings** – EHS has one parent meeting a month that includes a parenting education discussion and a short business meeting
- **Fatherhood Meetings** – EHS fathers join the Head Start fathers in activities that enhance their role as a father
- **Socializations**– EHS holds a mommy, daddy and me play groups twice a month. The play groups connect families and children to what is being done in the homes as well as connect to new friends and places. During the summer months you can find us out in the community learning new places to take our children for fun.
- **Home Activities** – EHS parents actively work with their child between home visits on home activities that are individualized for the child based on the developmental level of the child.
- **Home Visits** – EHS parents complete weekly home visits if enrolled in the home–base option and monthly home visits if enrolled in the center-based option that involve parents in parenting education topics: family goals and partnering to meet the goals; health and nutrition education and reminders about the upcoming well-child visit to the doctors and immunizations; and child development activities involving both the child and the parent(s).



Agency Audit Results

Mark Turnley, Certified Public Accountant, completed the most recent audit for the year ending June 30, 2012. The financial statements were found to be free of material misstatement and there were not any deficiencies in internal control over financial reporting identified. Results can be viewed in the finance office in Dorseyville.

Administration

Russell Simms
Executive Director

Sue Buffton
Director of Early Childhood
Education Programs

Debbie Gallagher
Early Head Start Director

Kerry Jevsevar
WIA Director

Gil Cutruzulla
Elders Director

Fran Tomasic
Senior Finance Officer

Nicholas Pashel
Chair -Board of Directors

Candace Woods-Wright
Chair- Policy Council

Administrative office:

120 Charles Street

Pittsburgh, PA 15238