



Board Chairman's Annual Report 2017

Issued March 2018

William E. Cockerill Chairman, Board of Directors

Sam Ceccacci Executive Director

Early Learning Services – Job Training and Employment – Weatherization Services



COMMUNITY ACTION AGENCY
Scranton Lackawanna
Human Development Agency
321 Spruce Street
Scranton, PA 18503



Table of Contents

Message from the Board Chairman..... 2

Scranton Lackawanna Human Development Agency..... 3

Financial Statements..... 4

Organizational Charts 5

Board of Directors 7

Policy Council 8

Northeastern PA Community Profile 2017 9

Program Highlights 10

 Early Learning Programs..... 10

 Transition Services..... 12

 Early Literacy..... 13

 Diversity Education..... 15

 Family Engagement..... 16

 Special Service/Mental Health Services 19

 Health And Nutrition Services 21

 Professional Development 23

 Head Start Education Services..... 25

 Early Head Start Education Services 28

 Work Ready 30

 Veterans Program..... 31

 Weatherization Services..... 32

 Temporary Emergency Food Assistance Program..... 34

 Community Development Block Grant Services (CSBG) 35

Maximizing our Funding Opportunities in 2017 36

Testimonials 37



Message from the Board Chairman

Once again in 2017, SLHDA continued to work toward its mission of advancing economic opportunity for eligible residents in Northeastern PA by providing resources, education and training to enhance job and life skills and provide career seeking opportunities.

Advancing the Agency mission took a lot of different paths and formats such as:

1. Promoting teaching and learning practices that have a strong research base to continually achieve quality outcomes for children. The SLHDA Early Learning Program moved 140 slots to full day programming to better serve families and children. A new site in Greenwood, with three classrooms, was renovated and opened with full day programming. Coaches were hired to better support staff and professional development.
2. Ensuring the quality, growth and effectiveness of SLHDA's Early Learning Programs and partnering child care centers participating in the Early Head Start Child Care Partnership Program. In 2017 three Early Head Start sites were licensed to provide full day services to infants and toddlers.
3. Coordinating continuous family, health and community engagement services using a comprehensive and collaborative approach. Partnerships with the Harry and Jeanette Weinberg Foundation, The Northeastern PA Healthcare foundation, The Northeast Scranton Area Foundation, Lackawanna County Economic Development, The Veteran's Resource Commission and The Molina Foundation to name a few, flourished in 2017.
4. Increasing energy efficiency in homes by reducing energy costs and increasing comfort while safeguarding health and safety.
5. In 2017 the Scranton-Lackawanna Resource Development Corporation was re-established. Using the land bank and other means to obtain properties, rehabilitate homes for low income families, and prepare to get them back on the tax rolls through the first time home buyers program. In 2017, two properties were acquired for rehabilitation.
6. Providing services to at-risk job seekers by helping them become more self-sufficient, prepared, and confident in their search for employment.
7. Assisting Veterans with services that remediate barriers, eliminate duplication, and prepare them for the transition to civilian employment.
8. Providing surplus food to clients through the Emergency Food Assistance Program.



Our success in achieving goals is a combination of an informed Board of Directors and a dedicated staff who identify customer needs and adjusts program design and delivery accordingly. Our work has become part of SLHDA's rich heritage which spans more than five (5) decades of outstanding service. . You, our generous funders, donors, and sponsors have helped make those triumphs possible. We are grateful to have you as partners, fortunate for the support you provide, and the expertise you bring to the organization. We are indeed strengthened by your strong commitment to helping children and families succeed.

We are proud of our work in 2017 to educate children and empower families toward self-sufficiency and thank you for being the champion of our cause!

A handwritten signature in blue ink, appearing to read "W. Cockerill".

William E. Cockerill - Chairman, Board of Directors



Scranton Lackawanna Human Development Agency, Inc.



Scranton Lackawanna Human Development Agency's, Inc. (SLHDA's) mission is to advance economic opportunity for eligible residents in Northeastern PA by providing education and training to enhance job and life skills and provide career seeking opportunities

The Early Learning Programs work to improve the overall well-being of income eligible children and their families and foster their economic self-sufficiency through the provision of comprehensive, integrated services in the areas of education, health, nutrition, special needs, social and community services. Program staff supports parents as the primary nurturers and educators of their children and helps prepare children for a smooth transition into kindergarten, and success in school and in life.

SLHDA was created by the Economic Opportunity Act of 1964 as part of a national network of federally funded Community Action Agencies (CAA's) to administer various programs on the community level that assist people of low income out of poverty conditions. Incorporated in 1965, SLHDA began with a budget of \$430,000 as a grantee for the federal Head Start Program maintaining fiscal and administrative responsibility for services in Lackawanna, Pike, Susquehanna, and Wayne Counties. Over the past 50 years, the agency has developed a broad range of additional programs and services that promote school readiness for children and families and help families struggling with the effects of poverty. These range from employment, education, income management, weatherization, crisis and emergency food assistance to parenting support, child care, and Head Start/ Early Head Start.

SLHDA is a private corporation authorized to administer funds received from federal, state, local, or private funding entities to assess, design, operate, finance, and oversee anti-poverty programs. The Agency is intended to promote self-sufficiency and depends heavily on volunteer work, especially from the low-income community.

SLHDA is governed by a tripartite Board of Directors consisting of at least one-third low-income community members, one-third public officials, and up to one-third private sector leaders. This Board structure is defined by federal statute. Services are provided to nearly 10,433 income eligible individuals each year living in the northeastern corner of the state with a budget of \$ 19,862,510 in 2017. A total of 1473 children between the ages of 0-5 participated in 2017 early learning services.



Financial Statement

Scranton Lackawanna Human Development Agency, Inc.

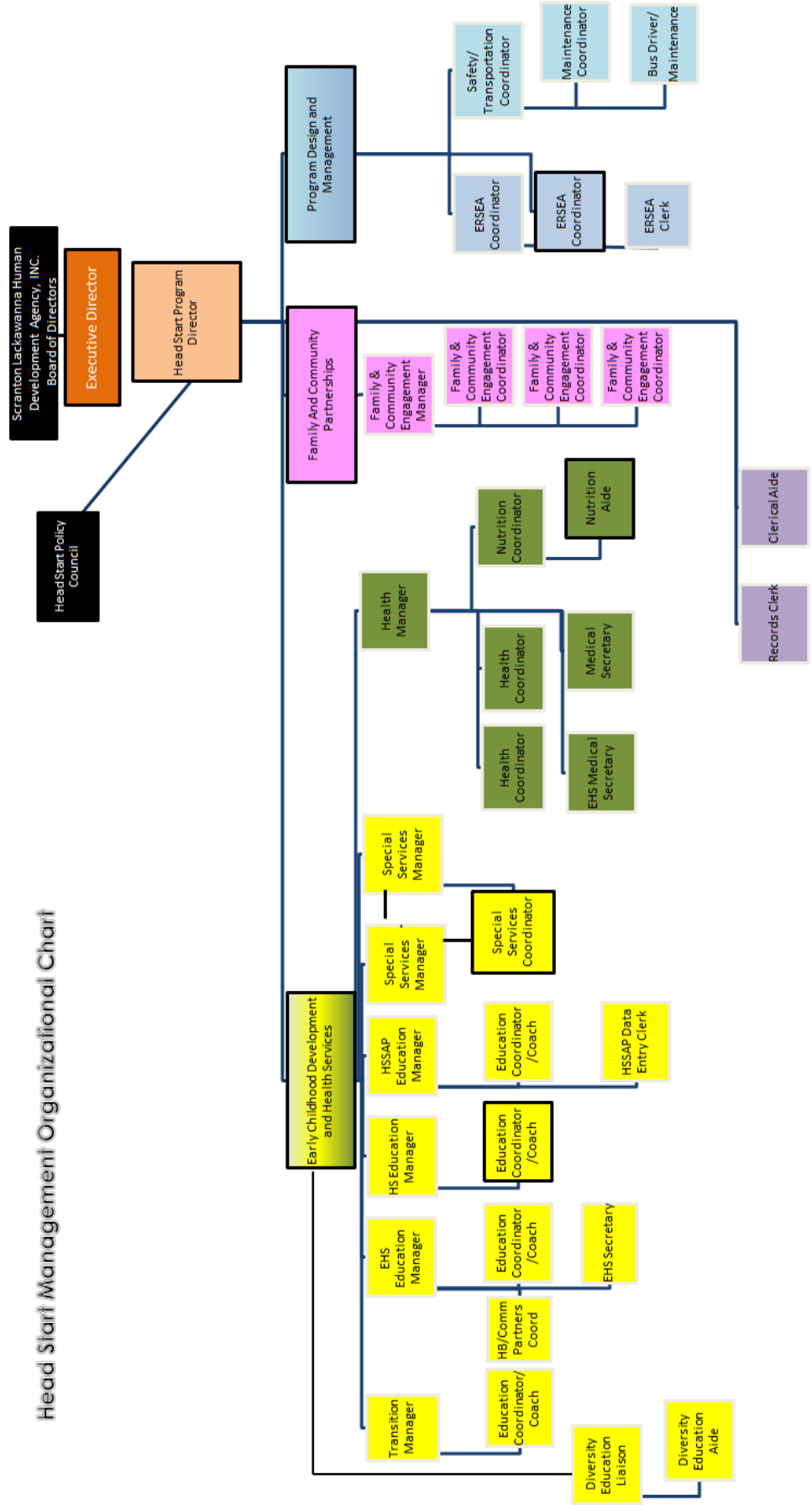
Statement of Activities for the Year Ended June 30, 2017

| | |
|-------------------------------|---------------------|
| SUPPORT AND REVENUE: | <u>\$19,862,510</u> |
| Grants and Contracts | |
| | |
| TOTAL SUPPORT AND REVENUE | <u>\$19,862,510</u> |
| | |
| EXPENSES: | |
| Program Services | \$18,935,863 |
| Management and General | <u>\$567,298</u> |
| | |
| TOTAL EXPENSES | \$19,503,161 |
| | |
| INCREASE IN NET ASSETS | \$359,349 |
| | |
| NET ASSETS- BEGINNING OF YEAR | \$2,301,778 |
| | |
| NET ASSETS- END OF YEAR | <u>\$2,661,127</u> |



