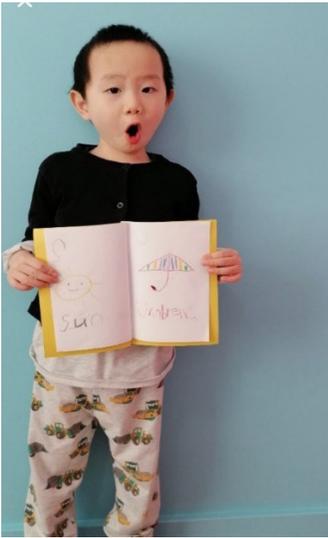


SETON HILL CHILD SERVICES, INC.

ANNUAL REPORT

2020-2021

Serving Westmoreland County since 1966



OUR MISSION

Seton Hill Child Services, Inc. is in business to serve families ethically, and with the highest quality of care. We set the standard for quality childcare by demonstrating exemplary skills and commitment to children, families and our staff.

OUR PHILOSOPHY

Seton Hill Child Services exists as a support service to families with young children in Westmoreland County. We believe that the family is the foundation of a healthy, happy society. Parents are, and should always remain, the primary educators and caregivers of their children.

Seton Hill Child Services recognizes that a quality group experience in a loving, accepting environment enhances the development of children emotionally, socially, cognitively, and physically. Education, health, safety, nutrition, self-help skills, parent involvement, and the availability of social services are all essential aspects of a quality childcare program.



CORE VALUES

| | |
|-----------|--|
| Customers | The needs and preferences of our families are always considered. |
| Integrity | Quality services and ethical behavior on the part of every member of our organization. |
| Staff | Are our greatest assets and are treated with dignity and respect. |
| Teamwork | Transforms acts of creativity and innovation into services of value through collaboration of talented employees and parents. |

Agency Highlights

The COVID-19 Pandemic continued to cause disruptions to the world during the 2020-2021 program year. Program operations resumed in July 2020 with impacts to our enrollment. Due to CDC recommendations and guidance from the Commonwealth, the Office of Head Start, and the Office of Child Development and Early Learning, enrollment in classrooms was significantly decreased due to mitigation strategies. SHCS created a remote learning program to continue services to children who continued to learn at home due to limited classroom capacity or quarantine due to cases of COVID-19. The remote learning program consisted of kits of age appropriate materials, regularly scheduled remote learning sessions conducted by teachers, and one on one in person instruction for children as well. Families were provided meals and basic needs during this time as well. In person and remote services continued until November when we were again forced to provide fully remote services from mid-November until mid-January due to the extensive number of COVID-19 cases in the community. These cases forced many classrooms to be in quarantine and even some whole center closures. As we resumed in person services in January, we saw more families returning to program services as federal COVID-19 flexibilities expired. COVID-19 continued to impact centers as cases continued that required staff and children to be quarantined. Federal and State COVID-19 relief funds were acquired during the program year to provide centers with additional materials, personal protective equipment, cleaning supplies, and staff wellness.

Recognizing that staff are a critical component in the delivery of high-quality comprehensive services, staff wellness became a primary focus in the 2020-2021 program year. SHCS created a Staff Wellness Committee and allocated budgets for staff wellness with the COVID-19 relief funds. The intent of the committee is to support the overall well-being of staff throughout the agency. Staff wellness activities were created for center level and all agency participation. This is by far the largest committee within the agency and continues to develop wellness activities for all staff.

As the year progressed, changes to policies and procedures continued to change as CDC and regulatory guidance was revised. Our resolve was strengthened with each success we encountered as we worked to adjust program services in these unprecedented times. The 2020-2021 program year proved that we could still provide quality program services to our families even during a global pandemic.



PROGRAM OPTIONS

Infant and Toddler Programming is available through Early Head Start, Early Head Start-Child Care Partnerships, and Child Care programming options. Preschool Programming is available through our Head Start, Head Start State Supplemental Assistance Program, Pennsylvania Pre-K Counts Program, and Child Care. Details of each program option are listed below.

Early Head Start (EHS):

- Federally-funded program for low-income infants and toddlers, ages birth to 36 months.
- 32 Center-based slots, 6.5 hours per day, five days per week, year round, and 43 slots delegated to Westmoreland Community Action for home based services.
- Experiences and environments enhance children's physical, social, emotional, and intellectual development.
- Develops and supports the building blocks of skill development and cognitive learning to enhance the path to school readiness.
- Supports parents' efforts to fulfill their parental roles.
- Helps parents move toward self-sufficiency.
- Offered in Greensburg, Jeannette, and New Kensington sites as well as RK Mellon Elementary, and Laurel Valley Elementary schools through a partnership with Ligonier Valley School District.

