

# 2023 - 2024 ANNUAL REPORT



This report is available to the public on the [SUMMIT Early Learning website](#).

# FROM OUR EXECUTIVE DIRECTOR



SUMMIT Early Learning prides itself on the quality care and the quality education that we have been providing to children and their families in our communities for the last 55 years. The early childhood education that we provide is crucial for the development of children, with long-lasting effects on their cognitive, social, and emotional growth.

Early childhood is a period of rapid brain development, with the brain forming more than a million neural connections every second. High-quality early childhood education helps to stimulate the brain through positive interactions, learning experiences, and play. These early experiences lay the foundation for later cognitive abilities, language skills, and academic success.

Our programs are intended to prepare children for kindergarten and beyond by

teaching essential skills like listening, following directions, and working in a group. This kind of preparation helps children feel more confident and capable when they enter formal schooling.

SUMMIT's programs play a key role in developing social skills such as sharing, empathy, and cooperation. Our students learn how to interact with peers and adults, understand emotions, and manage conflicts. These social-emotional skills are crucial for building relationships, both in school and later in life.

During the 2023-24 program year, we served 295 Head Start children and 104 Early Head Start children agency wide. As a point of interest, SUMMIT services over 1000 students and families in all programs combined.

continued

SUMMIT has highly qualified teachers in all of its classrooms. In our Head Start and Early Head Start classrooms, Head Teachers have either a Bachelor's or Associate's degree in early childhood education (ECE) and all of our Assistant Teachers have their Associate's degree, their Child Development Associate credential (CDA), or are working toward their CDA. Teachers who work in our Early Head Start home-visiting program are also highly qualified with either a Bachelor's degree, Associates Degree, or a CDA.

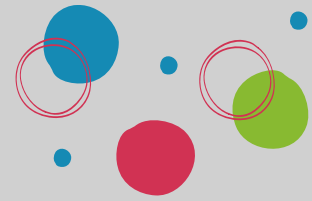
SUMMIT's teachers have a genuine passion for working with young children. This passion is reflected in their enthusiasm for teaching and their commitment to nurturing each child's development. They understand that these early years are critical for a child's growth and approach their work with excitement, patience, and dedication. Our teachers are flexible in their approach, adjusting activities and expectations to meet the needs of each and every child. We recognize that every child is unique, with their own strengths, challenges, interests, and learning styles, so it's important to us that we create environments and strategies that foster individual growth and development.

Our teachers have a solid understanding of child development. They recognize that children develop at different rates and have varying needs. Knowledge of milestones in cognitive, emotional, physical, and social development allows our teachers to use strategies that support each child's individual progress.

Our teachers work with both children and their families building strong partnerships with families by involving them in the learning process, providing regular feedback, and offering resources for further support. They also collaborate with colleagues, sharing ideas and best practices to improve the overall quality of education in their settings.

SUMMIT Early Learning believes that early childhood education is foundational for a child's development. It not only provides cognitive and academic benefits but also supports emotional, social, and behavioral growth. By investing in the early years, we can ensure that all children, regardless of background, have the opportunity to succeed and thrive throughout their lives. The earlier we start, the more profound the impact on individuals and communities will be.

*Doug Bertanzyetti*  
Executive Director



# FINANCIAL SUMMARY

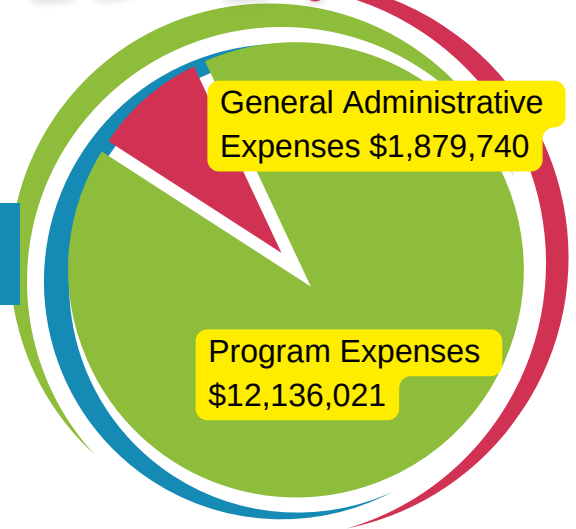
23-24

LOCAL FUNDING  
\$5,769,593

STATE FUNDING & FEDERAL  
PASS THROUGH \$2,455,207

FEDERAL FUNDING  
\$6,400,642

IN-KIND  
\$2,628,386



## Grants Received

Administration for Children & Families, Office of Head Start	6,400,642
PA Office of Child Development & Early Learning (Pre-K Counts)	1,620,000
PA Office of Child Development & Early Learning (Head Start State Supplemental Assistance Program)	285,988
PA Office of Child Development & Early Learning (Mothers Infants Early Childhood Home Visiting)	229,872
Susquehanna Valley United Way	5,500