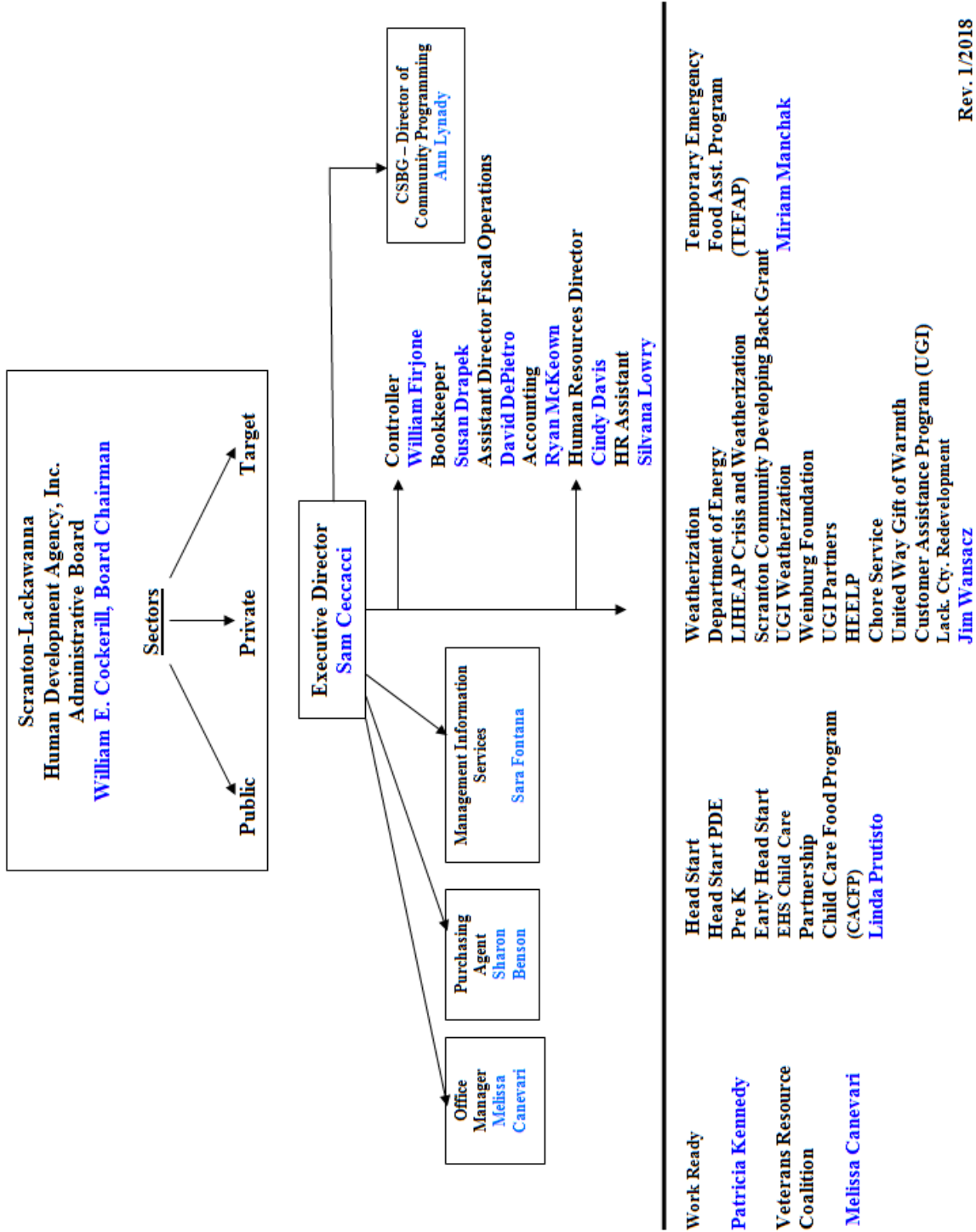
Organizational Charts

Head Start Management Organizational Chart





**Scranton-Lackawanna Human Development Agency, Inc.
Organizational Chart**





Board of Directors 2017



Public Sector

Board Member

Commissioner Jerry Notarianni
Commissioner Laureen Cummings
Commissioner Patrick M. O'Malley
Lackawanna County Treasurer – Ed Karpovich
Senator John P. Blake
Sheriff Mark P. McAndrew
State Rep. Marty Flynn

Alternate/Designee

Doreen Gilbride – Alternate
Anna Lena Koruszko – Alternate
Dorothy Zak – Alternate
John Grzenda- Alternate
Michael Kushner – Designee
Chief Deputy Jim Boland – Alternate
Angela Jones- Alternate



Private Sector

Catholic Social Services
Greater Scranton Chamber of Commerce
University of Scranton
Scranton-Central Labor Union
Jewish Federation of NEPA
Lackawanna County Commission for Women
PA. Banker's Association Professional Development

Mary Theresa Vautrinot –Designee
Stephen Nocilla – Alternate
Karen A. Clifford – Designee
Richard Beasley – Alternate
Gerald Zabolski – Designee
Julie Schumacher Cohen – Alternate
William E. Cockerill – Designee
Nancy Krake – Alternate
Attorney Ed Monsky – Designee
Susan Blum Connors – Alternate
Marilyn Vitali Flynn– Designee
Laurie M. Cadden – Alternate
Don Ames- Designee
Nicholas Parise – Alternate



Target Sector

North Scranton
South Scranton
Mid-Valley
Carbondale
Lower Green Ridge
Pine Brook
Taylor/Moosic/Old Forge

Kathy Zelinski- Board Member – Kelly Noreika – Alternate
Mag. Joanne Corbett – Board Member- Dianne Jeffers-Alternate
Esterina Bevilacqua – Board Member – Yvonne Mazzoni – Alternate
Debby Mendicino – Board Member – Jessica Fletcher – Alternate
Joseph Murphy – Board Member – William Gaynord – Alternate
James Pethick – Board Member – John Philbin – Alternate
Fred F. Lettieri – Board Member – Theodore Giglio – Alternate



Heads Start/Early Head Start Policy Council 2017

SLHDA's Head Start/Early Head Start Policy Council is responsible for the direction of the Head Start program at the program level with responsibility for the ongoing monitoring of School Readiness goals/data. Members approve and submit to the governing body decisions regarding:

- Activities for parent involvement/engagement
- Program recruitment, selection, and enrollment priorities
- Funding applications/amendment
- Budget planning, including reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
- Policy Council election procedures
- Recommendations on delegates/service areas



The Policy Council is elected by the parents of Head Start children who are currently enrolled in the Head Start program and work alongside members of the community served by the program.

2016-2017 Policy Council Executive Committee

President/Chairperson: Jason White

Vice President: Jasmine Ponce

Secretary: Patricia Sanchez

Treasurer: Debbie Nolan



Northeastern PA Community Profile 2017

A comprehensive *Community Assessment* was conducted in December 2015 that categorically defined the basis for future program development and implementation. The areas/needs addressed were transportation, housing, employment, adult education, children's education, youth opportunities, basic needs, household finances, crime, and nutrition. Information was gathered through (a) focus groups with staff, customers, Board members, community partners, elected officials and Early Head Start/Head Start Policy Council members, (b) an on-line survey of key stakeholders and partners; and (c) a general population survey mailed to a random list of community residents. SLHDA determined that to develop the most appropriate Plan of Action, the areas ranking highest in the focus groups and surveys would be addressed. These included transportation, affordable health care, food assistance, home heating and weatherization and early learning services. Employment, though, was the issue that emerged as the most pressing problem.

An update to the 2015 Community Assessment was conducted by the Agency and Early Learning Program in December 2016 to determine if any significant changes had occurred to the information given in the 2015 Community Needs Assessment. To do this, several data sources were used. These included a review of data from the Annie E. Casey Kids Count Data Center and the Agency's COPA data management system, discussions with customers, program parents and community partners, and consultation with Career Link and Child Care Information Service (CCIS) staff. The report was further expanded to include information from 2017 planning and discovery sessions. Findings were forwarded to the Self-Assessment Teams with recommendations for further study.

Overall, the issues identified by this study showed a very similar pattern to those identified in the 2015 Community Needs Assessment. New concerns range from child immunizations not meeting EPSDT guidelines to lack of English speaking skills hindering access to services, children showing low growth levels in social-emotional development, and need for capacity-building for services to serve a growing Dual Language Learner (DLL) population. Parents' request for full-day child care services is overwhelming while the child care landscape has remained relatively stable over the one year assessment period. There is considerable interest by child care centers in partnering with SLHDA for full-day service to children of low income. Lackawanna County children living in the 100%-300% income range have increased with a slight change in the number and cultures of children served.





Program Highlights

Early Learning Programs

Ann Lynady, Director

Head Start is a comprehensive child development program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Head Start engages parents in their children's learning and helps parents in making progress toward their educational, literacy and employment goals.



Nationally, Head Start has played a major role in focusing the attention of the nation on the importance of early child development especially in the first five years of life. In many ways, the program has had a dramatic impact on child development and child care services... on the expansion of State and local activities for children... on the range and quality of services offered to young children and their families... and on the design of training programs for those who staff such programs.

The outreach and training efforts of Head Start programs have helped provide parents of low-income with the knowledge and service they need to build a better life for their children. Direct involvement of parents in Head Start planning and policy-making has given families an active role in their child's education and in how those services are provided. This participation has influenced school systems across the county to do likewise.

A key Issue was identified in the Community Assessment was families needing full day child care to allow them to seek employment, training or educational opportunities. In 2017 the SLHDA program converted 140 slots to full day programming. SLHDA also licensed 3 Early Head Start Centers, of which two are SLHDA EHS/CCP Centers, to provide full day services for families.

The agency operated a total of 31 Head Start, 4 Early Head Start, and 5 Pre-K Counts Early Learning centers throughout Lackawanna County and in sections of Wayne, Pike and Susquehanna Counties in 2017. Additional families were served through the home-based and child care partnership program models. Early Learning Services improve the overall well-being and foster economic self-sufficiency of income eligible children and their families. Services were offered through the following options:



| | |
|---------------------------------------|--|
| Head Start Funded Enrollment: | 586 Children |
| Programs: | Part-Day; Full-Day; Partnering Child Care Centers Full-Day /Full-Year; Home-Based |
| Locations: | Central City; Dunmore; Greenwood 1; Greenwood 2;Honesdale; Jermyn; Moosic; New Milford; North Scranton I; North Scranton II; North Scranton III; Peckville; South Scranton I; South Scranton III; South Scranton IV; South Scranton V; Taylor Hill; West Scranton I |
| Partnering Child Care Centers: | Sunshine and Rainbows; Day Nursery; Treasure House (Ash); Fricchione Center; UNC Bellevue; Little People (Meridian); Little People (Oak); ABC Kiddie Kampus; UNC Progressive; Through Our Eyes; North Pocono Preschool; Carbondale YMCA; Sunshine Station (Pike); Little Acorns (Pike); Little Wonders (Pike); Green Trees; Friendship House |

| | |
|--|--|
| Early Head Start Funded Enrollment: | 167 (EHS); 72 (EHS-CCP) Children |
| Programs: | Early Head Start; EHS-Child Care Partnership |
| Locations: | Home-Based- CDD; EOTC; Scranton; EHS-Wayne Center-Based- ABC Kiddie Kampus-EHS; Carbondale YMCA- EHS; EHS West; Day Nursery EHS; Friendship House; Hawley; Mid-Valley; New Milford; Trinity Child Care |

Head Start Supplemental Assistance Program (HSSAP) A pre-school program funded by the Pennsylvania Department of Education for children ages 3 to 5 in center-based settings with a focus on school readiness

| | |
|---------------------------------------|---|
| HSSAP Funded Enrollment: | 509 Children |
| Programs: | Part-Day; Full-Day; Partnering Child Care Centers & School Districts |
| Locations: | Bushkill; Elk Lake; Greenwood 3; Wallenpaupack North 1 ; West Scranton II; Wallenpaupack North II; Wallenpaupack South 1; Wallenpaupack South 2; Mid-Valley I; North Pocono I; Mountain View; Valley View Terrace |
| Partnering Child Care Centers: | Carbondale YMCA; CDD-Pike County; Day Nursery; Discovery MI Preschool; Greenwood 3; Keystone College; Little People Oak; Little People Meredian; North Pocono Preschool; UNC Bellevue |
| Partnering School Districts | Blue Ridge; Carbondale Area ; Delaware Valley; Susquehanna Community; Western Wayne; Scranton School District: Adams; Sumner; Tripp; Whittier |

Pre-K Counts A pre-school program for children ages 3 to 5 in center- based settings for both full and half days. Income guidelines for this program are higher than those for Head Start, Early Head Start and the Head Start Supplementary Assistance Program

| | |
|--|---|
| Pre K Counts Funded Enrollment: | 139 Children |
| Locations: | Mid-Valley II; North Pocono II; Wallenpaupack North III; Wallenpaupack South II; Carbondale School District; Wallenpaupack North 4; Discovery MI Pre-school |

Child and Adult Care Food Program (CACFP) - A federally-funded program that provides monthly reimbursement to eligible participating institutions for serving children nutritious meals and snacks



Transition Services

Angela Walker, Manager

Throughout a child's life, especially in the years from birth to age twelve, there will be many transitions. Within our Early Learning Programs, transitions take place from the Pregnant Moms Program to EHS, from EHS to HS or Pre-K Counts, from HS/Pre-K Counts into school age or community programs. Each of these times of change creates stress for children and families. Therefore, it is important to plan activities to make these transitions a positive experience.

A Key Issue identified in our self-assessment process, was a need to strengthen our transition processes, especially from Early Head Start into Head Start or PA Pre-K Counts, and use these processes for children enrolled in all options of Early Head Start (home-based, center-based and Child Care Partnerships).

New policies and procedures were developed, including a transition packet to facilitate the sharing of information between programs. All staff was trained at Pre-service and the new procedures were started in September. Along with this, monthly transition meetings are held to review information of transition children, discuss possible placements, and plan appropriately to meet the needs of the child/family. We have also recognized a need for more transition information to assist families/children moving from home-based Early Head Start into a Head Start center. This will be a focus as we move forward next year.



SLHDA received funding through our PA Pre-K Counts grant to conduct 7 Summer Kindergarten Readiness Programs throughout our service area. In July/August 2017, in collaboration with 5 area school districts, we provided this program to 140 children transitioning into kindergarten. During this two-week program school districts and SLHDA staff worked together to prepare children and families for the new experience, ensuring children did not experience the "summer slide" and families were more comfortable getting involved with activities in their child's new school experience.

Resources and information was provided to families about the school district and community programs along with tips and strategies to help them and their child prepare for the start of a new school year. Children were provide with a Kindergarten Readiness backpack that included materials, activities and a selection of books about starting school to help get them school ready.

SLHDA Administrative staff has participated on the Scranton School District Transition team through the United Way of Lackawanna and Wayne Counties. The team, comprised of members of both the Early Learning Community and the School District, worked together to begin planning a Transition Dialogue that will bring all parties (early learning providers, district pre-K and K teachers and principals), together to discuss transition and what changes are needed to make this more beneficial.

SLHDA staff also participated in Transition events and joint training provided in Susquehanna County and a Transition Story Hour at both the Hamlin and the Honesdale libraries in Wayne County.



Early Literacy

Angela Walker, Manager

Infants, toddlers and preschoolers develop oral language and pre-literacy skills every day that will help them become readers. It's an exciting and critical time of learning!

Access to books is essential to developing basic reading skills, leads to longer and more frequent shared reading between parents and children, and produces increased enjoyment of books and improved attitude towards reading and academics.

Research shows that early reading experiences, opportunities to build vocabularies, and literacy rich environments are the most effective ways to support the development of pre-reading and cognitive skills that ensure that children are prepared for success in school, including grade-level reading, and throughout life.

In an effort to increase children's early literacy experiences, SLHDA Early Learning Programs have provided the following opportunities for children and families:

Books Across Pennsylvania

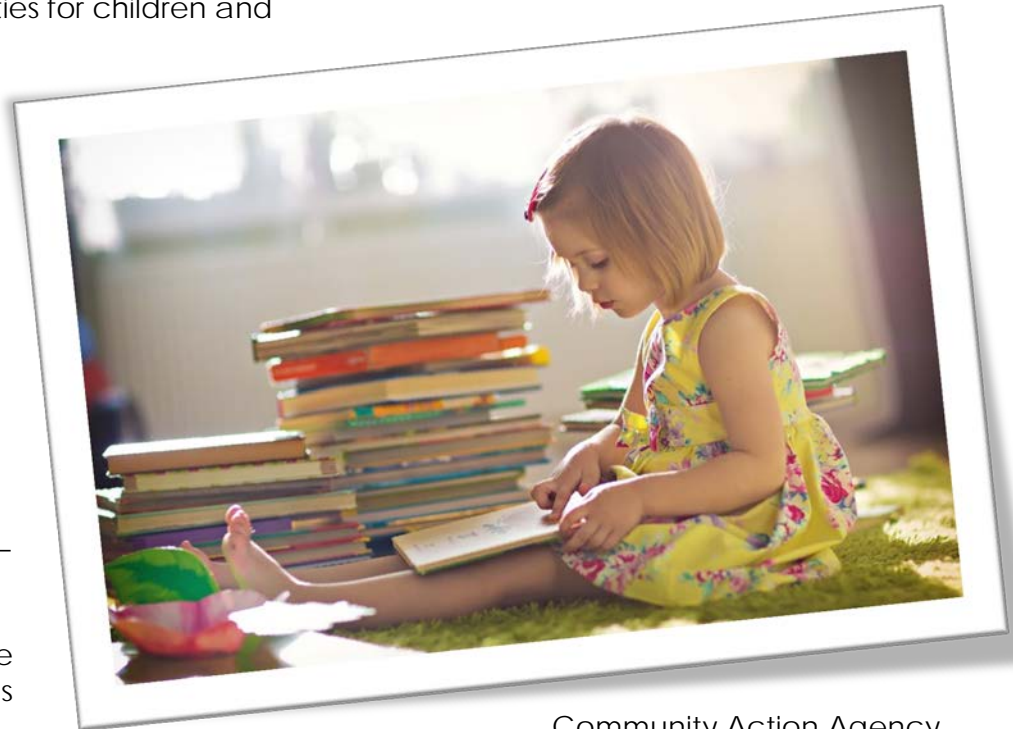
Grant – 1,450 new children's books were received through a grant from the Molina Foundation. These books were provided to the children enrolled in Early Head Start, Head Start and PA Pre-K Counts classrooms. Families were encouraged to read and enjoy the books with their child.

Launch into Learning Book Grant – 4,504 new children's books and coloring/activity books were received through a grant from the Molina Foundation. This grant was provided to SLHDA, as a

Community Action Agency to help increase children's access to age-appropriate books in their homes. These books were distributed to children (birth – 12 years) enrolled in 74 child care centers throughout the service area, as well as to children in Head Start and PA Pre-K Counts.

PA One Book – The 2017 selection was "Daniel Finds a Poem" by Micha Archer. Paperback books were purchased and distributed to all children enrolled in Early Head Start, Head Start and PA Pre-K Counts programs, as well as provided to each classroom serving these children.

Annual Literacy Project – Center staff submits a literacy project based on the PA One Book that spans across the curriculum (art, math, science, language and social studies). Policy Council and management staff vote on submitted projects and the winning entry is implemented program-wide during National Volunteer Week.





Read for the Record – Centers were encouraged to participate in “Read for the Record”, the world’s largest shared reading experience. This year’s book was “Quackers” by Liz Wong. Copies of the book were purchased for each classroom. Approximately 900 staff, children, and volunteers were a part of this shared reading event.

Family Literacy Bags – Various books are included with a wide variety of activities that are developed related to the stories which enhance school readiness skills. The Family Literacy Bag is sent home weekly on a rotating cycle so that each family will receive the bag and have the opportunity to read the books and complete the activities with their child at some point during the school year.

Monthly Literacy Projects – Staff plans monthly take home projects for families that relate to books or themes presented in the classroom. Families are asked to complete the activity with their child and send it back to the center to be shared with the class and displayed in the classroom.

Community Reading Day – Classrooms were encouraged to participate in this event to commemorate Head Start’s birthday. Community leaders and other volunteers were invited to read to the children in the classrooms.

Collaborations with Local Libraries – Head Start centers plan trips to the library to participate in story hour or activities offered at the library. Librarians also visit the centers to read to the children and provide books based on current classroom themes. The Bookmobile visits some sites so children can borrow books for use in the classroom. Library cards are obtained for students with parent cooperation and information about library events are shared with families.

Community Volunteers – Student and professional volunteers are utilized throughout the school year to read and participate in various activities. Head Start centers are also host sites for guest readers during National Volunteer Week and the Week of the Young Child.





