

Council of Three Rivers American Indian Center

Annual Report



2021

Council of Three Rivers American Indian Center

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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 (WIOA 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 underemployed (working less than full time or below their training level) 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.

Staff Service Areas

EASTERN KENTUCKY

Lexington, Hazard, Covington, KY

WESTERN KENTUCKY

Louisville, Bowling Green, Owensboro, KY

EASTERN MARYLAND

Baltimore, Salisbury, Waldorf, MD

WESTERN MARYLAND

Hagerstown, Frederick, MD; District of Columbia

EASTERN PENNSYLVANIA

Philadelphia, Harrisburg, Scranton-Wilkes Barre, PA

WESTERN PENNSYLVANIA AND WEST VIRGINIA PANHANDLES

Pittsburgh, Erie, Altoona, PA; Morgantown, Wheeling, WV

WEST VIRGINIA

Charleston, Beckley, Huntington, Parkersburg, WV

Program Outcomes

Program outcomes are determined under a Common Measures system that is a uniform standard for all Workforce Innovation and Opportunity Act programs.

- entered employment,
- job retention,
- advancement of salary and wages,
- skills gain, and
- credential attainment

Number of Participants

The program's Comprehensive Service Plan with the United States Department of Labor sets a goal to serve 275 participants in the current program year which starts July 1st. For the program year that ended on June 30, 2022, the program expended grant funds on 212 participants. In addition, the program has expended \$356,825 directly on participants and participant services.

WIOA Financial Report

The grant for the current program year is \$970,417. The budget is as follows:

Personnel	\$ 474,052
Fringe	\$ 162,137
Travel	\$ 51,500
Supplies	\$ 16,000
Program Services/Other	\$ 191,204
Indirect	\$ 75,524

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 has 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 and assistance, just call 412-782-4457 x202

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

Is of Native American descent and recognized as such in the community in which they live or is enrolled or registered with a Native American Tribe.

SERVICES WE OFFER

Information and referral:	Direct provision of information and referrals for the elderly concerning community services.
Outreach:	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 Native American culture and 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 Elders program please contact the Elders Program Director, **Mr. Gil Cutruzzula**

Elders Financial Report- Year Ending June 30, 2020

Revenues

Grants	\$ 40,826
Program Service Income	4,500
Contributions	<u>11,525</u>

Total Revenues **56,851**

Expenses

Personnel and Fringe	43,206
Supplies	655
Accounting	176
Advertising/Copying	7
Insurance	426
Telephone	221
Training/Technical Assistance	15
Travel and transportation	91
Utilities	166
Other	548
Food Bank Costs	<u>3,358</u>

Total Expenses **\$48,869**

\$ 7,982

Early Childhood Education Department (ECE)

In his influential book, *Emotional Intelligence*, Daniel Goleman extols the importance of the family as a site for learning:

“Family life is our first school for emotional learning; in this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings... [It] operates not just through the things parents say and do directly with children, but also in the models they offer for handling their own feelings...”

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 two programs; Head Start and Pennsylvania Pre-K Counts that provide services for approximately 650 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 Development increased from 29.88%-48.70% in fall to 46.4% in spring.

Literacy Knowledge & Skills increased from 20.33% in fall to 34.65% in spring.

Physical Development & