



Annual Report

2018-2019

Building the future through early care and education, one family at a time.

The Year in Review

On behalf of SUMMIT Early Learning, Inc., we are pleased to present this report summarizing our Fiscal Year 2019 accomplishments.

SUMMIT values early childhood education as the foundation for lifelong learning. We believe that each child is a unique individual and should be viewed, respected and treated as such. As the welfare and wellbeing of each child is paramount, we strive to provide holistic support of the child's individual needs and interests in a nurturing, family-like environment that fosters the child's development across all developmental domains. SUMMIT believes that each child is a unique individual who needs a secure, caring, and stimulating environment in which to grow and mature, emotionally, intellectually, physically, and socially. As early childhood educators, our goal is to help children reach their fullest potential in these areas by providing an environment that is safe, that supports risk-taking, and that invites a sharing of ideas. In order to reach these goals, SUMMIT has a well-trained and engaging teaching staff that acts as a guide, allowing children's natural curiosity to direct his/her learning. SUMMIT's play-based philosophy teaches children to think creatively so they can succeed in a complex and ever-changing world.

SUMMIT serves children from pre-natal to grade 6 through multiple service delivery models including center-based and home-based Head Start and Early Head Start as well as childcare, the Pennsylvania preschool initiative (Pre-K Counts), home visiting initiatives (MIECHV), and local child welfare SUD-OUD initiatives. An experienced and highly qualified senior staff provide oversight to a budget of \$11.7 million and ensures that funds from multiple funding streams that support our many projects are scrupulously accounted for, as evidenced by the agency's unbroken string of clean audits. The Executive Director supports a highly qualified and experienced Board of Directors representing the diverse community in exercising its oversight and fiduciary responsibilities by providing reports on financial management, service provision, and program operations, coordination with an active and informed Policy Council, and by submitting for input and approval all matters designated the Head Start Act.

SUMMIT Early Learning staff possess a high level of expertise and creativity that continuously improve and enhance the quality of our services. Through multiple professional development opportunities, hands-on training, and intensive supervision and support, SUMMIT Early Learning staff are knowledgeable and skilled in delivering research-based early childhood education and family supports.

Since our efforts in creating a STEM Makerspace have been so rewarding, in 2019 we secured a grant from PP&L to partner with the Selinsgrove Area School District. The goal was to enhance both our curriculums by providing a specialized STEM Makerspace learning environment in the District. For SUMMIT, that space is intended to be used to bolster both our summer camp and pre-kindergarten readiness programs.

SUMMIT recognizes the help and collaboration of its partners as vital to serving our community. We are fortunate to have an extensive network of partners that provide expertise and also commit resources to help meet the needs of children and families. With the help of our partners we are able to more fully meet everyone's needs in this complex world.

SUMMIT has been providing high-quality child-development services for over 50 years. We are pleased to have retained the STAR 3 and 4 ratings of our early childhood and school-age programs.

We are steadfast in our commitment to our Mission of *Building the future through early care and education, one family at a time*, by continuing to provide high quality, comprehensive, individualized supports and services to children and families. SUMMIT Early Learning remains parents' first choice in early care and education with, as one parent described, "incredible staff and facilities" where children "couldn't be happier or more engaged!"

Adanma Akujieze

Adanma Akujieze, Board President

Doug Bertanzetti

Doug Bertanzetti, Executive Director



FINANCIAL SUMMARY

REVENUE SOURCES

LOCAL FUNDING

\$4,975,829

STATE FUNDING & FEDERAL PASS THROUGH

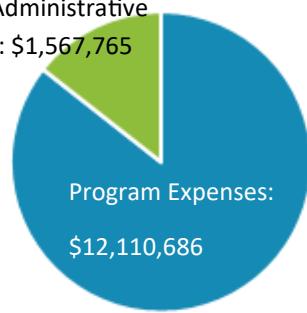
\$3,284,731

FEDERAL FUNDING

\$5,695,799

EXPENSE DETAIL

General Administrative
Expenses: \$1,567,765



GRANTS RECEIVED - YEAR ENDING 6/30/19

Administration for Children and Families, Office of Head Start	\$5,695,799
PA Office of Child Development & Early Learning - Pre-K Counts	\$1,530,000
Keystone STARS	\$86,825
Greater Susquehanna Valley United Way	\$13,473
PA Dept. of Human Services - CCIS	\$2,000
Mifflin County Children & Youth Services	\$103,936
PA Office of Child Development and Early Learning - Mothers Infants Early Childhood Home Visiting Grant (MIECHV)	\$791,856
PA Office of Child Development & Early Learning - Head Start Supplemental Assistant Program Grant (HSSAP)/TIU	\$272,135