Diversity Education

Jessica Galeno, Coordinator

Vast populations of families in our Early Learning Programs have different cultural backgrounds. In 2017 Lackawanna County, 21 children were identified as Dual Language Learners in the EHS program option. From this group, 19 children spoke a primary language other than English (ex. Spanish, Nepali, Middle-Eastern and African Languages). During the 2016-17 school year, Pike County served 1 child identified as speaking Spanish as Primary Language.



The Head Start program served 253 children enrolled as Dual Language Learners last year. In Lackawanna County, 182 children were identified as speaking a primary language other than English. In Wayne County, 1 child identified as speaking Spanish as the Primary Language.

The refugee population served in our program speaks the languages of Nepali, Swahili, and Kinyarwanda, with Nepali being the most common.

After a recent quarterly collaboration meeting with the local resettling agency in Scranton, the information shared discussed decrease in funding to the Federal Office of Refugee Resettlement resulting in a total of 89 resettlements per fiscal year as opposed to 150 projected resettlements.

Race/Ethnicity of Dual Language Learners: In Lackawanna County, our Head Start and Early Head Start Programs served 18 and 11 children who identified Bi-Racial/Multi-Racial and Black or African American, respectively. Lackawanna County also served 55, 131 and 93 children who identified as Asian, Bi-Racial/Multi-Racial, and Black or African American, respectively. Susquehanna, Wayne, and Pike Counties have a minimal number of dual language learners enrolled.

Key Issue: identified in the most recent community assessment was to explore the possibility of offering ESL classes in Head Start Centers where it is most likely more comfortable and convenient for them to participate.

In 2017 SLHDA Head Start/Early Head Start partnered with United Neighborhood Centers through a grant they received to provide English as a Second Language (ESL) classes to non-English Speaking/Limited-English Speaking Families. Because of restrictions of the Grant parameters, as well as transportation issues, and reluctance on the part of some of our families to participate, we see this as being the beginning to overcome language barriers. In 2017, we had 3 Early Head Start/Head Start families attending UNC ESL class.



Family Engagement

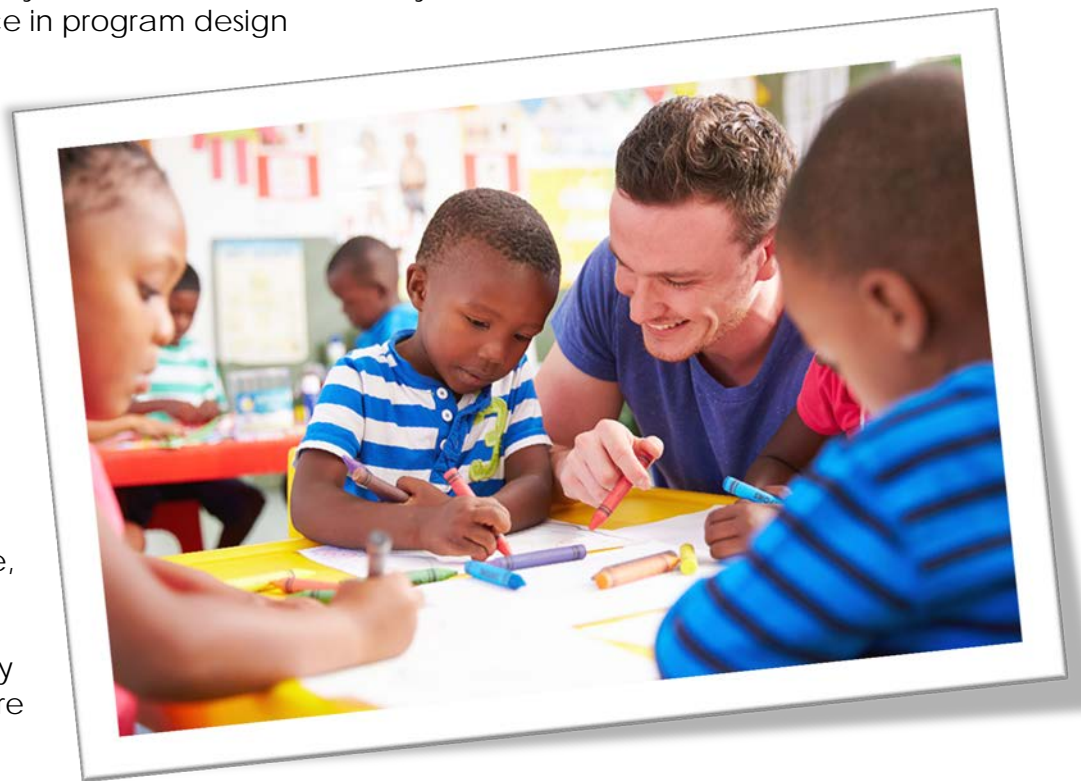
Erin Griguts, Manager

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. SLHDA uses the Parent, Family and Community Engagement (PFCE) Framework as a research-based approach to program changes that show how an agency can work together as a whole – across systems and service areas – to promote parent and family engagement and children's learning and development.

Parent Involvement

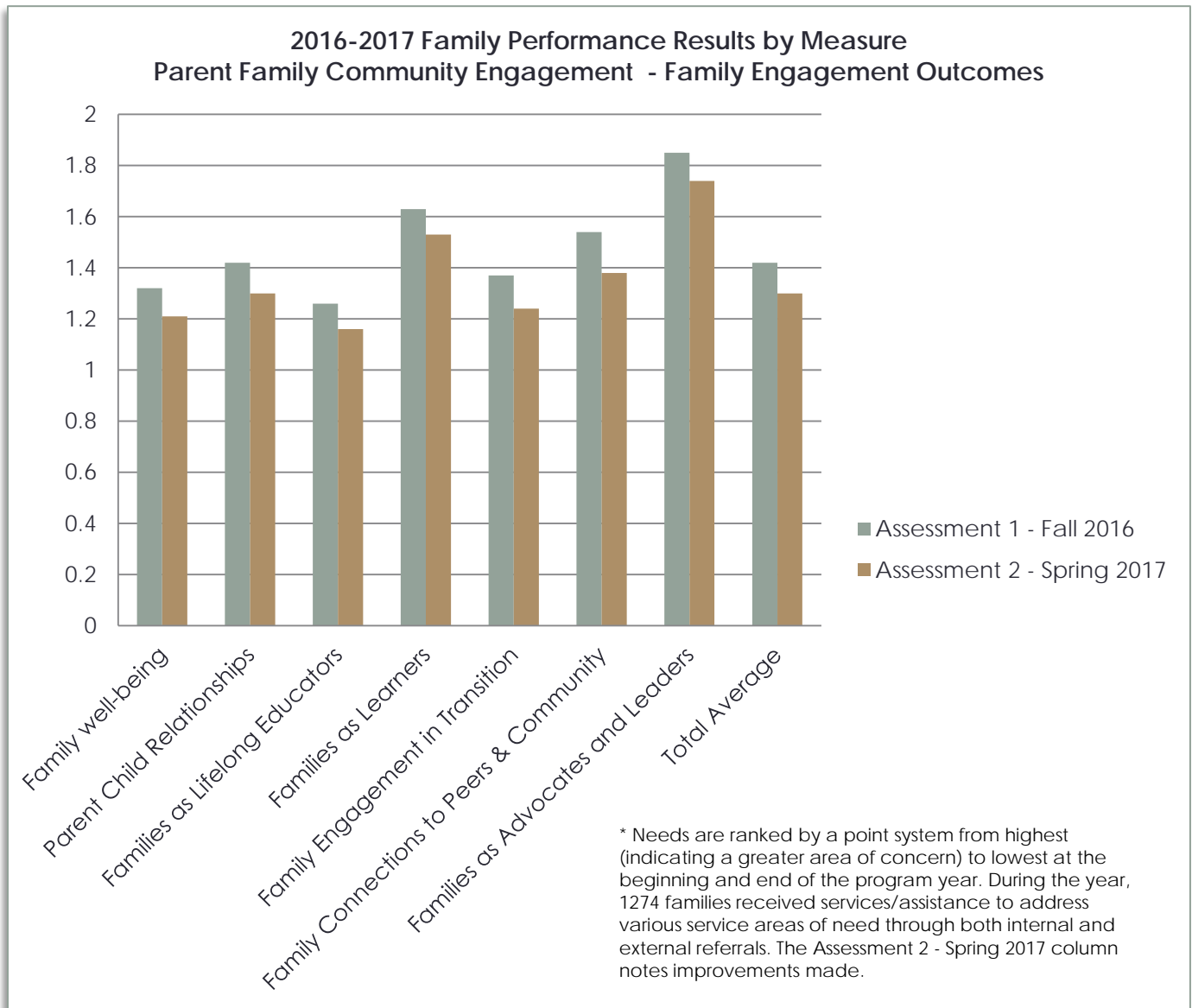
Participation in decision-making...Parents are the most important influence on a child's development. An essential part of our program is the involvement of parents in program planning and operating activities. Many serve as members of Policy Council and Parent Committee and have a voice in program design and management.

Parent volunteers are welcome in classrooms, on the playground, and during field-trips and meal times. Parents receive preference for employment in Head Start for jobs for which they qualify. Through participation in classes and workshops on child development and during staff visits to the home, parents learn about the needs of their children and ways those needs are met by educational activities that are shared with their children in their home.



Family Engagement

Respect for the uniqueness of each family drives the work of family service staff as it builds relationships with families and work on parent-generated goals. Family engagement staff provides resources and referrals, crisis intervention, opportunities for community involvement and support to develop literacy, leadership and employment skills, just to name a few.



Head Start's Policy Council, a parent decision-making body, helps plan and develop goals for the program, approve various policies, hire staff, and develop budgets and work plans. The 2016-2017 Policy Council consisted of 79 members. These members were active in setting the strategic direction of Head Start with a focus on serving all age and income-eligible children in the 4 county area. SLHDA is governed by diverse Board of Directors. A long established coat committee comprised of community members and Board members raised a record amount of \$33, 972.00 in 2017 to provide 1497 new coats to every child enrolled in the Head Start/Early Head Start Program. This Coat Project is held annually in partnership with Marcy's who provide the coats at a discounted rate. Gloves and hats were provided to all enrolled children by the Robert Ufburg Law Firm. A new partnership was also developed for the 2017-2018 school year with Parker Hill Community Church to provide new winter coats for older siblings of enrolled children who are not age-eligible for Head Start services but may be in crisis/need – 3 Veteran's Program children were also included in this project.



Community Engagement

A key issue was to explore the idea of mobile pantries as part of a new, "one-stop" venture with the Weinberg foundation to bring food and related nutritional services to selected Head Start/Early Head Start centers where they can be easily and comfortably obtained.

A pilot site in Peckville was opened to offer monthly distributions of the Weinberg Foundation Children's Produce Market from October through May. In addition to the enrolled families at Peckville, in 2017, 97 individual families were serviced by the Children's Produce Market. Those families were comprised of 139 children ages 0-5; 101 children ages 6-17; 169 adults ages 18-59 and 5 seniors ages 60+. A total of 11,177 lbs. of food were distributed overall throughout the monthly distributions October 2016 through May 2017. This far surpasses the goal of serving 35 families. There were also 2 regular volunteers at each monthly distribution along with Head Start staff and Family Engagement Coordinators.

As referenced in the Community Assessment, accessing food from food banks/pantries is particularly challenging for rural families particularly from Susquehanna County because of longstanding and serious transportation problems in the county. As a result CEO Weinberg Foundation partners with both Elk Lake and Mountain View school districts in a monthly distribution at the individual school district sites. Both of these are Head Start School District Partner sites. An informal agreement was made with each School District to include our enrolled children and families in the distribution should they be interested. Families are provided with registration information monthly and if they so choose, can register and participate in the distribution.

Over the years, volunteers have been an important part of Head Start program. High school and college students, homemakers, parents of Head Start children, retired senior-citizens – all kinds of people have offered their much needed help to the program. Volunteers assist with classroom activities, assist with field trips, become "classroom readers", and help with Head Start community events.

SLHDA's Early Learning Programs provided volunteer opportunities to over 622 individuals during the 2016-2017 Program Year.

SLHDA has forged 75 active community partnerships providing a wide array of services to Head Start such as the donation of classroom space, educational materials, eyeglasses and coats for children, special equipment for children with disabilities, and medical and dental examinations. These services and the time spent by volunteers count toward the 20% non-federal share match required by the Head Start budget.



Special Services/Mental Health Services Jennifer Motichka, Manager

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



Head Start regulations state that a minimum of 10% of total funded enrollment is reserved for children with disabilities. Recruitment efforts target agencies that provide support services to children and their families in the 4 county areas. The program has established strong collaborative agreements (MOUs) between

HS/EHS with the LEA's/BSU's (NEIU #19, Wayne County Consortium, IU #20, Scranton Counseling Center, Wayne County Office of BDP/EI, and Pike County MH/DS) have been implemented and include provisions/procedures for screenings, referrals, diagnosis, and intervention services in a timely manner.

Head Start/Early Head Start staff provides developmental and sensory screenings to all enrolled children within 45 days following enrollment with parental consent. Children requiring further evaluations are referred to NEIU #19, Wayne County Consortium, Colonial Intermediate Unit 20, Scranton Counseling Center, Wayne Co. Office of BDP/EI, and Pike County MH/DS. Evaluations occur with parental consent and follow state early intervention guidelines. In accordance with updated program performance standards, steps to support a child's developmental needs from time of referral to LEA/BSU until eligibility determination have been implemented. Families are also provided community resources such as out-client facilities to support child in the interim. If a child is deemed eligible for services, an IEP or IFSP is developed with the parent. These documents outline specific goals and objectives that the therapists will be working on with the child. Services are often provided in the Head Start centers one time per week or in an early intervention classroom two to four times per week. Services for EHS are provided in the most natural environment which typically is the home. Educational staff receives the IEP/IFSP to use in their individualized planning for the child's education.

Mental health services include the Ages and Stages Social Emotional (ASQ-SE 2) screening tool conducted by the parent with guidance from the educational staff. In addition, the education staff completes an ASQ-SE2 within 45 calendar days based on the skills demonstrated by the child in the classroom setting. Classroom visits by mental health professionals to observe child/children or meet with a family are scheduled based on data collected from screening results. Special Services Managers work closely with Mental Health Consultants to revise the provision of services to include a focus on PBIS or Positive Behavior Interventions and Supports. In EHS, the consultant schedules visits each month to each site during group socializations to be available to both parents and staff. For center-based EHS classrooms, visits are scheduled once during the fall and once during the spring. The consultants will review screenings, as well as gather and provide feedback to families and/or staff. Consultants are available to accompany program staff during home visits upon request. The Head Start Helpline is also available to all families and staff one day each week for a 4-hour period. This is an opportunity to speak with a licensed psychologist on a regular basis. All calls are confidential.



A key issue was identified as a lack of behavioral health services in the communities served to address increasing numbers and intensity of behavioral issues of children.

In alignment with the program's five year goal plan, training through the Special Services service area remains focused on **Positive Behavior Instructional Supports (PBIS)**. PBIS is based on principles of a tiered model of prevention and intervention strategies of The Pyramid Model. PBIS is a proactive approach to establishing the social-emotional supports and social culture needs for all children to achieve school-readiness and academic success. As of December 2017, SLHDA Inc. concluded a grant from the Scranton Area Foundation to provide financial support to contract the services of **SPEC** (Supporting Positive Environments for Children). SPEC assisted the program PBIS implementation, program-wide, with fidelity in accordance with the 5 year plan. Through the process, the program's organizational structure was realigned to support the program's coaching practices.

PBIS implementation is evidenced by the completion of the Benchmarks of Quality (BoQ). Baseline BoQ data indicated implementation at 34% at the overall program level with an increase in implementation to 65% when updated in October 2017. The program continues to collect BoQ data at the program level as well as the center level to monitor progress of implementation with fidelity.



The program utilizes the *AI's Pals* Mental Health curriculum in all Head Start centers. *AI's Pals: Kids Making Healthy Choices* is a nationally recognized evidence-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old. The curriculum compliments PBIS. The program has taken the initiative to cross-reference the *AI's Pals* curriculum with PBIS resources to support individual lessons.

| Special Needs/Mental Health Activities | |
|---|-----|
| (2016-2017 Program Information Report Data) | |
| Children Referred for Early Intervention Services | 79 |
| Children Receiving Early Intervention Services | 278 |
| Children Referred for Mental Health Services | 19 |
| Children Receiving MH Services that were Referred | 11 |
| Children Birth to 3 Receiving Early Intervention Services | 54 |
| Children Birth to 3 Receiving Early Intervention Services- EHS- 26- EHS/CCP- 10 | |



Health and Nutrition Services

Katie Morris, Manager

Head Start's Health Services area oversees the enrollment of 1473 children: 40% Head Start, 35% PA Department of Education, 11% Early Head Start, 5% EHS-CCP and 9% Pre-K Counts. Nurses track physicals, dentals, immunizations, nutritional services, monitor treatment, and work with parents in the early identification of health problems.

Health Activities Data

| | 2016 | 2017 |
|--------------------|------|------|
| Immunizations | 1400 | 1534 |
| Dentals | 1199 | 1243 |
| Vision Screenings | 1430 | 1512 |
| Physicals | 1400 | 1424 |
| Lead Screening* | 419 | 425 |
| Height and Weights | 2860 | 3186 |

* On Children without Leads completed at Physician's office

Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need. Referrals to community services are made for families found to be without health insurance.

We are pleased with the progress made in Health Services in 2017 as related to required screenings. The improvements can be attributed to a concentrated effort to educate parents at time of application of the health requirements for the Head Start and Early Head Start Programs. Also, concentrated efforts in educating community partners in the requirements for the Health Services in following Early Periodic Screenings and Diagnostic Testing (EPSD) guidelines.



Women's Infants and Children Collaboration

A key issue identified in our community assessment program data identified that a relatively small percentage of families were accessing WIC services.



A recommendation in the community assessment addressed issues, and a primary issue was lack of transportation to access clinics. Our Health staff applied for, and was accepted with our WIC partner, to participate in the Johnson and Johnson Health Institute in November 2016. At the Institute we devised a plan to pilot at WIC clinic at the Carbondale YMCA starting in September 2017.

At the conclusion of 2016 our WIC participation was 51% . Our goal for 2017 was to increase participation in WIC by 1%. . As of December 31, 2017 participation in WIC increased to 66% of our families far surpassing our 1% target! The increase in participation was partly due to this successful collaboration as well as educating parents on the benefits of the WIC Program.

Our program goal for 2017 for Early Head Start was to work with community partners to increase the number of children who fall within a healthy weight range by 1% as measured by Body Mass Index (BMI) percentage, By December 31, 2017 EHS we actually increased the health weight goal by 3% . Providing nutritious meals to children is a fundamental Head Start service. In 1961 when Lyndon B. Johnson and Congress commissioned the Head Start Program it was part of the “War Against Poverty” to address hunger in the United States. Today, family lives are hectic and there is even less time to get together for meal times. Meals served to children in Head Start are still as important now as they were when the program was founded. Meals are prepared at most sites and are served family style with staff engaging the children in meaningful conversations and encouraging healthy eating habits.

The first guidelines of the Head Start nutrition program focused on the importance of providing children with nourishing food and opportunities to promote intellectual and social development. The important role of parents in their children's nutrition was also stressed. Over time, the nutrition component evolved to include nutrition education for children, parents, and staff; nutrition staff qualifications; community nutrition programs and resources; and introducing a variety of foods to young children.



Menus are prepared by a Registered Dietitian who provides nutrition training and consultation staff, parents, and partnering child care centers

to

| Meals Served | 2016 | 2017 |
|--------------|---------|----------|
| Breakfast | 29,906 | 54,000* |
| Lunch | 99,934 | 92,290** |
| PM Snack | 101,092 | 80,857** |

* Number reflects additional centers served and a shift to serving breakfast instead of an AM snack.

** Numbers for Lunch and PM snacks served is attributed to enrollment reduction with Duration funding.



Professional Development

Dana Moser, Manager

SLHDA's Early Learning Programs are committed to providing opportunities for its staff to participate in professional development in such areas as early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education. In addition to the network meetings, state, regional, and national conferences, mentor/coaching, focused discussions, reflective supervision, on-site workshops and presentations, and expert consultation in which staff participated during the 2016-2017 program year, additional training and mentoring strategies were provided to strengthen staff's attributes and core competencies as detailed below:

Creative Curriculum Training- Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery. It fully aligns with the Head Start Early Learning Outcomes Framework.

- 37 staff attended Creative Curriculum for infants and toddlers.
- 92 staff attended Creative Curriculum training for Pre-Schoolers

Practice –based Coaching (PBC) - is a professional development strategy that uses a cyclical process. The process supports teachers' use of effective practices that lead to positive outcomes for children.

