

Council of Three Rivers American Indian Center, Inc.

Annual Report



2010

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Mission Statement

It is the mission of the Council of Three Rivers American Indian Center to promote the socio-economic development of the Native American community and others who experience the same type of economic difficulties in the Greater Pittsburgh metropolitan area.



Agency History

The seeds of the Council of Three Rivers American Indian Center were sown in late 1969. In early 1970, when members from two Native American families met, they began discussing their situation, one which is common to all Indians. It is one of apathy, a sense of "floating" in the mainstream, being disbursed and isolated, denied native birthrights, discriminated against, deprived both culturally and otherwise and looked upon as "others". With few exceptions, this is the situation in which most Native Americans live, especially in the east. Eastern Indians face the additional challenge of being unjustly denied the benefits of programs by the Bureau of Indian Affairs BIA, and the Indian Division of the Public Health Service.

The founding members of COTRAIC felt the need to maintain a sense of our "Indianness" recapture our roots and become more conscience of our rights as Native Americans. The formation of COTRAIC was a way, to preserve our own culture and values and to provide a place where other Indian people would have that same opportunity. Beyond addressing cultural needs the establishment of an Indian organization could attend to more immediate needs of Indian people: housing, employment, as well as the need and the right to be self-determining.

Although many Indians reside in Pittsburgh, Allegheny County and the surrounding counties, there was no structure for Indian Advocacy, communication, protection of rights or maintaining a cultural identity. There was a desperate need for a place that Indian people could call their own, a place where they could gather for fellowship and understanding without being judged, ridiculed or harassed. It was agreed that if this situation were to be changed, it would have to be by the Indian people themselves. There were months of conversation and discussion that were followed by the realization that people would have to stop talking and start doing if anything was going to be changed. This realization was the beginning of a long, rough trail of sacrifice, frustration, disappointment, delays and much education. For many months, informal meetings of Indian people took place in different homes during which time ideas were formed and began to take shape as concrete plans.

In February 1972, the results of these efforts were realized when the center was incorporated as a non-profit organization under the laws of the Commonwealth of Pennsylvania. COTRAIC has come a long way since 1972. We have grown from a grass roots group of Indian families meeting in a living room into a multimillion dollar non-profit headquartered on 23 acres of land in Dorseyville, Pennsylvania. The center is open to Indian and non-Indian people alike with programs available to serve both.



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Indian and Native American Job Training Assistance and Employment Program (WIA Program)

Our purpose is to reduce unemployment among American Indians, traditionally the least serviced and poorest group in the United States. Toward this goal, the Council of Three Rivers American Indian Center has operated an employment and training program since 1976. The current program is funded through the United States Department of Labor. Eligibility factors include both a) being an American Indian, Alaskan Native or Native Hawaiian and b) having been unemployed at least seven days, are employed less than full time, or is a member of a low-income family.

Services Available

- **EMPLOYMENT AND TRAINING COUNSELING**—training and employment assessment, counseling, and orientation to optional services.
- **CLASSROOM TRAINING ASSISTANCE**—financial assistance with classes at vocational schools and public colleges.
- **JOB PLACEMENT**—direct job referrals for participants who have employment skills and good work records.
- **COUNSELING**—dealing with all employment related problems as well as counseling in the areas of job search, resume writing and interviewing.

Locations

EASTERN KENTUCKY

NIA Center

Louisville, KY 40211

WESTERN KENTUCKY

KY Indian Manpower Program

Lexington, KY 40505

EASTERN MARYLAND

Eastpoint Workforce Development Center

Baltimore, MD 21224

WESTERN MARYLAND

Western Maryland Consortium

Hagerstown, MD 21740

CENTRAL PENNSYLVANIA

Lancaster Careerlink

Lancaster, PA 17603

EASTERN PENNSYLVANIA

Delaware County Careerlink

Chester, PA 19013-6069

WESTERN PENNSYLVANIA

Council of Three Rivers American Indian Center, Inc.

Pittsburgh, PA 15238-1027

WEST VIRGINIA

WorkforceWV

Charleston, WV 25325-1349

Program Outcomes

Program outcomes are determined under a Common Measures system that is a uniform standard for all Workforce Investment Act program. The measures include:

- Entered employment (85.0%, national program average 56.0%)
- Job retention (85.7%, national program average 74.3%)
- Advancement of salary and wages (\$10,385; national program average \$9,786)

Number of Participants

As of March 31, 2011, the program has served 334 participants since the start of its program year on July 1st. It is anticipated that the program will serve nearly 400 participants by the close of its program year on June 30th, which slightly higher than what was proposed in the program’s comprehensive service plan.

WIA Financial Report

The grant for the current program year is \$909,275. The budget is as follows:

Personnel	\$440,580
Fringe	\$173,783
Supplies	\$5,000
Program Services	\$175,150
Other	\$114,762

The grant for the program year starting July 1, 2011 will be \$897,026.

FAMILY TREE FOSTER CARE

RAINBOW ADOPTIONS

PROGRAM OVERVIEW

The Council of Three Rivers American Indian Center, Inc. operates the Family Tree Program, a licensed foster care program. The Family Tree is licensed by the Commonwealth of Pennsylvania to provide foster care services. COTRAIC also operates a licensed adoption program under the name of the Rainbow Adoption Services. Both programs certify resource families who can provide a loving home for children needing permanency because their parental rights are being terminated or who require emergency shelter, foster, or respite care while their families work on fulfilling family service goals.

Both programs additionally recruit and train families as resources for special needs children. Rainbow and Family Tree programs have a policy and procedure manual, program descriptions, and other required materials that were accepted by the Western PA Regional Office of the Department of Public Welfare. The manual includes policies and procedures regarding guidance and discipline as well as other guidelines and standards established by DPW for placement of children outside of the home. It includes helpful information regarding rights and responsibilities of resource families, suggestions for handling potential problem areas, and a quick phone resource guide.

PERFORMANCE STANDARDS

DPW conducts an annual review for license renewals. Additionally, Family Tree has a contract with Allegheny County DPW for private foster care services. Allegheny County also conducts program reviews to assure compliance with Federal, State and county requirements.