2018
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2019

Early Head Start/Head Start Funding - Year Ending 3/31/19

Federal Grants	\$5,363,987
Non-federal Contributions/In-kind	\$1,340,998
Total Funds	\$6,704,985

EXPENSES	ACTUAL	BUDGET
Personnel	2,795,574	2,783,011
Fringe Benefits	975,056	812,797
Travel	3,387	4,725
Equipment	-	-
Supplies	70,556	64,368
Contractual	131,406	133,798
Other	737,893	820,482
Indirect-Administrative Expenses	650,115	744,806
In-kind Expenses	1,340,998	1,340,998
Total Expenses	6,704,985	6,704,985



EARLY LEARNING

DATA AND OUTPUTS

2018-2019

EARLY HEAD START

Infants, toddlers, pregnant women funded: 168

Average monthly enrollment: 100%

Services discontinued by parent within first 45 days (% of children): 8.3%

Ended program year with health insurance: 100%

Ended program year with immunizations up to date: 82%

Ended program year with medical home: 96% | With Dental Home: 58%

Classroom teachers that met degree/credential requirement (CDA/equivalent or +): 100%

Families that experienced homelessness: 2

Had individualized family services plan: 17%

Parents involved in program: 100%

Served

Early Head Start: 217

Head Start: 405



HEAD START

Preschool children funded: 340

Average monthly enrollment: 100%

Services discontinued by parent within first 45 days (% of children): 8.2%

Ended program year with health insurance: 100%

Ended program year with immunizations up to date: 93%

Ended program year with medical home: 96% | With dental home: 94%

Teachers that had a Bachelor's degree or higher: 44%

Families that experienced homelessness: 6

Had an individualized education plan: 53

Parents involved in program: 100%

SCHOOL READINESS PLAN

Program Goals & Progress 2018-2019

1. SUMMIT Early Learning will formalize the School Readiness Team's purpose, membership, and frequency of meetings.
Progress: Continued to review and discuss during meetings at all levels for identification of necessary follow up, monitoring, or changes in action plans.
2. SUMMIT Early Learning will develop a data collection and analysis plan that will, at minimum:
 - a. Identify resources needed to implement a data analysis process, including staff and consultant supports. Progress: New staff member hired upon resignation of previous Data Quality Assurance Coordinator (DAQUA), training ensued, new staff attended Head Start Quality Improvement Summit.
 - b. Identify qualitative and quantitative data sources relevant to measuring school readiness progress. Progress: Continued producing monthly aggregate data, weekly reports of child absences. CLASS and TPOT scores input into data system to provide insights when evaluating school readiness outcomes.
 - c. Identify methods for ensuring validity and reliability of assessment and other data to measure school readiness. Progress: New DAQUA trained and continued the process of monitoring completion of screenings, assessments, and daily attendance follow-up; analyzing each for timeliness, completeness, and trends.
 - d. Develop a schedule for data collection, analysis, and reporting. Progress: Done with continued focus on feedback loops regarding how data was used to improve child outcomes.
3. SUMMIT Early Learning will have a School Readiness Communication Plan that keeps key internal and external stakeholders, including but not limited to the Board, Policy Council, Parents, Staff, and School Districts informed of progress in school readiness goals. Progress: Plan in place; data reports provided to stakeholders as applicable.
4. SUMMIT Early Learning will enhance current family event activity plans to better connect to the Central Learning Domains, as they relate to the agency's School Readiness Goals. Progress: Continuous implementation and enhancement.
5. SUMMIT Early Learning will develop a policy and process for supporting the home language of children and families in all aspects of service delivery. Progress: Staff turnover lead to the need to revitalize the team.
6. SUMMIT Early Learning will include staff trainings related to school readiness in its annual agency and individual staff professional development planning process to, at a minimum, ensure valid and reliable assessment information, improve instruction, and better support family engagement. Progress: With this being our third full year of implementing practice-based coaching, there has been additional focus on formalizing procedures, data collection and analysis, and evaluation of our coaching process and its place in our continuum of professional development activities.



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