- 6 Managers, The Head Start Director, and 1 Coach attended the Practice Based Coaching Leadership Academy.
- 3 Managers and 4 Coaches attended Practice Based Coaching Boot Camp.

ASQ-3 and ASQSE2- is a series of parent completed questionnaires designed to screen child development and risk for social and emotional difficulties from age 1 month to 6 years.

- 4 Managers and 1 Coach attended ASQ-3 and ASQSE2 train the trainer institute.
- All Education staff attended ASQ3 and ASQSE2 training at pre-service.

Assessor Interrator Reliability Testing- Teaching strategies GOLD is an authentic, ongoing, observation-based assessment system that can be somewhat objective. Findings show that some evaluators' observed the same situation and would rate children's skills and behaviors differently. Interrator reliability is designed to increase the accuracy and consistency of assessments. This is an online certification process that gives staff the opportunity to evaluate sample child portfolios and compare ratings with those of Teaching Strategies' master raters.

- 85 Education staff have achieved interrater reliability.

Parents as Teachers - an early childhood parent education, family support, and school readiness home visiting model based on the premise that "all children will learn, grow, and develop to realize their full potential." PAT involves the training and certification of parent educators who work with families using a comprehensive curriculum. Parent educators work with parents to strengthen protective factors and ensure that young children are healthy, safe, and ready to learn.

- 8 SLHDA staff are certified PAT Instructors.



Child Development Credential (CDA) - the most widely recognized credential in early childhood education (ECE) and a key stepping stone on the path of career advancement in ECE. The Credential is based on a core set of competency standards which guide early care professionals as they work toward becoming qualified teachers of young children. The Credential is nationally-transferable, credible and valid, and recognized by the profession as a vital part of professional development.

- 33 individuals have completed CDA training

College Coursework - Staff already working in the field take college coursework as part of their ongoing professional development. They may take individual courses to refresh, expand or update knowledge and practice, earning college credit. Or, they may complete an educational certificate or degree program to renew certification, earn a new credential or to prepare for a new professional role in the field.

CLASS- the Classroom Assessment Scoring System is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children, because it is these daily interactions that promote children's social and cognitive development. The CLASS tool provides a common language and stable thread among all efforts to assess teacher effectiveness through monitoring and evaluation and to ensure teachers develop the knowledge and skills to promote children's social development and academic learning.

- 5 staff were re-certified as CLASS Observers in 2017 and 16 more were newly certified.

Positive Behavior and Instructional Supports (PBIS)- An evidence-based model of prevention to increase young children's social-emotional skills and decrease challenging behaviors in early childhood settings.

- 2 Managers are progressing toward PBIS Facilitator credentials
- 55 Center Staff attended (in-house) PBIS Module 1 and 2 training





Head Start Education Services

Joy Mead, Manager

Head Start's educational program is designed to meet each child's individual needs. It also aims to meet the need of the community served and its ethnic and cultural characteristics. If programs have a majority of bilingual children, for example, at least one teacher or aide must speak their native language.

Every child receives a variety of learning experiences to foster intellectual, social, and emotional growth. Children participate in indoor and outdoor play and are introduced to the concepts of words and numbers. They are encouraged to express their feelings, to develop self-confidence and to get along with others.

Teaching staff is required to have teaching credentials at or above a Bachelor's Degree. Teaching staff is also required to have 15 hours annually of professional training that links directly to classroom work.

A key issue for Education I was formalizing and strengthening the link between child outcomes and teacher performance.

As a result, staff trainings and additional materials were purchased in the Creative Curriculum; Assessor Interreliability testing; ASQ 3 and ASQ SE2; PBIS; and Practice-Based Coaching to strengthen teachers skills in reliable assessment for reliable data and positive child interactions. Sixteen (16) new staff were trained to be certified CLASS observers. Five (5) Coaches were hired to support teachers and positive practices to improve teacher performance and ensure children are school ready.

What Will Children Learn?

Approaches to Learning

Goals:

- Children will be able to begin and finish a range of activities in multiple domains with persistence and attentiveness.
- Children will be able to participate in a cooperative learning activity by being actively engaged, utilizing problem-solving strategies, and demonstrating persistence in order to achieve an outcome.
- Children will experiment with various musical and artistic tools in order to express, describe, and communicate their ideas and feelings.





Language and Literacy Development

Goals:

- Children will utilize prior knowledge of language and print concepts to make connections and develop increased language and literacy skills.
- Children will increase their expressive and receptive vocabulary and their understanding of correct usage of grammatical structure during conversations with peers and adults.
- Children will increase their phonological awareness and symbol recognition with familiar print within their environment.
- Children will demonstrate basic book knowledge, understanding and care with a variety of genres during story time, conversations, and creative works.
- Children will begin to recognize letters, understand basic print concepts, and develop beginning writing skills in order to represent print through pictures, scribbles, and writing.



English Language Development

Goals:

- Children will develop Basic English vocabulary and follow multi-step directions in English in order to increase receptive and expressive English language skills when communicating with adults or peers to share ideas or to get their needs met.
- Children will begin to participate in various activities conducted in English in order to increase their confidence and abilities regarding English language acquisition.

Cognitive and General Knowledge

By exploring and gathering new information, children will build upon past exposure and experiences, to apply knowledge and develop a better understanding of new concepts and situations.

Goals:

- Children will utilize problem-solving strategies and known information to seek multiple solutions to a problem and to identify cause and effect relationship.
- Children will demonstrate conceptual knowledge of numbers and quantities through number recognition, counting, and comparing groups. Children will be able to describe the similarities and differences of various shapes and objects and sort and classify according to attributes.
- Children will be able to use various strategies and tools to compare objects and materials. Children will use different strategies to implement the scientific method of problem-solving in order to participate in simple investigations.
- Children will be able to identify their own personal attributes and family structure and understand and accept each individual and family as unique.
- Children will develop an understanding of basic geographical features in the classroom, in their home, and in their environment and describe their similarities and differences.



Physical Development & Health

Goals:

- Children will strengthen and coordinate movements to perform self-care tasks independently and to follow basic health and safety practices.
- Children will demonstrate familiarity with writing and drawing tools and begin to use them to represent symbols and objects.
- Children will demonstrate gross motor coordination and body control through a variety of skills and movements and understand the importance of exercise and self-care as they relate to personal health and care.

Social and Emotional Development

Goals:

- Children will recognize and regulate own emotions and behaviors to interact appropriately with others in a variety of environments.
- Children will learn self-awareness and self-regulation skills by learning to describe their feelings and emotions and demonstrate impulse control and the ability to follow basic rules, routines, and directions.
- Children will develop appropriate relationships with adults and peers and demonstrate cooperation, acceptance, and communication within the learning environment.
- Children will develop the ability to prepare for, progress through, and accept expected as well as unexpected transitions.

How Did They Do?

SCHOOL READINESS GROWTH SUMMARY BY AGE

| | | Number of Children | Number of Children Below Growth Range | Percentage of Children Below Growth Range | Number of Children Meeting or Above Growth Range | Percentage of Children Meeting or Above Growth Range |
|------------|------------------|--------------------|---------------------------------------|---|--|--|
| 3 - 4 YRS. | Social-Emotional | 438 | 55 | 13% | 383 | 87% |
| | Physical | 443 | 36 | 8% | 407 | 92% |
| | Language | 442 | 26 | 6% | 416 | 94% |
| | Cognitive | 442 | 47 | 11% | 395 | 89% |
| | Literacy | 438 | 60 | 14% | 378 | 86% |
| | Mathematics | 441 | 42 | 10% | 399 | 90% |
| 4 - 5 YRS. | Social-Emotional | 672 | 74 | 11% | 598 | 89% |
| | Physical | 673 | 48 | 7% | 625 | 93% |
| | Language | 676 | 71 | 11% | 605 | 89% |
| | Cognitive | 673 | 101 | 15% | 572 | 85% |
| | Literacy | 670 | 87 | 13% | 583 | 87% |
| | Mathematics | 673 | 80 | 12% | 593 | 88% |



Early Head Start Education Services

Dana Moser, Manager

Early Head Start serves infants and toddlers under the age of 3, and pregnant women. The program provides early, continuous, intensive, and comprehensive child development and family support services to infants and toddlers of low-income and their families, and pregnant women and their families through both a home-based and center-based service delivered directly by SLHDA and by our child care partners... Wayne County Family Center, Employment Opportunity Training Center (EOTC), the Center for Developmental Disabilities (CDD) and ABC Kiddie Kampus The Early Head Start- Child Care Partnership Program was added in 2015 providing a full-day, full-year comprehensive program for 72 additional infants and toddlers and their families at SLHDA's EHS New Milford and EHS West Scranton Center and at four partnering child care centers...Carbondale YMCA, Day Nursery, Friendship House, Trinity Child Care.

The Principles of Early Head Start are designed to nurture healthy attachments between parent and child (and child and caregiver), emphasize a strengths-based, relationship-centered approach to services, and encompass the full range of a family's needs from pregnancy through a child's third birthday. They include an emphasis on high quality, prevention and promotion activities, positive relationships and continuity, parent involvement, inclusion, cultural competence, comprehensiveness, flexibility and responsiveness, transition planning and collaboration.

What Will Children Learn?

Approaches to Learning

Goals:

Infants and toddlers will gain knowledge by observing and manipulating their environment. Infants and toddlers will increase attention and maintain interest in an activity.

Language and Literacy Development

Goals:

- Infants and toddlers will increase their understanding of verbal and non-verbal communication. Infants and toddlers will use sounds and words to participate in language and conversation.

Cognitive and General Knowledge

Goals:

- Infants and toddlers will pay attention to and explore their environment to learn new things
Infants and toddlers will show increasing memory and use imagination and planning to make things happen.





Physical Development & Health

Goals:

- Infants and toddlers will move from jerky, undefined movements to increasingly gaining control over large and small muscles.
- Infants and toddlers will become aware of their hands and eventually manipulating objects with their hands and fingers.

Social and Emotional Development

Goals:

- Infants and toddlers will respond to familiar adults and build on relationship with familiar adults. Infants and toddlers will show awareness of other children, interact with other children, and respond to other children

How Did They Do?

