



# ANNUAL REPORT

**SUMMIT EARLY LEARNING, INC**

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**2022 - 2023**

# SUMMIT OVERVIEW & YEAR IN REVIEW



SUMMIT Early Learning has been providing quality care to children and families in the community for 54 years. Our mission has been to "build the future through early care and education, one family at a time;" essentially, that is to provide high-quality early care and education services that are tailored to the unique needs of each child and family we serve. By nurturing, educating, and supporting children and families, we aim to build a brighter future for all.

SUMMIT Early Learning has a rich history of serving the community. The agency began in 1969 as Union County Child Development, a small non-profit providing Head Start services to children and families in Union County. By our 10th anniversary, SUMMIT expanded its Head Start programs to serve families in Snyder County and Mifflin County.

In the 1970s, SUMMIT opened its first child care programs, and in 1980 began serving children with special needs through early interventions.

In 1983, the agency's name was changed to Snyder Union Mifflin Child Development, Inc., child care services were expanded, and the first school-age program opened. In 1992, the Early Head Start Program began and now includes classroom-based and home-based programs. In 2007, SUMMIT received funding for the Pennsylvania Pre-K Counts program.

Currently, we serve 314 Head Start children and 136 Early Head Start children agency-wide, and SUMMIT services over 900 students and families in all programs combined.

Early childhood education has been shown to have a tremendous impact on life

outcomes, from academic achievement to health to future earnings as an adult. The benefits of early childhood education are numerous. High-quality early childhood education and care provide important opportunities for children to learn and develop. These services can help children make friends, develop independence, learn new routines, and support their transition to school. In addition, early childhood education programs, like SUMMIT, have been shown to yield benefits in academic achievement and social-emotional well-being.

SUMMIT's philosophy is aligned with the benefits of early childhood education. We believe 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. SUMMIT's play-based philosophy teaches children to think creatively so they can succeed in a complex and ever-changing world. Purposeful play experiences are constructed to create deeper learning experiences that a child will remember and internalize.

SUMMIT Early Learning could not provide the notable services that it does without our dedicated staff. We value our employees and strive to provide a supportive environment for them to grow and develop. SUMMIT's staff possess a high level of expertise and creativity that continuously improves and enhances the quality of our services.

The past year has been a year of restoration. With the pandemic just about behind us, we spent much of our energy on our staff. It was important for SUMMIT to retain the dedicated staff that we had and to attract additional qualified staff to fill our many vacancies. Through staff wellness initiatives and modest wage increases, we began the road to recovery. By the end of the program year SUMMIT's staffing was relatively stable and continuing to get better. SUMMIT's goals for the next program year include being fully staffed and enrolled.

*Doug Bertangetti*  
Executive Director



# FINANCIAL SUMMARY

## REVENUE SOURCES\*

LOCAL FUNDING

\$5,089,838

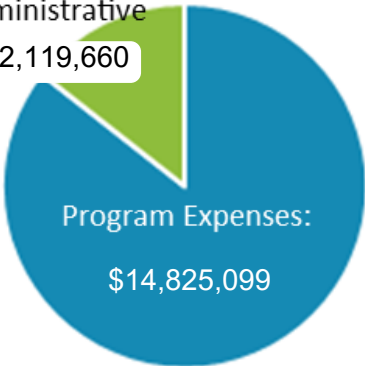
STATE FUNDING & FEDERAL  
PASS THROUGH \$1,905,988

FEDERAL FUNDING

\$7,571,345

## EXPENSE DETAIL\*

General Administrative  
Expenses: \$2,119,660



\*unaudited numbers

## GRANTS RECEIVED - YEAR ENDING 6/30/23

Administration for Children and Families, Office of Head Start	\$7,571,345.00
PA Office of Child Development & Early Learning - Pre-K Counts	\$1,620,000.00
Greater Susquehanna Valley United Way	\$11,000.00
PA Office of Child Development and Early Learning - Mothers Infants Early Childhood Home Visiting Grant (MIECHV)	\$231,098.00
PA Office of Child Development & Early Learning - Head Start Supplemental Assistant Program Grant (HSSAP)	\$285,988.00

2022

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2023

## Early Head Start / Head Start

Federal Grants Total	\$ 7,571,345.00	
Non-federal Contributions/In-kind	\$ 1,892,836.25	
Total Funds	\$ 9,464,181.25	
EXPENSES	ACTUAL	BUDGET
Personnel	8,735,544	6,875,230
Fringe Benefits	2,480,008	1,775,489
Travel	87,863	34,845
Equipment	0	0
Supplies	317,909	248,562
Contractual	203,280	187,632
Other	901,654	849,652
Indirect- Administrative Expenses	2,067,737	1,778,952
In-kind Expenses	1,892,836.25	1,607,275
Total Expenses	16,686,831	13,357,637
	LAST YEAR OF COVID FUNDS- NOT BUDGETED FOR	



# OUTPUTS

## EARLY HEAD START

Infants, toddlers, pregnant women funded: 155

Average monthly enrollment: 79%

Eligible children served: 1%

Services discontinued by parent within first 45 days (% of children): 1.9%

Ended program year with health insurance: 100%

Ended program year with medical home: 99.4% | With Dental Home: 43.9%

Ended program year with immunizations up to date: 94.2%

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

Families that experienced homelessness: 11

Had individualized family services plan: 22

## HEAD START

Preschool children funded: 314

Average monthly enrollment: 81%

Eligible children served: 3%

Services discontinued by parent within first 45 days (% of children): 2.9%

Ended program year with health insurance: 99.7%

Ended program year with immunizations up to date: 93.3%

Ended program year with medical home: 92.7% | With dental home: 67.8%

Teachers that had a Bachelor's degree or higher: 55%

Families that experienced homelessness: 9

Had an individualized education plan: 63

## NUMBERS SERVED

Early Head Start: 155

Head Start: 314



# SCHOOL READINESS GOALS

## Social & Emotional Development:

Children will develop positive relationships with peers and adults while learning to regulate emotions and behaviors.

1. Regulates own emotions and behaviors (GOLD Objective)
2. Establishes and sustains positive relationships (GOLD Objective)
3. Participates cooperatively and constructively in group situations (GOLD Objective)

## Physical Development & Health:

Children will develop improved gross and fine motor skills.

1. Demonstrates gross-motor manipulative skills (GOLD Objective)
2. Demonstrates fine-motor strength and coordination (GOLD Objective)

## Cognition & General Knowledge:

Children will demonstrate age appropriate cognitive skills and general knowledge in areas of mathematics, science, and social studies.

## Language & Literacy:

Children will demonstrate age appropriate phonologic awareness.

## Approaches to Learning:

Children will demonstrate persistence, problem solving, curiosity, and motivation in learning.

## Families as Lifelong Educators:

Parents and Families participate in the everyday learning of their children at home and school and in their community. Actively engage in learning experiences with their children, by talking, reading, writing, playing and facilitating active conversation.

\*A child identified for special education services will work toward meeting the goals stated in the child's IEP in addition to School Readiness Goals.



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14 South 11th Street  
Mifflinburg, PA 17844  
570-966-2845  
[www.summitearlylearning.org](http://www.summitearlylearning.org)