TYPES OF SERVICES RENDERED

Family Tree and Rainbow are always seeking new families through various recruitment campaigns although by far the most successful tool is word of mouth referrals. When a family expresses interest in becoming a resource family, information is provided by telephone and by mail. If they choose to proceed, a packet is mailed to them. Various forms are completed to provide information as to their appropriateness as caretakers for dependent children. As they are completing the biographical information, references, clearances, physicals, financial information,

etc., training begins for the family in such subjects as types of children, effects of abuse, neglect, parenting skills, resources, legal requirements and regulations, CPR, First Aid, passive physical restraint, and crisis management. Training of new families involves at least 24 hours or more. Re-certification requires additional training annually of fifteen hours for each family.

The Programs certify families to provide emergency/long term care to children. The recruitment and preparation of these families focus on provision of services to children birth to eighteen (18) years who have been abused, neglected or abandoned, or temporarily in need of foster care. In addition, recruitment of minority families for Asian, Hispanic, African-American, and American Indian children is a priority. Families are also recruited who are able to provide homes to sibling groups, allowing the children to remain together. The families are supervised following placement of children. Specialized training is provided to address the specific needs of the child(ren) in care.

Regular involvement and interaction between the resource families and birth families is provided if required by the court. In the event that return to the natural family is not an option, the focus will be to prepare the child for

permanency goals. The possibility of adoption by the foster family is explored and this option is discussed in the resource family preparation sessions that all potential families are required to attend. Attempts are made to match children with potential families. Every effort is made to place siblings together. If this is not feasible, a schedule of frequent visitation is arranged if court ordered. Each caseworker, as well as the program director, carry a cell phone and are available on a 24 hour/ 7 day a week basis. The Caseworkers are responsible for arranging routine visits to the home, completing health and safety assessments and bimonthly reports, providing case management as well as identifying and securing appropriate services needed for both the families and the children. The frequency of visits will be determined by contractual requirements, as well as on an as-needed basis. Within ten days of placement a staff conference will occur to identify treatment issues and determine a course of action. Within thirty-five days an Individual Service Plan will be prepared. Specific supportive services will be identified to meet the child(ren)'s needs such as utilization of educational, mental health and other community resources. The caseworkers maintain contact with the foster/adoptive family until an adoption is finalized or the child/ren are returned home.

STAFF

The following personnel staff the Programs: Executive Director, Program Director, Caseworker, Matching Specialist, and Program Support Specialist. The Program Director is responsible for coordinating, administrating and evaluating the Programs as specified in the objectives and respective work plans, recruiting, evaluating, and training staff and resource families. The Program Director often also performs casework for some families and children. Requirements for this position include a Bachelor's Degree in Human Services or related field, three year's experience in social services, preferably working with children and families, and supervisory experience. Caseworkers are responsible for providing direct casework services as specified in the service plans. Requirements for this position include a Bachelor's degree in Human Services or related field and two year's experience in casework or counseling. The Programs also employ a Program Support Specialist who provides support services and assists program participants. A high school diploma/GED, strong communication skills and a comprehensive knowledge of community resources are required. In addition, contractual, part-time, and consultants will be engaged as needed in order to carry out the Program objectives. The Programs from time-to-time engage contracted providers to assist with service units from the State Wide Adoption and Permanency Network.

Adoption/Foster Care Financial Report

Revenues Program Service Fees	\$166,982
Expenses	\$165,095
Personnel and Fringe	\$92,177
Supplies	1,234
Advertising/Copying	555
Insurance	766
Contracts/Program Service Costs	65,020
Telephone	2,174
Training/Technical Assistance	635
Travel and transportation	693
Utilities	1,364
Miscellaneous	457

THE NATIVE AMERICAN ELDERS PROGRAM (NAEP)

The Council of Three Rivers American Indian Center, Inc. was established in 1969 to provide the opportunity for Native Americans to share their culture and values and to provide education to improve the quality of life and elevate their economic status.

The Elders program offered a variety of services and activities to the Native American Elderly, since 1977.

The Native American Elders Program can help Elders with their search for justice, inherited rights, socio-economic status, determining without termination and most important, the right to be different.

You may be eligible for a number of services. Anyone age 45 and over is eligible for the Native American Elders program. We can help make these services available by referring you to various programs.

The Native American Elders program is always available for information & help, just call 412-782-4457 x202

AN AMERICAN INDIAN (NATIVE AMERICAN) This is a person who:

Is of Indian descent and recognized as such in the community in which they live or is enrolled or registered with an Indian Tribe or Reservation if not enrolled / registered. who is 25% or more of Native American descent.

SERVICES WE OFFER

Information and referral:	Direct provision of information and referrals for the elderly concerning community services.
Out Reach:	Contact lonely and hard to reach elderly that would benefit from the program and or other community services.
Socialization and Recreation:	Includes activities which foster the health and social well-being of the elderly through direct interaction and the satisfying use of leisure time.
Counseling:	Assisting the elderly with problems in finance, life skills, consumerism, etc.
Emergency Food Bank;	A service given for those faced with a crisis situation.

For any information regarding Native American matters and the Elders program

Please contact our Elders program Director

Mr. Gil Cutruzzula

Elders Financial Report

Revenues	\$ 41,770
Grants	40,025
Contributions	1,745
Expenses	\$40,640
Personnel and Fringe	\$34,537
Supplies	598
Advertising/Copying	418
Insurance	220
Telephone	801
Training/Technical Assistance	52
Travel and transportation	2,268
Utilities	948
Miscellaneous	798

Early Childhood Education Department (ECE)

Research continues to reinforce that what children learn before kindergarten affects their learning and success for life. The early years before kindergarten are unique; they lay the foundation for all future learning and social development and cannot be duplicated later in life. When it comes to early learning, there are no “do overs.” The Council of Three Rivers American Indian Center’s ECE department is comprised of three programs; Head Start, Pre-K and Head Start Supplemental Assistance Program that provide services for approximately 700 three, four and five year old children and their families.