Early Head Start Childcare Partnerships (EHS-CCP):

Seton Hill Child Services has been a sub-recipient of EHS-CCP funds through the Council of Three Rivers American Indian Center (COTRAIC) since 2015.

- Replicates the model of EHS detailed above within the following components:
- Federally-funded program for low-income infants and toddlers, ages birth to 36 months.
- 28 Center-based slots, up to 10 hours per day, five days per week, year round.
- Experiences and environments enhance children's physical, social, emotional, and intellectual development.
- Develops and supports the building blocks of skill development and cognitive learning to enhance the path to school readiness.
- Supports parents' efforts to fulfill their parental roles.
- Helps parents move toward self-sufficiency.
- Offered at Greensburg, Jeannette and New Kensington sites as well as Laurel Valley Elementary and RK Mellon Elementary schools through a partnership with Ligonier Valley School District.

Head Start (HS):

- Federally-funded program for low-income children, 3-5 years of age.
- 122 Center-based slots, 6 hours per day, five days per week, year round.
- Promotes school readiness by enhancing the social and cognitive development of children.
- Provides educational, health, nutritional, social and other services to enrolled children and families.
- Supports families in making progress toward their educational, literacy and employment goals.
- Offered in Irwin, Greensburg, Jeannette, Scottdale, and New Kensington centers.

Head Start Supplemental Assistance Program (HSSAP)

- State-funded program for low-income children, 3-5 years of age 44 Center-based slots, 6.5 per day, five days per week, year round.

- Promotes school readiness by enhancing the social and cognitive development of children.
- Provides educational, health, nutritional, social and other services to enrolled children and families.
- Supports families in making progress toward their educational, literacy and employment goals.
- Offered in Greensburg, Scottdale and New Kensington centers

PA Pre-K Counts:

- Commonwealth-funded preschool program.
- 6 hours per day, five days per week, 180 days between September and May.
- For at-risk children from the age of three until the entry age for kindergarten.
- Family income of up to 300% of federal poverty level.
- Offered in SHCS's Greensburg, Irwin, Jeannette, and New Kensington centers.
- Partner agencies provide full day services in communities of Latrobe, Ligonier, New Florence, and Youngwood.

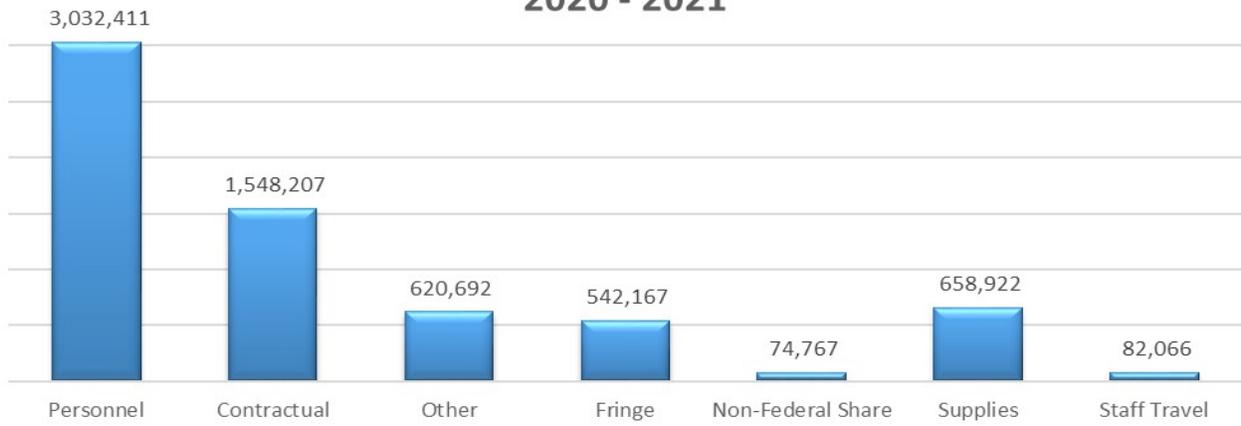
Childcare:

- Fee-for-service option provided in our Greensburg and Irwin locations.
- For children from six weeks to 12 years of age.
- Children may attend full or part time according to the parents' needs and preferences.
- Parents may use childcare as wraparound to extend hours of care provided through another program option.
- Children receive the same services as Early Head Start, Head Start and PA Pre-K Counts during hours of care.
- Seton Hill Child Services offers before and after school care for school-age children and a Summer-Care program.