## Head Start & Early Head Start

Federal Grants Total	6,400,642
Non-federal Contributions/In-kind	1,620,000
Total Funds	

EXPENSES	ACTUAL	BUDGET
Personnel	7,782,106	7,137,603
Fringe Benefits	2,633,849	2,456,261
Travel		
Equipment		
Supplies	251,814	177,416
Contractual	591,448	689,314
Other	876,804	889,246
Indirect/Administrative	1,879,740	1,970,157
Total Expenses	14,015,761	13,319,997



# QUALITY ASSURANCE

## *MONITORING, AUDITS, REVIEWS*

SUMMIT Early Learning is monitored and licensed by several regulatory agencies.

- All child care centers are licensed annually by the PA Department of Human Services.
- SUMMIT participates in Keystone STARS, which improves the continuous quality improvement efforts of early learning programs in Pennsylvania. The Keystone STARS Performance Standards provide the foundation for the state's QRIS (Quality Rating & Improvement System).
- We receive MIECHV (Mother Infants Early Childhood Home Visiting) and HSSAP (Head Start State Supplemental Funding) and continuously maintain compliance with these grant requirements and funding source regulations.
- The Office of Head Start monitors our agency in a variety of ways. Most recently, SUMMIT received the "Focus Area 2 Monitoring" (FA2), which is an opportunity for grant recipients to demonstrate their implementation of high-quality services to children and families that meet Head Start requirements. Results of the FA2 that occurred in April 2024 showed 34 areas of compliance. Six areas of non-compliance were found and were fully corrected within the 120-day correction time period.

### Report on the Audit of the Financial Statements Fiscal Year Ending June 30, 2023

Auditor's Opinion: "We have audited the accompanying financial statements of Summit Early Learning, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, changes in net assets, schedule of expenses by program and line item, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Summit Early Learning, Inc. as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America."

# OUTPUTS

## EARLY HEAD START *155 served*

Infants, toddlers, pregnant women funded: 154  
Average monthly enrollment: 96%  
Eligible children served: 1%  
Services discontinued by parent within first 45 days (% of children): 4%  
Children that received medical exams: 49%  
Children that received dental exams: 44%  
Ended program year with health insurance: 100%  
Ended program year with medical home: 100% | With Dental Home: 53%  
Ended program year with immunizations up to date: 90%  
Classroom teachers that met degree/credential requirement  
(CDA/equivalent or +): 100%  
Families that experienced homelessness: 16  
Had individualized family services plan: 21



## HEAD START *314 served*

Preschool children funded: 314  
Average monthly enrollment: 92%  
Eligible children served: 3%  
Services discontinued by parent within first 45 days (% of children): 4%  
Children who received medical exams: 77.5%  
Children that received dental exams: 68%  
Ended program year with health insurance: 99.7%  
Ended program year with immunizations up to date: 93%  
Ended program year with medical home: 97% | With dental home: 74%  
Teachers that had a Bachelor's degree or higher: 40%  
Families that experienced homelessness: 13  
Had an individualized education plan: 86



## PARENT INVOLVEMENT

In PY 23-24 the following Parent Involvement Activities were offered in SUMMIT's Early Head Start & Head Start Programs:

- 44 Two-hour Early Head Start Socializations
- 2 Four-week Parenting Skills Workshops
- 11 Two-hour Parent Policy Council Meetings
- 12 Parent Committee Meetings
- 10 Open House Events
- 26 End of Year Celebrations

# SCHOOL READINESS

## goals

### **Social & Emotional Development:**

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

- Regulates own emotions and behaviors (GOLD Objective)
- Establishes and sustains positive relationships (GOLD Objective)
- Participates cooperatively and constructively in group situations (GOLD Objective)

### **Language & Literacy:**

Children will demonstrate age appropriate phonologic awareness.

### **Physical Development & Health:**

Children will develop improved gross and fine motor skills.

- Demonstrates gross-motor manipulative skills (GOLD Objective)
- 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.

### **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.

### **Approaches to Learning:**

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

\*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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