



Annual Report

2024-2025



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 for the last 56 years to children and their families in our communities. 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 2024-25 program year we served 247 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. SUMMIT has highly qualified teachers in all of its classrooms. In our Head Start and Early Head Start classrooms our Head Teachers have either a Bachelor's degree or an Associates degree in early childhood education (ECE) and all of our Assistant Teachers have their Associates degree, their Child Development Associates credential (CDA), or are working toward their CDA. The work that SUMMIT does for children and families through our Early Head Start home-visiting program also has highly qualified teachers with either a Bachelor's degree, Associates Degree, or a CDA.

continued

Over the past year, SUMMIT Early Learning has seen an increase in the number and intensity of challenging behaviors within our classrooms. This trend reflects what many early childhood programs across the country are experiencing, as young children continue to navigate social-emotional development alongside the impacts of family stress, community challenges, and post-pandemic adjustment. These behaviors, while developmentally significant, can present complex needs that require thoughtful, consistent, and responsive support within the learning environment.

In response, SUMMIT has strengthened its comprehensive approach to social-emotional wellness by maintaining a dedicated team of behavior and mental health specialists, along with the support of a Mental Health Consultant. This team plays a critical role in helping classrooms remain safe, nurturing, and supportive for all children. Through observation, individualized strategies, staff coaching, and collaboration with families, these specialists provide timely interventions that promote positive behavior, emotional regulation, and healthy peer relationships.

The effectiveness of this team-based approach has been evident in the increased capacity of classrooms to respond proactively rather than reactively. Teachers and specialists work together to develop behavior support plans, implement trauma-informed practices, and ensure that children with greater social-emotional needs receive the attention and resources necessary for success. This partnership strengthens not only the child's experience but also the overall classroom climate.

Equally important is the phenomenal work of SUMMIT's teaching staff, who consistently demonstrate patience, skill, and dedication in managing a wide range of behaviors and learning styles each day. Our educators create environments where children feel valued and understood, using developmentally appropriate guidance, relationship-based practices, and individualized support. Their commitment ensures that every child has the opportunity to learn, grow, and thrive, even in the face of increasing behavioral challenges.

SUMMIT remains committed to continuing this strong mental health and behavioral support framework, recognizing that the social-emotional well-being of children is foundational to school readiness and lifelong success. By investing in specialized supports and empowering our educators, we are able to meet children where they are and foster classrooms that promote resilience, inclusion, and positive development.

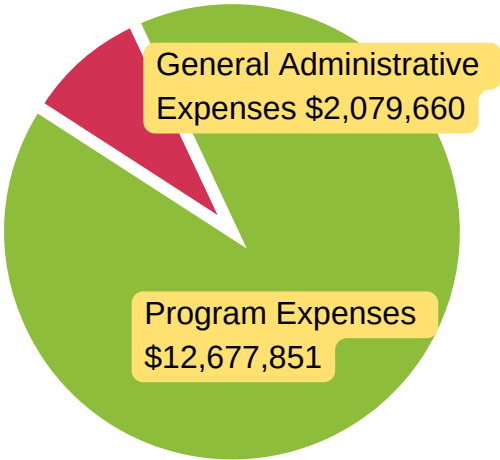
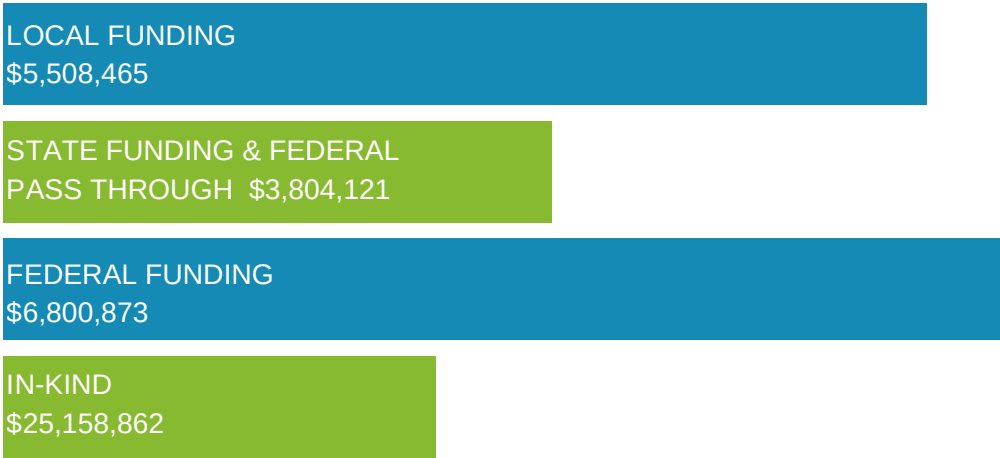


Doug Bertanzetti, Executive Director



FINANCIAL SUMMARY

2024-2025



Grants Received

Administration for Children & Families, Office of Head Start	6,800,873
PA Office of Child Development & Early Learning (Pre-K Counts)	1,701,000
PA Office of Child Development & Early Learning (Head Start State Supplemental Assistance Program)	294,811
PA Office of Child Development & Early Learning (Mothers Infants Early Childhood Home Visiting)	234,272
Susquehanna Valley United Way	5,500

Head Start & Early Head Start

Federal Grants Total	6,800,873	
Non-federal Contributions/In-kind	2,515,862	
Total Funds		
EXPENSES	ACTUAL	BUDGET
Personnel	8,799,378	8,502,819
Fringe Benefits	2,821,105	2,786,730
Travel		
Equipment	40,000	40,000
Supplies	278,368	234,067
Contractual	261,188	316,896
Other	903,127	944,526
Indirect/Administrative	1,654,345	1,423,177
Total Expenses	14,757,511	14,248,215

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, 2025

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, 2025 and 2024, 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, 2025 and 2024, 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

Infants, toddlers, pregnant women funded: 122

173 served

Average monthly enrollment: 88%

Services discontinued by parent within first 45 days (% of children): 1%

Children that received medical exams: 57%

Children that received dental exams: 49%

Ended program year with health insurance: 91%

Ended program year with medical home: 90% | With Dental Home: 42%

Ended program year with immunizations up to date: 93%

Classroom teachers with CDA credential: 66%

Classroom teachers with an advanced degree: 33%

Families that experienced homelessness: 13

Had individualized family services plan: 3



PARENT INVOLVEMENT

In Program Year 24-25 the following Parent Involvement Activities were offered in SUMMIT's Early Head Start & Head Start Programs:

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

HEAD START

Preschool children funded: 247

288 served

Average monthly enrollment: 91%

Services discontinued by parent within first 45 days (% of children): 2%

Children who received medical exams: 80%

Children that received dental exams: 78%

Ended program year with health insurance: 98%

Ended program year with up-to-date immunizations: 93%

Ended program year with medical home: 96% | With dental home: 73%

Teachers that had a Bachelor's degree or higher: 50%

Classroom teachers with CDA credential: 25%

Classroom teachers pursuing degree or CDA credential: 25%

Families that experienced homelessness: 17

Had an individualized education plan: 84

Total Eligible Early Head Start & Head Start children served: 15%



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)

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.

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.

Language & Literacy

Children will demonstrate age appropriate phonologic awareness.



*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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2024-2025



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