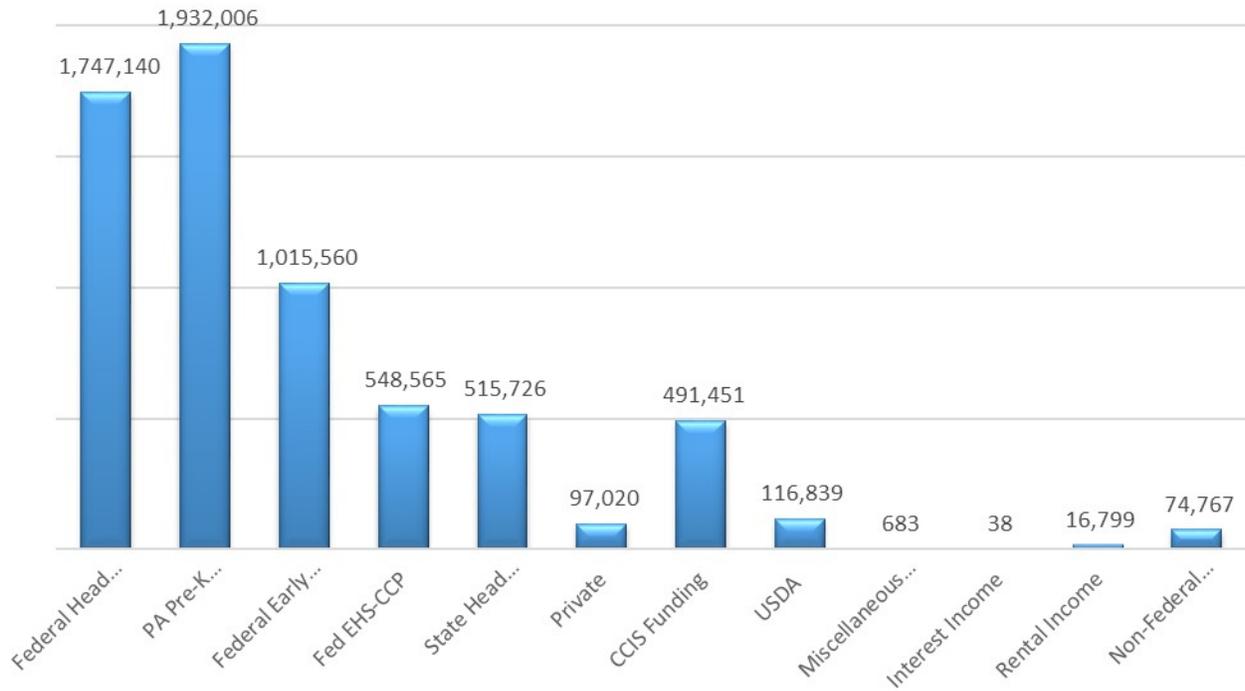
FUNDING & BUDGETS

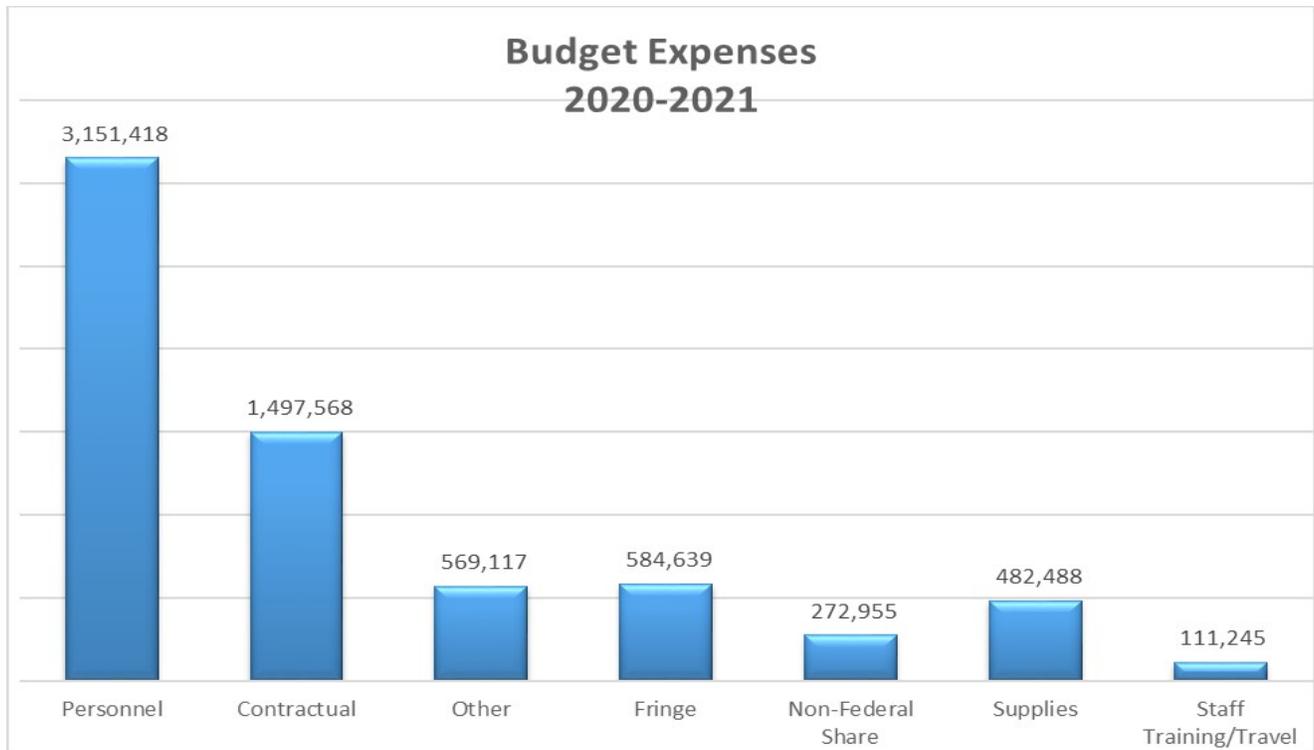
SHCS receives funding through multiple funding sources. The Revenue sources and expenditures are included in the charts below.