SCHOOL READINESS GROWTH SUMMARY BY AGE

| | | Number of Children | Number of Children Below Growth Range | Percentage of Children Below Growth Range | Number of Children Meeting or Above Growth Range | Percentage of Children Meeting or Above Growth Range |
|----------------------|------------------|--------------------|---------------------------------------|---|--|--|
| BIRTH - 1 YR. | Social-Emotional | 21 | 0 | 0% | 21 | 100% |
| | Physical | 23 | 0 | 0% | 23 | 100% |
| | Language | 23 | 0 | 0% | 23 | 100% |
| | Cognitive | 23 | 0 | 0% | 23 | 100% |
| | Literacy | 23 | 0 | 0% | 23 | 100% |
| | Mathematics | 23 | 0 | 0% | 23 | 100% |
| 1 - 2 YRS. | Social-Emotional | 54 | 15 | 28% | 39 | 72% |
| | Physical | 55 | 19 | 35% | 36 | 65% |
| | Language | 54 | 13 | 24% | 41 | 76% |
| | Cognitive | 55 | 20 | 36% | 35 | 64% |
| | Literacy | 55 | 18 | 33% | 37 | 67% |
| | Mathematics | 54 | 11 | 20% | 43 | 80% |
| 2 - 3 YRS. | Social-Emotional | 57 | 15 | 26% | 42 | 74% |
| | Physical | 57 | 22 | 39% | 35 | 61% |
| | Language | 57 | 15 | 26% | 42 | 74% |
| | Cognitive | 57 | 18 | 32% | 39 | 68% |
| | Literacy | 57 | 20 | 35% | 37 | 65% |
| | Mathematics | 56 | 19 | 34% | 37 | 66% |



Work Ready is a program funded by the Pennsylvania Department of Human Services on a cost reimbursement basis to provide pre-placement services to TANF (Temporary Assistance for Needy Families) participants.



Participant eligibility is determined by the Lackawanna County Assistance Office (CAO) which is the entity that makes all referrals to the program based on CAO policy and procedures. CAO arranges for transportation, and child care subsidy is available through Child Care Information Services (CCIS).

The program offers intensive case management to remediate barriers to self-sufficiency. Issues such as homelessness, domestic violence, mental health and substance abuse have been addressed along with assistance in meeting parole requirements. Support and rehabilitation services help participants transition to the EARN program and as a first step toward employment.

Work ready has a time limit of up to 24 months to offer support and services. For successful completion, the participant must fulfill their mandated required hours (20 to 35) in a designated activity for four consecutive weeks. When the client has completed program activities and is in a position to move into a specific job search program, transfer to the EARN program for job search and placement services is initiated. The Work ready Program at this juncture is a success.

- o Work Ready's approach focuses on participant strengths rather than barriers, identifying the motivators that participants bring them to learn and develop the skills necessary for employment. Participants are assisted in developing problem-solving skills and building personal plans that promote ownership and commitment.
- o The program also monitors a Print Shop located on the agency premises that offers an essential work activity for participants who are able to improve their work ethic by working on assigned projects and better develop their inter-personal skills.

The Work Ready program again exceeded both program benchmarks in 2017. Work Ready successfully served 68 individuals in 2017, 48 of whom were employed or transferred to a job placement program.

- o Benchmark (1) percentage of clients meeting Work Ready hours has an expectation of 50%. In 2017 SLHDA, Inc. achieved 89%. Outcome.
- o Benchmark (2) percentage of clients having a successful outcome has a goal of 50%. In 2017 SLHDA, Inc. achieved 89% outcome.



Veterans Program

Melissa Canevari, Office Manager

Begun as a pilot program utilizing Discretionary Funds from the Community Services Block Grant Program, the Veterans Resource Coalition (VRC) was developed to address issues related to Veteran's basic needs and other requests, to avoid duplication of services and to leverage funds, as well as to promote placement of Veterans into jobs. Currently the VRC consists of thirty four (34) member Agencies who come to the aide of Veterans and their families in need.

Some Veterans may experience difficulties in transitioning back to civilian life. Others may have challenges securing employment because of physical issues, mental health issues, various disabilities, substance abuse, homelessness or impending homelessness. The VRC is prepared to handle all of these issues through its network of Agencies.



During this past year the VRC sponsored several events. In April 2017 a "Stand Down" for Veteran's event served forty four (44) participants providing food, clothing and blankets as well as stations of Agencies that provide services to homeless Veterans. In October 2017 a Veterans Resource Awareness Program was held on Lackawanna County Court House Square. One hundred (100) participants received information on various programs for Veterans presented by local providers. In November 2017 a "Stand Down" for homeless Veterans provided food, clothing, blankets and resource information to thirty nine (39) Veterans.

Through a grant from the Scranton Area Foundation the SLHDA, Inc. was able to provide reimbursement to area companies that hired a Veteran for an "Orientation Week" of up to a maximum of forty (40) hours at \$10.00 per hour or \$400.00. A total of twenty (20) Veterans were hired under the program.



SLHDA's *Weatherization* programs promote basic energy conservation by improving the homes of local residents and reducing heating and fuel costs. Drafts within the structure of the home are minimized by caulking, weather-stripping and installing insulation in attics and sidewalls. In addition to these services, a comprehensive home weatherization audit is conducted to determine which measures can be taken to reduce the energy costs for low-income customers. In 2017, approximately \$1,500,000 was invested in the community through production of energy-saving jobs and utilization of weatherization materials in Lackawanna County's low-income homes. This was supported with the infusion of funds from twelve different programs:

Department of Energy/LIHEAP Weatherization- Provides energy conservation measures for clients up to 200% of the federal poverty guidelines.

Low-Income Home Energy Assistance Program CRISIS Program- Emergency repair or replacement of client's non-functioning primary heat source; program runs from November through April; serves clients up to 150% of the federal poverty guidelines.

UGI Weatherization- Provides energy conservation measures for clients up to 150% of the federal poverty guidelines.

Weinberg Weatherization Program- Provides remediation for weatherization deferrals concerning safety and energy conservation measures for clients up to 200% of the federal poverty guidelines.

AAA Home Modification Program- Provides assistance for clients at least 60 years of age with safety needs such as ramps, railings, grab bars, etc. Applications and referrals are obtained through the Lackawanna County Area Agency on Aging.

Home Energy Efficient Loan Program (HEELP) Provides 1% interest loans up to a maximum of \$10,000, payable over 10 years for energy efficient repairs, replacements or upgrades. Applications and income eligibility determined by PHFA. (Up to 80% of the Area Median Income guidelines).

Lackawanna County Redevelopment Furnace Program- Provides repair or replacement of furnaces for clients in single dwelling owner occupied homes with incomes up to 60% of the Area Median guidelines; Contact SLHDA Weatherization to apply.





Customer Assistance Program (CAP) UGI- Provides assistance with gas energy bills for UGI customers up to 150% of the Federal Poverty Guidelines. Contact UGI or SLHDA Weatherization to apply.

United Way- Gift of Warmth Program-Provides repair or replacement of furnaces; applicants must be referred to United Way through SLHDA. Eligibility is reviewed and determined by United Way.

PPL Energywise Program- Only PPL customers eligible, receive energy saving packages which include LED night light, energy saving shower head, kitchen faucet aerator, advanced power strip, LED light bulbs, etc. Contact CAP department at SLHDA and provide PPL utility statement.

Rural Housing Service Program- provides direct loans and grants to low-income homeowners single family homes in rural areas of Pennsylvania. Loan funds (up to \$20,000) are available for repairs to improve or modernize a home, make it safer or more sanitary, or to remove health and safety hazards. Income eligibility is up to 50% below the Area Median Income guidelines. Contact SLHDA Weatherization for more eligibility criteria.

Dollar Energy H2O Program- Pennsylvania American Water low-income utility customers can get assistance with their water and wastewater bills. Contact the SLHDA's CAP program for more eligibility criteria and to set up an appointment for application.

How did we help in 2017?

- 298 households received weatherization services that resulted in energy upgrades or repairs such as insulation, window and heating system replacements, handicap accessible materials resulting in improved environmental safety and reduced energy dependency. By developing a centralized application system, 55 of these homes received additional energy assistance by enrolling in supplemental energy programs SLHDA has to offer that fall in the scope of weatherization.



- 2,200 low income individuals reduced their debt through the Agency's CAP and Dollar Energy programs, while maintaining a reduced payment schedule based on their ability to pay as verified by program documentation.

- UGI Weatherization customers averaged 15% savings in their energy bills, resulting in an Energy Efficiency Award from UGI.



TEFAP provides for the regular distribution of commodities throughout Lackawanna County. TEFAP commodities are received by the Commonwealth of Pennsylvania from the United States Department of Agriculture and distributed by local pantries and through mass distribution at pre-determined and advertised pick-up points. Signatures of self-declared eligibility are maintained by SLHDA for all recipients.

There are 14 distribution sites that are continually rotated during the year. The following is a listing of all the sites that have active agreements with SLHDA through September 2018.

- Throop Civic Center
- Bread Basket of NEPA (7 locations)
- Covington Garage- Daleville
- Delaware Tower Apartments- Scranton
- Friends of the Poor- Scranton
- Geneva House- Scranton
- Hill Neighborhood Association- Scranton
- Jefferson Township Lions Community Center- Mt. Cobb
- Mainstream Revival- Carbondale
- Meals on Wheels
- North Pocono Independent Fire Company- Madisonville
- Salvation Army- Scranton
- Spring Brook Fire Company
- United Neighborhood Center- Scranton



How did we help in 2017?

TEFAP distributed 8,343 cases of food containing 196,189 pounds of food to approximately 8,300 individuals.



Community Development Block Grant Services (CSBG) Linda Prutisto, Director

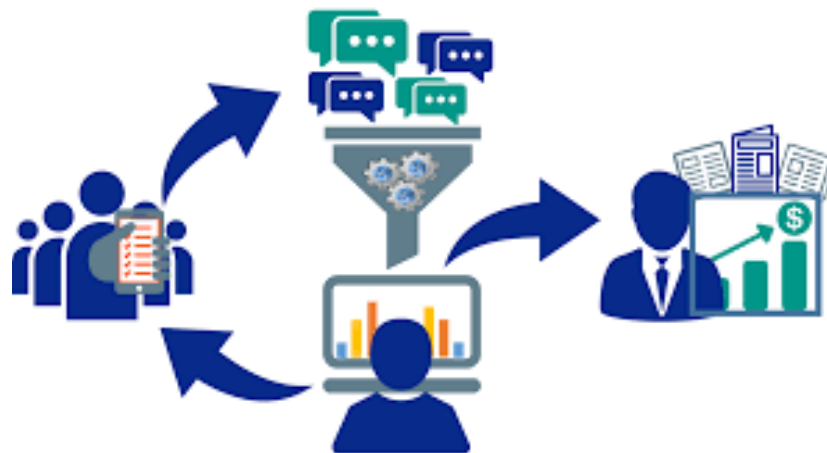
SLHDA is an umbrella agency for a number of federal, state and locally funded programs with funds from the PA Department of Community and Economic Development (DCED). During 2017, SLHDA's Department of Community Services directly supported Lackawanna County residents of low income, indirectly supported contractual obligations for sub-contracted services and was a source of administrative support for all Agency departments in fulfilling the requirements of the Community Services Block Grant (CSBG).