- **Head Start** is a federally funded preschool program that serves low income at risk preschool children and their families. Head Start provides a comprehensive continuum of services which work together to increase school readiness and improve the quality of life for income eligible children and their families. Services include education, nutrition, health, support services for families, services for children with special needs, transportation etc. Because Head Start eligible children come from families living at or below the federal poverty level, they are at risk of entering kindergarten significantly less prepared to learn and succeed in school. In fact according to OCDEL’s statistics less than one in five preschoolers began the school year in state Head Start programs with age appropriate skills. By the end of the school year approximately three in five children showed age appropriate language, math and social skills. The percent of children who were proficient in:

Language and Literacy increased from 13% in fall to 62% in spring.

Mathematical Thinking increased from 10% in fall to 59% in spring.

Personal and Social Development increased from 21% in fall to 71% in spring.

Scientific Thinking increased from 11% in fall to 58% in spring.



- **Pennsylvania’s Head Start Supplemental Assistance Program (HSSAP)** is a state funded program administrated by the Office of Child Development and Early Learning (OCDEL). HSSAP is based on the federal model of Head Start, providing services to three and four year olds and their families living up to

130% of the federal poverty guidelines. HSSAP provides supplemental funding to Head Start programs to expand the number of children served or to extend the length of day or program year for children currently receiving services. More than 36,500 children receive Head Start services through combined federal and state funding in PA...



- **Pennsylvania's Pre-K Counts Program** was created to provide research-based, high quality pre-kindergarten opportunities to at-risk children across the commonwealth. Utilizing the successful Head Start model as a basis this program leverages existing early childhood education services in schools, child care programs, Head Start, and licensed nursery schools. Pre-K Counts is administrated by the state of Pennsylvania's Office of Child Development and Early Learning (OCEDEL) and provides services for preschool children that are up to 200% of the federal poverty guidelines. The slightly higher income eligibility of Pre-K Counts allows COTRAIC to provide services to the children of many "working poor" families that are not income eligible for Head Start.



Community Partnerships

COTRAIC ECE programs participates in over 35 collaborations and partnerships with a wide variety of other local, regional and state organization, designed to create a tapestry of shared resources and improve the quality of services we provide for the families and children participating our programs.

PNC Partnership

Grow Up Great, is PNC's 10 year, \$100 million early childhood education initiative funded by The PNC Financial Services Group, *PNC Grow Up Great* and *PNC Crezca con Éxito* form a comprehensive, bilingual program designed to help prepare children particularly underserved children from birth to age five for success in school and life. Through *Grow Up Great*, PNC provides the leadership, advocacy, funding, resources and volunteers to help parents, caregivers and communities in their efforts to increase the potential for young children to succeed. COTRAIC's ECE programs have enjoyed an eight year partnership with PNC during which our program operations have been enriched by the financial and human contributions of the PNC Grow Up Great program.

Allegheny Pittsburgh Joint Collaboration

This group was developed in an effort to bring together all of the agencies and organizations involved in referring, providing or subsidizing early care and learning in Pittsburgh and Allegheny County. Member agencies include but are not limited to: COTRAIC, the Pittsburgh Public Schools, the Allegheny County Intermediate Unit Head Start, and DPW. The focus of this partnership is to participate in joint efforts designed to provide information and referrals to families in need of early care and learning services. This effort not only provides a valuable service to families who utilize the 800 number but also supports the full funded enrollment of all programs.

Tickets for Kids

COTRAIC partners with the Tickets for Kids program to provide opportunities for educational, cultural and recreational activities for low income children and their families. The tickets provided through Tickets for Kids are made available through the generous donations individuals, groups and businesses who contribute as a way of ensuring that children served by non-profit and social service agencies and community groups have access to various local events, attractions and performances. COTRAIC staff chaperone the children and make all logistical arrangements.

Music, Movement and Culture

Through the donations and effort of several community partners, COTRAIC ECE has been able to expose our pre-school children to a number of cultural activities and performing arts including the ballet and opera as well as several other music and creative movement experiences specifically designed in an age appropriate way to allow the children to learn, experience and develop an appreciation for the arts.

Parent Involvement

Active parent participation is one of the cornerstones of Head Start and is an integral part of COTRAIC's ECE programs over the past 30+ years. Engaging parents as active participants not only in the educational planning for their own children but in the program planning as well provides countless benefits for both the programs and the

families. Parents can volunteer in their child's classroom, on the bus, in the kitchen or offices as well as become a member of their center level parent committee or the Head Start policy council.

Program Governance

Parents wishing to be involved in program governance are encouraged to become involved with our Policy Council. Parents are elected by peers to represent their center on Policy Council and receive training from the staff to ensure that they can carry out their roles and responsibilities. The Policy Council works with the program staff to make decisions regarding activities, program design, budgets, policies and procedures, hiring; as well as participates in the program self assessment and community needs assessment. The Policy Council meets with the program staff on a monthly basis and quarterly with our Board of Directors.

Additional activities

In addition to those mentioned above there are a number of other activities and initiatives available for parent participation.

Fatherhood Meetings – promotes active male involvement in the lives of young children.

Latino Initiative – provides support and information to non- English speaking or ESL families.

Russell's Readers – promote in home and center level literacy efforts.

Home Activities – extends learning beyond the classroom and engages parents in the process

Job training – provides hands on experience in the classroom or the kitchen as well as assists parents in getting certification (CDA for education, FHC for nutrition)

All of the activities that the parents participate in generate in kind dollars which are used to match the federal funds we receive at an 80/20 ratio of federal to in-kind.

Volunteer Statistics

of total Volunteers: 798

of Parents/Formers Parents: 510

of Total Hours: 7, 958.30

of Volunteer Dollars: \$77,542.71

Children and Family Services

Classrooms:

26 - Head Start

5 - Head Start/HSSAP

1 Head Start/Pre-K

3 - Pre-K

4 childcare partnerships

COTRAIC centers are located in Hazelwood, Overbrook, Brookline, Knoxville, and Dorseyville.

Childcare Partnerships:

COTRAIC contracts with several high quality childcare facilities to provide comprehensive services to Head Start and Pre-K children enrolled in full time childcare. Staff from COTRAIC ECE and the childcare work together to ensure children and families receive adequate support and a quality early childhood education experience.

Our child care partners include:

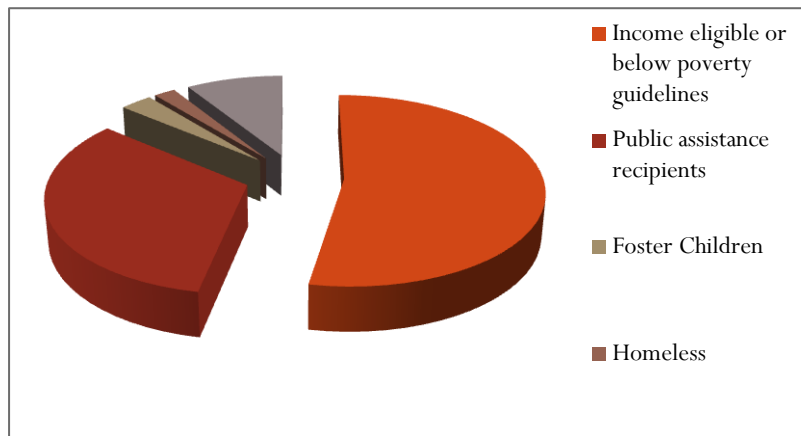
Crafton Children's Corner
Hilltop Community Children's Center
Mt. Washington Children's Center
Brookline Kids

Enrollment

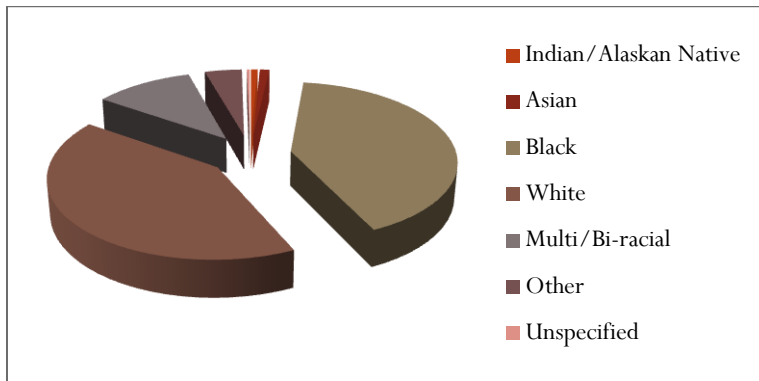
Pre-K Counts funded enrollment	106
Total # of Pre-K families served	131
Head Start funded enrollment	581
HSSAP funded enrollment (Priority II)	90
Total # of HS children served 2010-2011	655
Total # of HS families served	603
Total # of 2 parent families (HS)	283
Total # of single parent families (HS)	320

An overview of the Head Start enrollment for 2010 shows that ninety one percent (91%) of the families served were at or below poverty guidelines. This includes families receiving TANF and public assistance recipients as well as foster children and homeless families. Nine percent (9%) of our total enrollment was made up of families that marginally exceed the poverty guidelines but were deemed at risk and eligible for services based on other factors such as: special needs child, extenuating family circumstances, etc. The Head Start Performance Standards allow up to up to 10% of a Head Start programs enrollment to exceed the federal poverty guidelines.

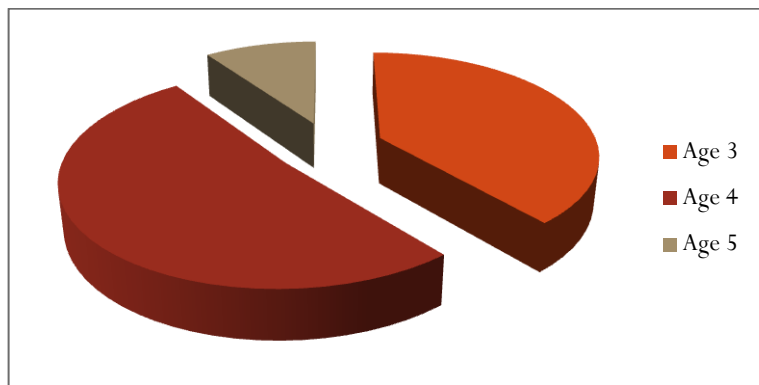
Eligible Children Served:



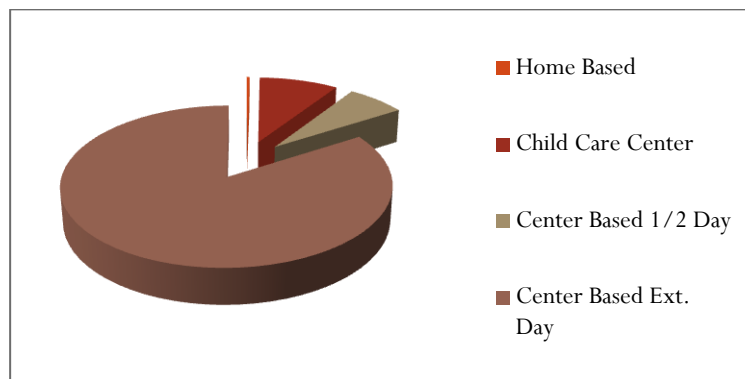
Race/ethnicity of children



Age of Children Served



Head Start Enrollment by Program Option

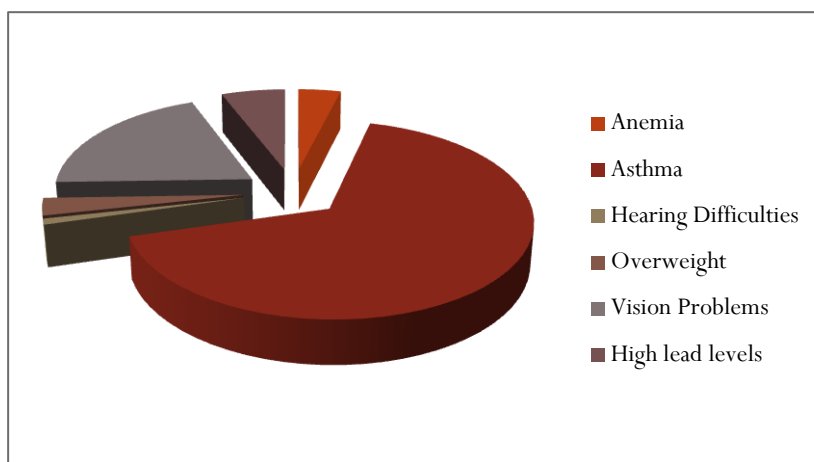


Health Services

As part of Head Start Performance Standards and our own goals for health and wellness, we continue to work with our families to ensure the children are current with their annual preventative well-child examinations, dental examinations and immunizations and screenings. Families are encouraged to make and keep appointments, and complete all necessary follow-up

Over 100 of the children served in Head Start during 2010 had health related issues. Staff in partnership with parents developed an individual health plan for each child designed to address their unique issues. Staff interacting with the child (nutrition, health specialist, education staff, + /or family advocates) may have input in the development of the plan as well as access to any updates. Support services staff encourages follow-up and accountability with regard to the individual goals established in the plan.

Children Undergoing Medical Treatment



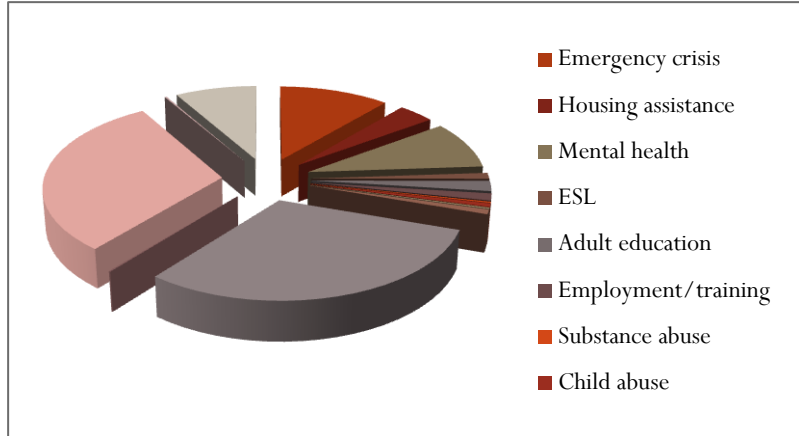
As a result of family partnerships and planning we achieved the following goals during 2010:

- 98% of children were up to date with regard to preventative care
- 97% of children were up to date with regard to dental care
- 97% of children were up to date with regard to immunizations

Family Services

In addition to Head Start providing a quality early childhood education experience for preschool-aged children, it also offers individualized support services for families. COTRAIC ECE offers parents opportunities and support as they identify and meet their individual goals, as well as nurture their children in the context of their family and culture. In order to ensure the best possible outcome, parents are educated, information is shared, direct services are provided and referrals are made to other community providers.

Services and Referrals



ECE Continuous Quality Improvement and Goals

As a part of our ongoing strategic planning goal are established and the programs progress in meeting them is evaluated. An analysis of program outcomes, results from the self assessment and program information report in addition to the needs of the communities and families we serve as well as changes in resources and challenges is used to determine and prioritize each goal

Our goals for 2010 have been consistent over the past few years and include the following:

- **Family development** - designed to increase their level of self sufficiency by enhancing life management skills.
- **Staff development** - focuses on meeting and or exceeding federal, state and local credentialing requirements as well as skill enhancement.
- **Organizational development** - intended to increase the knowledge base and improve the ability of administrative/management staff and governing bodies as a whole. To create an environment where each entity carries out their respective tasks within a framework of effective operational systems designed to promote a sense of individual commitment to excellence and global responsibility.
- **Communication and technology** - Continue to improve internal and external communication by maximizing the use of technology.
- **School readiness** – the seamless integration of resource development, curriculum, best practice and commitment to excellence designed to provide children with all of the skills they need to be successful in school.
- **Health and wellness** – a series of strategies which focus on a full range of health and wellness initiatives that start with the individual needs of each child and concludes with efforts to protect the environment. Devising strategies that support families’ efforts in meeting all medical, dental and well child care needs of their family.
 - “Going Green” in our nutrition department through the use of reusable dinner and flatware in place of disposable paper and plastic materials.
 - Our newest initiative is a layered nutrition plan which will reduce the amount of sugar and sodium while increasing fiber in our school menu..

Early Childhood Education Financial Reports

Funds Received

Federal Head Start

Federal	\$4,398,307
USDA	\$ 316,747
Total	\$4,715,054
Pennsylvania Head Start Supplement	\$ 294,225
Head Start Non- Federal Share	\$1,099,578
Pre-K	\$ 643,077

2009-2010 Budgetary Expenditures

Head Start

- Personnel \$2,315,110
- Fringe Benefits \$ 945,849
- Supplies \$ 142,945
- Contractual \$ 267,869
- Other \$ 678,582
- Training /Technical Assistance \$ 47,952
- USDA \$ 316,747

Pre-K

- Personnel/Fringe \$ 379,789
- Supplies \$ 35,100
- Advertising/Copying \$ 4,518
- Equipment/Maintenance /Repairs \$ 1,105
- Insurance \$ 2,891
- Contractual \$ 155,148
- Rent \$ 11,000
- Telephone \$ 2,237
- Travel/transportation \$ 5,898
- Utilities \$ 16,872
- USDA/Food \$ 20,064
- Other \$ 132
- Training /Technical Assistance \$ 8,323

2010-2011 Proposed Budgets

Head Start	\$6,047,604
• Personnel	\$2,517,902
• Fringe Benefits	\$1,072,372
• Supplies	\$ 132,392
• Contractual	\$ 301,980
• Other	\$ 505,812
• Training /Technical Assistance	\$ 55,948
• USDA	\$ 273,598
• Non-Federal Share	\$1,170,352

Head Start Parent Letters of Support

To Whom It May Concern:

I am writing to comment about the Head Start programs and how they better our young children for the future. My husband and I have 2 boys, both who have been lucky enough to be a part of such a wonderful program. One of our children is currently still enrolled at the Head Start Program Overbrook location and our other child is in 2nd grade. Our oldest son attended for 2 years, having the same teachers both years. From those wonderful teachers and other staff at the Overbrook location, he built such a strong foundation and they gave him a "head start" in his education. He is currently a high honor roll student, as well as a part of the gifted program through the Pittsburgh Public Schools. Our youngest son is finishing his second year of the program and has grown tremendously since the first day of stepping into the classroom. He had a few speech and annunciating issues when he started there. He has been given the opportunity to work on his speaking issues, with the help of more than 1 teacher, seeing that he switched classes after the first year. He has grown so attached to his teacher that he thinks she is going to Kindergarten with him and that says a lot! We expect nothing but the best out of our children while furthering their education because of the wonderful foundation that was set for them by the staff at the Head Start Program. Without these wonderful teachers and other staff members that dedicate so much time, effort, patience, and love, these kids could be so much more behind than they are today.

The Head Start Program is a wonderful program that not only gives most kids their first steps of education but also breaks the ice of social interaction and separation issues. I am sure that there are many parents of children who attended these Head Start Programs can agree with my husband and I whole heartedly when we say that this program is a necessity and a perfect foundation for the kid's education. When talking about everything that the kids get from this program, it is dumbfounding that the state would even think of cutting the funds. The only people that it will hurt are the children and they are our future! There are many other places that funding could be cut that does not lead to the positive things that the Head Start Program leads to. From the bottom of our hearts, we can only thank all of the staff at the Overbrook Head Start location for all of their dedication to our kids of the future and also to beg and plead with the state not to cut their funding!

Sincerely,
Thomas and Jennifer Cherry

MAY 2, 2011

To: Mr. Russell Simms,
Ms. Susan Buffton,

I am writing to you to let you know what a wonderful program you have at the Overbrook Head Start preschool.

I have been coming to this facility since January of 2011 to provide therapy to a student who has been diagnosed with Down Syndrome combined with a behavior disorder. During this time, I have noticed certain qualities of this program that make it superior to similar preschools in the Pittsburgh area.

Everyone I have had the pleasure of working with at this school has been very professional and extremely welcoming to me and to my team members. The teachers and staff have been cooperative, willing to learn, and are able to accept recommendations made by an outside service provider.

My client's teachers (Miss Dawn and Miss Lee) always make sure that she participates in every aspect of the day's planned activities, and that she is able to interact with the other children in her own special way. They also allow her to work at her own pace while providing the encouragement that is needed for her to succeed.

From the very beginning, the director of this program (Donna Kichta), the teachers, and all of the staff have been more than willing to do whatever is necessary to ensure that my client receives a quality education. From my experience of working with children in a variety of school settings, I can assure you that this is not always the case. My client, as well as the other children who attend this school, are very lucky to have a program that addresses not only their academic development, but their social and emotional development as well. I will continue to recommend this preschool to parents and to other professionals in my field.

Sincerely,

Sally Dean

Sally Dean, MS

Behavior Specialist Consultant/Mobile Therapist

Barber National Institute

35 Wilson Street

Suite 103

Pittsburgh, PA 15223

412.480.6235

sallydean@barberinstitute.org

Early Head Start

Kindergarten or school readiness begins at birth thus Early Head Start, a federally funded program, works with infants, toddlers, pregnant working with families and (parent and child) impacts child and the parent(s). work with the parent as they do with the child can social-emotional motor development and



women and their families. Beginning at birth and their very young children in a two-generation approach the family development and relationship between the Utilizing the *Parents as Teachers Curriculum* we the child’s first teacher to understand how activities have a positive impact and outcome in the domains of development, cognitive development, fine and gross language (communication) development.

Scope of Services

The Early Head Start program currently provides services to 70 pregnant women, infants and toddlers in three different geographical areas of Allegheny County. We provide services to 22 of these infants and toddlers through child care contracts. The other 48 pregnant women, infants, or toddlers are services through in home services. We partner with two childcare centers. One is located in the Knoxville section of the City of Pittsburgh (south Pittsburgh Planning District) and the other is located in Verona (Northeast Allegheny County). The home base portion of the program works with families in the South Pittsburgh Planning District, Hazelwood and Dorseyville areas and their surrounding communities. Staffing for this program consists of an Early Head Start Director, a Disabilities/Home Base Coordinator, a Health Coordinator, four Home Visitors, a Childcare Liaison, a Support Specialist, an ERSEA Clerk, and thirteen pro-rata staff.

Community	Number of Children	Staffing
Home Base Services <ul style="list-style-type: none"> • Hazelwood Communities • Dorseyville Communities • South Pittsburgh Communities 	48	4 Home Visitors
Childcare Centers <ul style="list-style-type: none"> • Hilltop CCC • Wagner House 	22	1 Childcare Liaison 1 Support Specialist

The Home Visitors meet with families once a week for 52 weeks at times agreeable to the families. (A minimum of 45 home visits are completed per family per year. This allows for holidays, personal days, and training days of the staff.) With Welfare to work and more parents in school, training or working home visits are completed during non-traditional hours. Early evening or Saturday visits are utilized to accommodate working parents. Socialization experiences are also held during evening or Saturday hours if requested by the parent. The program maintains socialization sites in Hazelwood, Dorseyville and the Arlington section of the South Pittsburgh. These rooms are set up to accommodate infants and toddlers during socialization experiences and parent workshops.

Program Goals

The Early Head Start program evaluates the needs of the families and the program every year to develop goals for the following program year. After evaluating services families received and analyzing data from assessments and monitoring reports the following goals were developed for the 2009-10 program year.

- **Childcare Credentialing** – increase the caregiver’s credential level at our childcare partner sites
- **Communication** – improve internal and external communication systems between EHS, HS and childcare partners particularly upon transition
- **Comprehensive Services** – enhancing staff’s ability to make effective referrals and track outcomes
 - **Health and Wellness** – increasing parent and staff awareness of nutritional information as well as need for physical activity for adults and children through the implementation of I am Moving I am Learning
 - **Infant Mental Health** – improving the quality of bonding and attachments of parents and children through more specialized training
 - **Staff Development**- improve the quality of services to children and families by enhancing the skills and credentials of EHS and childcare partner staff
 - **Governance** – increase the knowledge base of the governing bodies
 - **Inclusive Services** – increasing the number of children with special needs in inclusive services
 - **Cultural Diversity** – increasing the staff’s knowledge and competency in working with English Language Learners.



Early Head Start Financial Reports

Funds Received

Federal Early Head Start	\$ 606,571
Early Head Start Non-federal Share	\$ 151,643



2009-2010 Early Head Start Budgetary Expenditures

• Personnel	\$ 342,791
• Fringe Benefits	\$ 118,448
• Supplies	\$ 37,900
• Contractual	\$ 46,926
• Other	\$ 45,387
• Training /Technical Assistance	\$ 15,119
• Total	\$ 606,571

2010-2011 Proposed Budgets

Early Head Start **\$751,666**

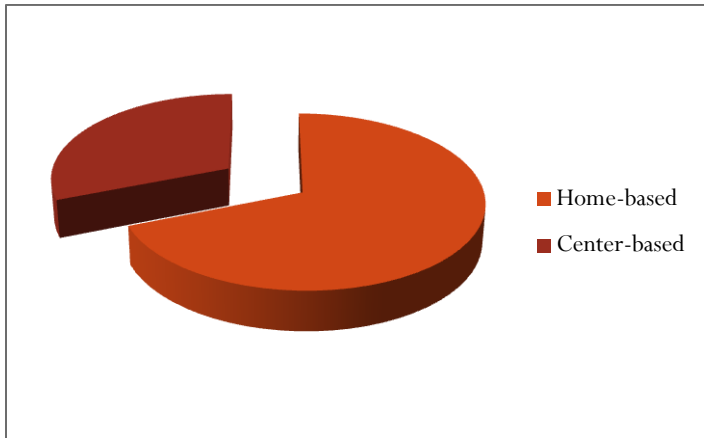
• Personnel	\$356,316
• Fringe Benefits	\$137,236
• Travel	\$ 1,935
• Supplies	\$ 7,161
• Contractual	\$ 52,375
• Other	\$ 42,118
• Training/Technical Assistance	\$ 14,929
• Non-Federal Share	\$153,018

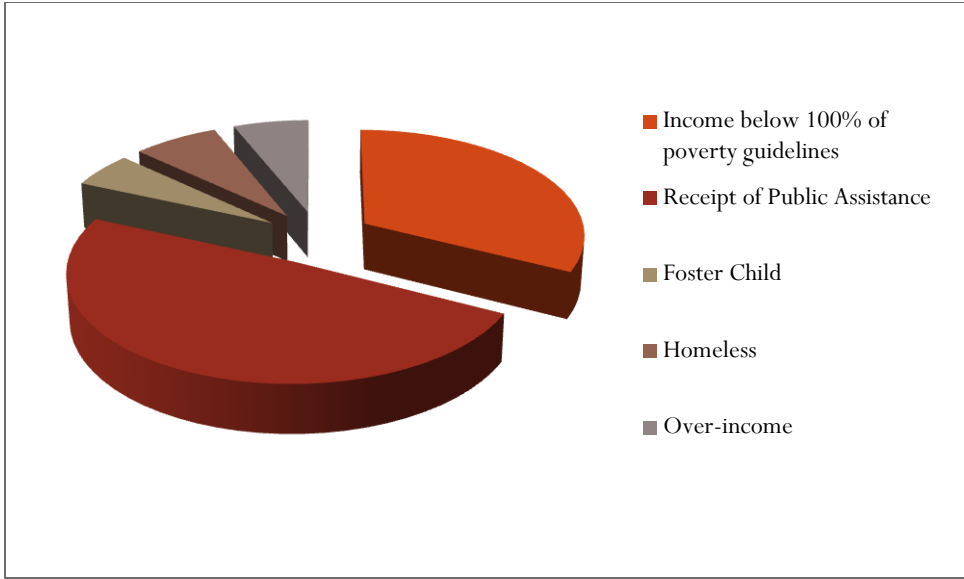
EHS Children and Family Services

Early Head Start Enrollment

• Funded Enrollment	70	
• Total number of children served	114	
• Average monthly enrollment	70	
• Percentage of eligible children served	32%	income or below poverty guidelines
	49%	receipt of public assistance, TANF, SSI
	5%	status as a foster child
	7%	status as homeless
	6%	over income