Actual Expenses 2020 - 2021



Revenue and Other Support 2020 - 2021





FINANCIAL FOOTNOTES

- The fiscal year for Seton Hill Child Services, Inc. runs from July 1 to June 30.
- The program year runs from September through August.
- Expenditures and funding for this report run from July 1, 2020 to June 30, 2021.
- Non-Federal match is required. These contributions come from volunteers, donations of supplies, space, and parent's time and community support.
- Eligibility for and timing of applications for funding from PA Keystone STARS vary annually, so these sources cannot be included in the agency budget until appropriated.
- 54.50% of the expenditures were for wages and fringe benefits for educational staff, family resource staff, nutrition/health services staff, clerical staff and management.
- Fringe benefits include FICA, 401(k) plan, Worker's Compensation, Unemployment insurance, health insurance, life insurance, and short and long term disability insurance.
- Insurance costs include building liability, property, theft bond, professional liability, children's injury, umbrella coverage, and Officers and Directors insurance.
- Professional Development includes tuition reimbursement and trainings in order to meet Head Start, Early Head Start, State Head Start and Pre-K Counts requirements, maintain our PA

Department of Human Services Certifications, and maintain/improve our Keystone STARS ratings.

- Nutrition and Food includes providing breakfast, lunch, morning snack and afternoon snack. Our Health/Nutrition department includes a registered nurse and nutrition specialist. They work closely with our centers to adapt specialized menus.
- Seton Hill Child Services, Inc. is required to have a yearly single audit completed by an independent auditing firm.
- The CPA firm Horner, Wible, Terek completed the single audit for the period of July 1, 2020 to June 30, 2021.
- The audit found no material weaknesses, no significant deficiencies, no non-compliance, and no questioned or disallowed costs.
- The audit is available for review at 105 Hartman Drive Suite 204, Greensburg, PA 15601, Monday through Friday between 9:00 a.m. to 4:00 p.m.

ENROLLMENT & KEY INDICATORS

- Early Head Start's 32 slots were fully enrolled. We served 51 children from 47 families. 78% of the children had current health assessments and dental screenings.
- Head Start's 122 slots were fully enrolled all year. We served a total of 151 children from 133 families. 83% of the children had current health assessments and access to regular dental care.
- PA Pre K Counts was funded for 214 full time slots. Seton Hill Child Services held 96 of the full time slots and the remaining full time slots were allocated to our four partner providers. Seton Hill Child Services served a total of 105 children as children withdrew and were replaced from the waiting list.
- Childcare total enrollment averaged 67 per month including all ages and all locations
- All the children were screened for delays. Out of the 427 children enrolled throughout the program year, 26% of the Early Head Start children, 18% of the Early Head Start/CCP children, 41% of the Head Start children, 12% of the HSSAP children and 12% of the Pre-K counts children were identified with special needs.
- The total enrollment from our state and federal funded programs reflected an estimated 4.5 % of the total eligible children within the county.

PARENT INVOLVEMENT ACTIVITIES

- Parent involvement in children's development is critical for success in early care and throughout their school experiences. Seton Hill Child Services teaches parents about

the stages of child development and ways to take an active role in their child's education, both now and in the future.

- At enrollment, Family Resource Specialist make parents aware of parent involvement activities. A form is completed that indicates what ways he or she will be willing to volunteer within the agency. The Community Engagement Specialist then contacts the family about the selection(s) they checked to be involved in.
- The Teachers, Community Engagement Specialist, and Family Resource Specialist work together in creating monthly take home calendars for the families, which directly correlates with the lesson plans and encourages work to be done at home with their children.
- Communication between parent and teachers is essential. Various forms of communication occur daily such as face-to face at morning sign in / health checks, daily reports, phone calls, and the TADPOLES communication app. The child's activities, successes, and pertinent information are all shared in addition to pictures, videos, and upcoming events, resources, and opportunities within the communities.
- Fatherhood Involvement information is reviewed at each centers Family Night, and offer at least one male-only fatherhood activity per year to promote father and/or male involvement in the program.
- In addition, the Community Engagement Specialist encourages parents and extended family members to participate by volunteering in the classroom or center, sitting on agency committees, and representing their center by joining the Parent Policy Council.



Community Partners

SHCS has formal and informal agreements with community partners that offer services to address family stressors (economic mobility, housing, food assistance, child and family safety, domestic violence, mental health, and substance abuse) as evidenced in Memoranda of Understanding (MOUs) and Letters of Support. MOUs contain information on data sharing and are drafted to strengthen interagency relationships and identify service gaps to enhance the referral process, facilitate enrollment, and increase service access. Partnerships support sharing application forms to streamline the referral and application process, providing program informational materials for referrals between sites, address follow-up practices, plan/sponsor shared professional development for staff and families, and opportunities for family leadership and advocacy. When community members and agencies work together to identify common goals, align resources and share data to create effective partnerships for effective service coordination, it lessens the stress on families.



TRANSITIONS

Once a child's transition date is set; the Teacher, Parent's, and Family Resource Specialist meet to develop a plan months prior to a child transitioning from one age group to another. The process is expanded when the child is ready to move from infant/toddler to preschool to kindergarten. Agency staff work with infant toddler teachers, preschool teachers and local kindergarten classrooms to arrange presentations and visits for both parents and children.

When a child is transitioning into Kindergarten this process starts in January and goes until the child has successfully transitioned in the fall. Staff also work closely with school districts to design projects and events throughout the year for children and their families that will be transitioning to kindergarten in the fall. The child outcomes charts show the growth and needs of the children's school readiness development. The school readiness areas also coincide with the agency school readiness plan.

CURRICULUM, SCREENING & ASSESSMENT

Seton Hill Child Services provides comprehensive programs to meet children's emotional, social, health, nutritional, and developmental needs for all children, regardless of funding. Classrooms operate with a philosophy that serves not only the child, but also the family of that child. Each participant in the program is welcomed and provisions are made for his/her particular needs through regular communication with the family.

Curriculum

Our Infant and Toddler teachers use *The Creative Curriculum for Infants, Toddlers & Twos* and Preschool teachers use *The Creative Curriculum for Preschoolers*. The curricula cover all areas of child development and are linked to assessments and aligned with the Head Start Early Learning Framework. Teachers use the curricula along with individual child screening and assessment results to design daily lesson plans that meet the needs of individual children and the group.

Screening

For the developmental screening, Infant and Toddler teachers use the Ages and Stages Questionnaire Developmental (ASQ - 3). Parents are asked to answer questions based on their observations of their child's development. If the parent prefers, the teacher and parents may complete the screening together. Inclusion Coordinators administer the Brigance Screens III for preschool development. The results of the screenings are used to assist staff in planning an appropriate program for the children and to help identify any developmental needs as early as possible. During the 2019-20 program year, 21.85% of children received early intervention services.

For the social/emotional development screening, both Infant Toddler teachers and Preschool teachers use *Ages and Stages Questionnaire Social Emotional* (ASQ:SE). If the results are low, the specialist and consultant will review for further guidance for the family and classroom. The teachers share the result of the screenings with parents and make referrals for the family and classroom.

Ongoing Assessment

Each child's development is assessed periodically through the use of a standardized assessment tool along with informal procedures such as conversations with parents and caregivers and observations of the children in their daily routines.

Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do. Teaching Strategies GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Early Learning Outcomes Framework. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

Ongoing Assessment Is

- Happening during regular, everyday activities
- Implemented on a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

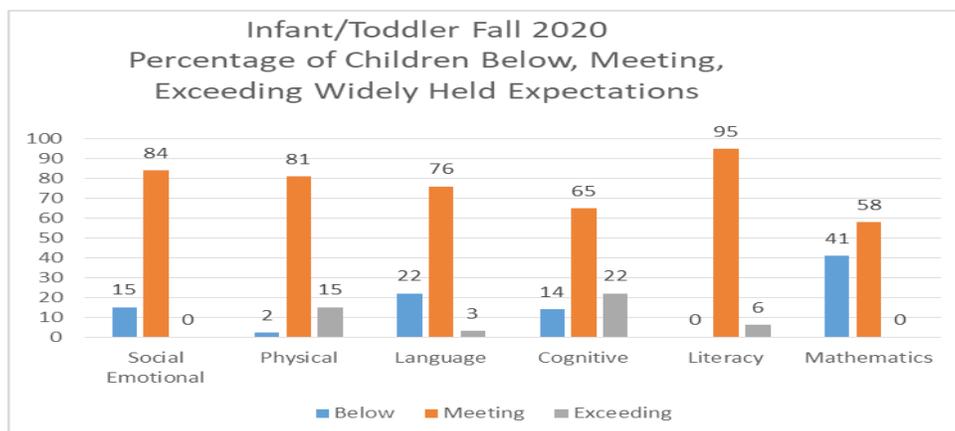
Ongoing Assessment Is Not

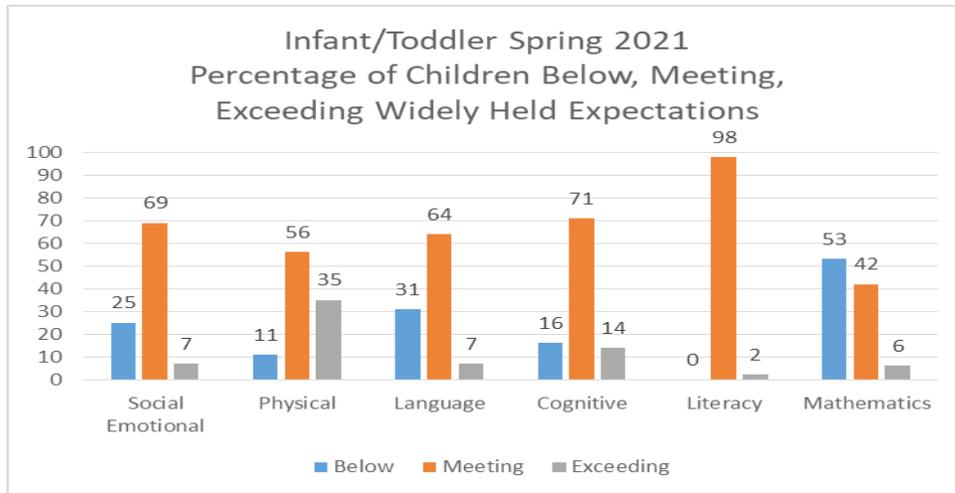
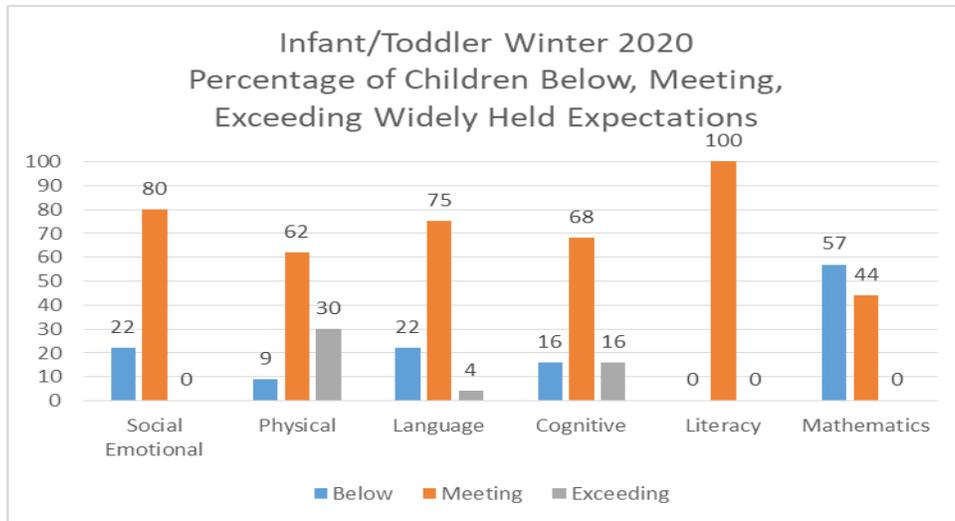
- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

Data is collected at three checkpoint periods (November-fall, February-winter, and May-spring) to track each child's progress. Teachers use this information to develop individual goals in partnership with the child's parents during parent-teacher conferences which occur at least twice per program year.