SLHDA's Department of Community Programs is responsible for all phases of the Community Services Block Grant including grant writing and data collection, analysis and reporting for all Agency programs. CSBG funding provides the leverage needed to access other funds and administer those programs.

Housing Assistance and Support Services

Working in coordination with local service providers (i.e. Catholic Social Services, United Neighborhood Centers, Friends of the Poor, Early Learning Programs, Department of Human Services and Salvation Army), 32 individuals were referred for housing assistance to avoid eviction. To further support these individuals, referrals were made to:

- Community support services to assist with chronic or persistent mental health issues such as domestic violence, depression/anxiety, anger management, and adjustment disorder.
- Training to better understand the reimbursement policies/procedures for physician/psychology evaluation, oversight, and evaluation of eligible participants in treatment.
- Career Link for employment services.






Maximizing our Funding Opportunities in 2017

- ✓ SLHDA's Head Start Program was awarded \$340,000 in additional Pre-K Counts funding to serve an additional 8 children in our existing sites and convert 32 slots to full day care.
- ✓ SLHDA's Head Start Program was awarded \$10,350 for transportation to Dental Visits by the Allone Foundation.
- ✓ SLHDA's Head Start Program was awarded \$20,000 by NEPA Home Health Foundation, for the implementation of Positive Behavior Intervention Support (PBIS) , an evidence –based framework to promote social and emotional effective teaching strategies and decrease challenging behaviors.
- ✓ SLHDA's Head Start Program was awarded a \$25,000 PP&L Grant to develop a mobile Science-Technology-Engineering –Math, (STEM) classroom.
- ✓ SLHDA was awarded \$10,000 from the Scranton Area Foundation for the Veteran's Resource Coalition for Veteran's Work Orientation Week.
- ✓ SLHDA was awarded \$4,700 for the Veterans Resource Coalition to conduct Veteran "Stand Downs"
- ✓ SLHDA's Weatherization Program was awarded \$54,000 for Weatherization deferrals by City Scranton Community Services Block Grant (CSBG).
- ✓ SLHDA's Weatherization Program was awarded \$50,000 for Home Rehabilitation by Lackawanna County Economic Development.
- ✓ SLHDA's Weatherization Program was awarded an additional \$200,000 for Weatherization deferrals by the Harry and Jeanette Weinberg Foundation.
- ✓ SLHDA's Weatherization Program was awarded \$55,000 for furnace repair/replacement by Lackawanna County Economic Development Program.
- ✓ SLHDA's Weatherization Program was awarded \$20,000 from the Lackawanna County Economic Development Program for grab bars and ramps for Area Agency on Aging clients.
- ✓ SLHDA's Weatherization Program was awarded \$15,000 for Weatherization Home Repair by the Schautz Foundation.





Testimonials



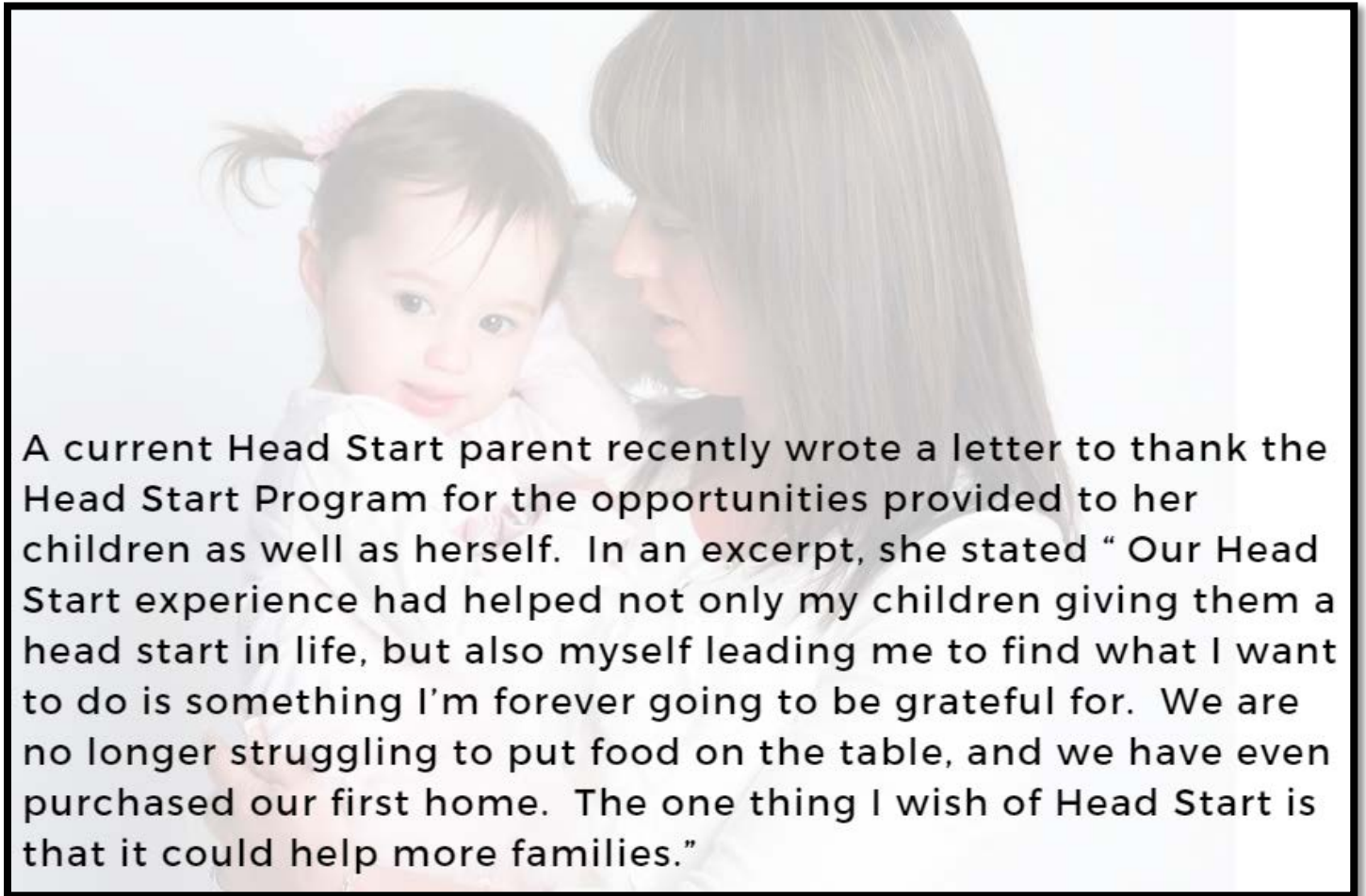
A Past parent wrote—"I truly believe that the younger a child starts to learn the better their chances are at a later date. The Head Start Program is a fabulous service which gives families a wonderful opportunity to get their children into early education. " After volunteering in the Head Start Program this parent states she was "inspired" along with her husband to return to College. They now run a small but very successful business. "In theory, you could say Head Start had an impact on our whole family!"

A Nepali mother who participated in the United Neighborhood English as a Second language class told our staff, "Thank you so much for enrolling me in the ESL classes. I am learning so much and I started going to the Doctor's appointments and grocery shopping all by myself. I don't need the interpreter for my simple tasks. I want to learn more English and go for my GED"



A recent Work Ready participant stated "It has been an honor and great learning experience working with the Work Ready Program. I have accomplished so much, (resume preparation and on the job training). I am learning new systems in the office to add to my experience. I am now able to focus on my future endeavors. Thank you for this much needed opportunity"

Temporary Emergency Food Assistance Program distribution site coordinator wrote" We are deeply grateful for the food that we receive from the distributions that are frequently held in our community. The need is always there and the assistance really helps us."



A current Head Start parent recently wrote a letter to thank the Head Start Program for the opportunities provided to her children as well as herself. In an excerpt, she stated “ Our Head Start experience had helped not only my children giving them a head start in life, but also myself leading me to find what I want to do is something I’m forever going to be grateful for. We are no longer struggling to put food on the table, and we have even purchased our first home. The one thing I wish of Head Start is that it could help more families.”



SLHDA's Weatherization Department works with people in Lackawanna County who have lost their heat. When a household loses its heating source in the winter months, it is referred to as a Crisis. SLHDA sends certified HVAC technicians to inspect the problem and to figure out a solution to the heating crisis upon contact by the State.

One recent day, SLHDA's HVAC technicians visited a household in Carbondale to address a problem with an inefficient heating system that was producing a smell. Upon fixing the furnace, SLHDA's HVAC technician noticed a strong and unusual smell and became concerned. He double-checked his work and started inspecting other possible culprits (piping, heating sources, chimney), upon the inspection of the chimney, he noticed a problem. There was no daylight to be seen upon looking through the chimney. He took immediate action by shutting down the furnace and called a chimney expert to come have a look. Upon further inspection, they discovered that the person's chimney had been blocked by concrete from work done on the chimney two years ago.

The team sped into action and removed a solid piece of concrete that was blocking the natural air flow of the chimney. The chimney was being used as a vent for the furnace and the toxic fumes were not escaping and instead were coming back into the house. This was the issue that was causing the smell and leading to the person living in the house to have health issues. Upon fixing the situation, the person's health has become better, and his heating system is working efficiently.

If SLHDA's HVAC technician, just left after fixing his furnace, the person could have died, as the furnace was now working properly. The HVAC technician's experience and desire to help the homeowner by going above and beyond made a difference in not only providing heat during the winter months but helping solve the issue that was causing the man to be sick.

"I am extremely grateful that SLHDA crisis department was there to help me. The work done by SLHDA prevented a serious situation from happening; unknown to me my chimney was blocked which led to toxic fumes entering my house from the furnace. These toxic fumes were making me sick, and I did not know why I was not feeling well for the last couple of years. I now can feel the difference in my health. And this is putting it mildly."

Crisis Client Homeowner from Carbondale, PA



Scranton Lackawanna Human Development Agency, Inc.
Committed to the belief that everyone has the ability to succeed!