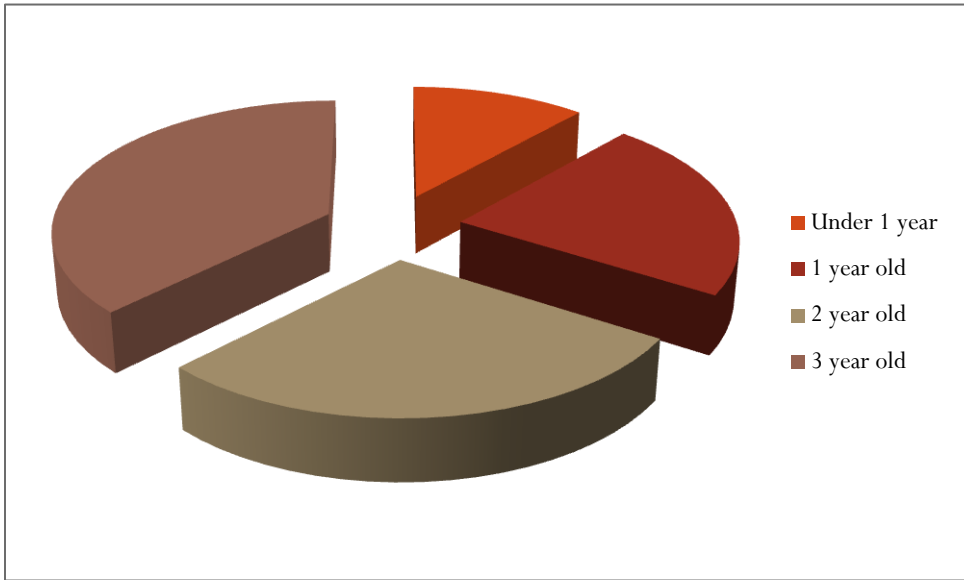
EHS Enrollment by Program Option



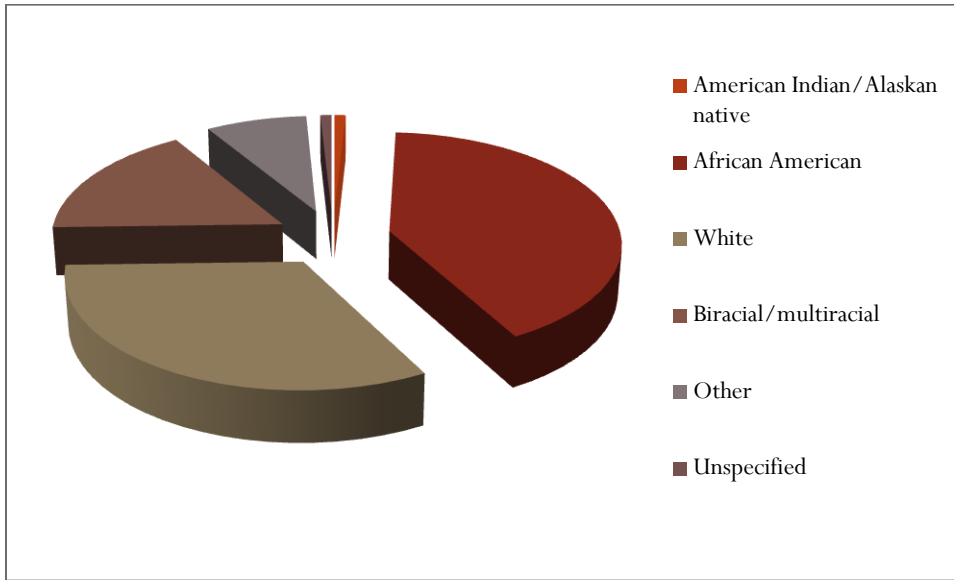


EHS Enrollment by Eligibility

EHS Enrollment by Age



EHS Enrollment by Race

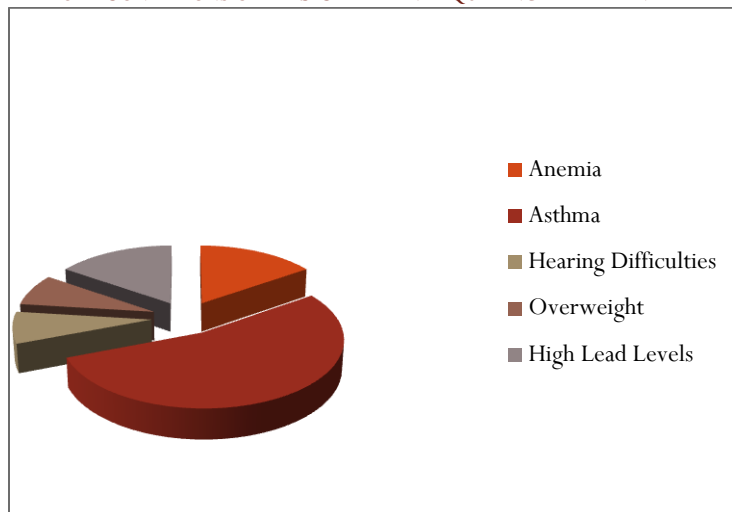


Medical Services

Early Start

- Children up-to-date on a schedule of preventive and primary health care 98%
- Children needing medical treatment 6%
- Children receiving medical treatment 100%

MEDICAL CONDITIONS OF EHS CHILDREN REQUIRING TREATMENT



Early Head Start Parent Involvement Activities

Parents have many opportunities to engage in volunteer opportunities. Some of these include:

- Policy Council – EHS has two representatives on Policy Council
- Parent Meetings – EHS has one parent meeting a month that includes a parenting education discussion and a short business meeting
- Fatherhood Meetings – EHS fathers join the Head start fathers in activities that enhance their role as a father
- Time Out for Parents – EHS joins forces with Mercy behavioral Health and Family Resources to offer a monthly parenting education class and light family dinner
- Latino Meetings – EHS families join Head start families for Latino meetings which address parenting and community topics as well as support for families learning English as a Second Language
- Home Activities – EHS parents actively work with their child between home visits on home activities that are individualized for the child based on the developmental level of the child.
- Home Visits – EHS parents complete weekly home visits if enrolled in the home–base option and monthly home visits if enrolled in the center-based option that involve parents in parenting education topics; family goals and partnering to meet the goals; health and nutrition education and reminders about the upcoming well-child visit to the doctors and immunizations; and child development activities involving both the child and the parent(s).



Agency Audit Results

Mark Turnley, Certified Public Accountant, completed the most recent audit for the year ending June 30, 2010. The financial statements were found to be free of material misstatement and there were not any deficiencies in internal control over financial reporting identified. Results can be viewed in the finance office in Dorseyville.

Administration

Russell Simms
Executive Director

Sue Buffton
Director of Early Childhood
Education Programs

Debbie Gallagher
Early Head Start Director

Kerry Jevsevar
WIA Director

Margaret Gold
Adoption/Foster Care Director

Gil Cutruzulla
Elders Director

Fran Tomasic
Senior Finance Officer

William Bowyer
Chair -Board of Directors

Sherry Hoover
Chair- Policy Council

Administrative office:

120 Charles Street

Pittsburgh, PA 15238