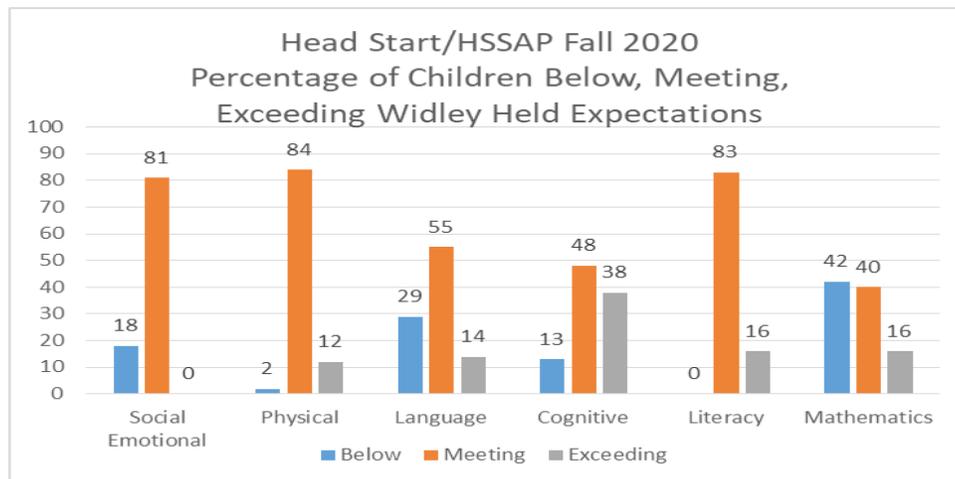


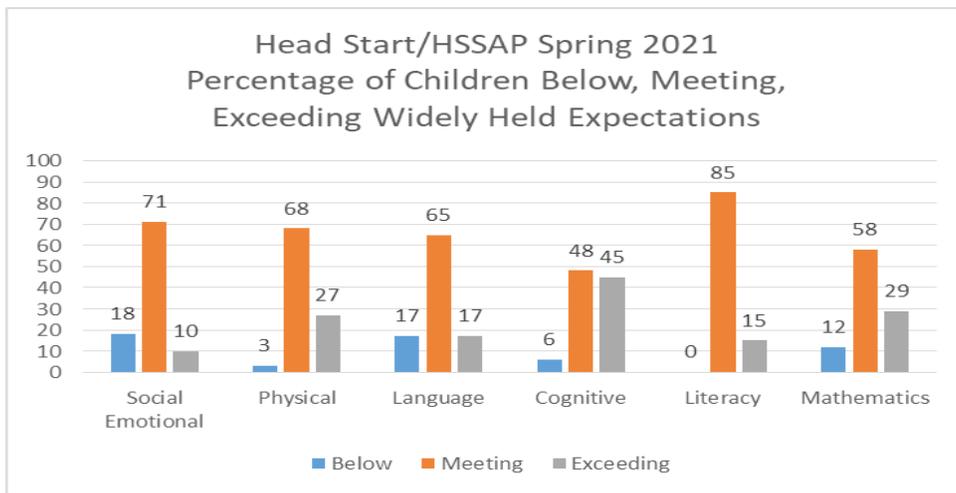
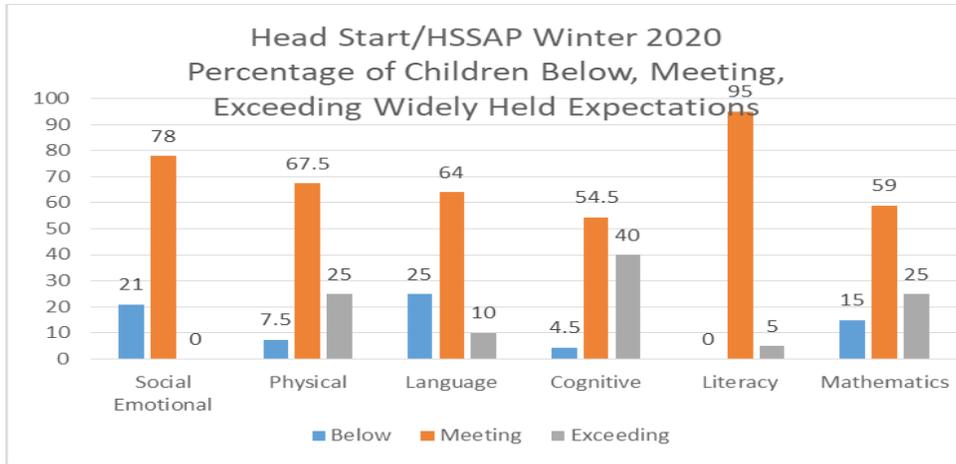
Infant and Toddler Outcomes by Checkpoint Period



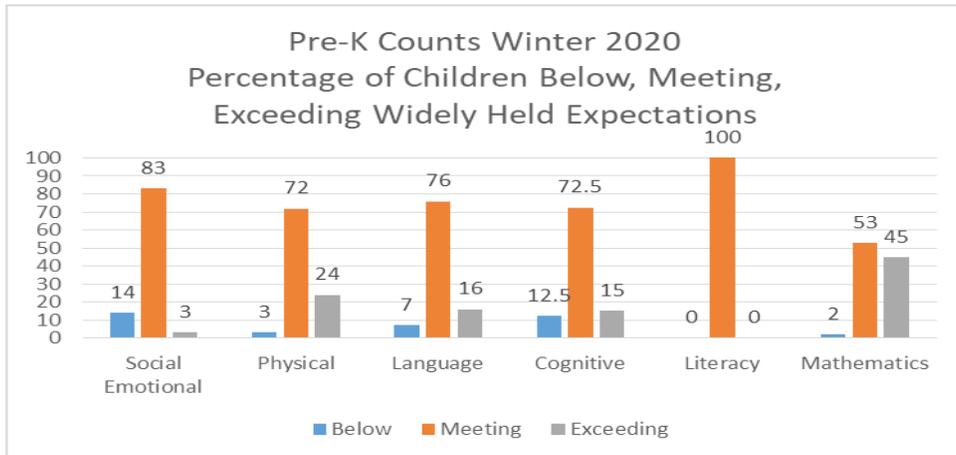


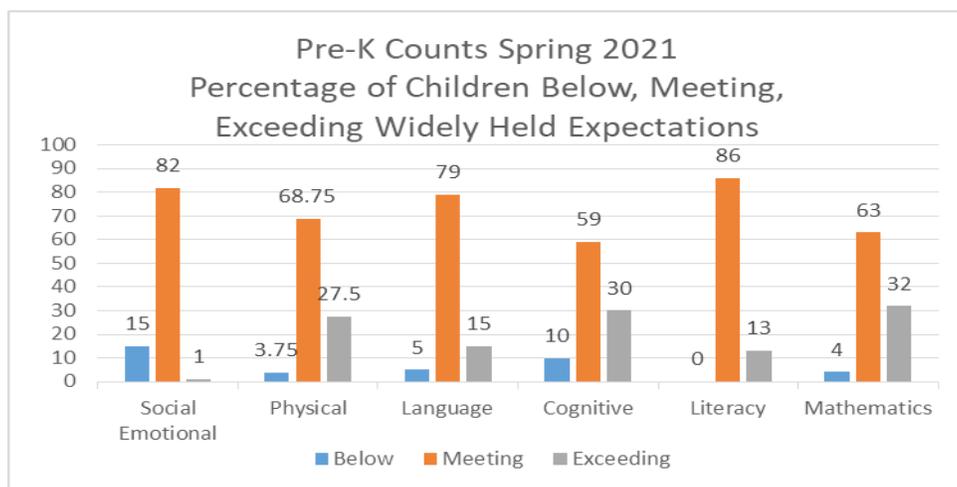
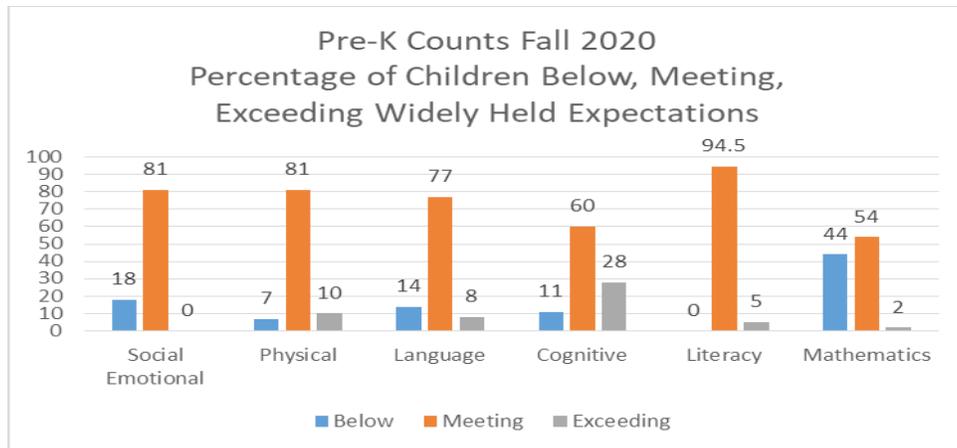
Head Start and HSSAP Outcomes by Checkpoint Period





Pre-K Counts Outcomes by Checkpoint Period





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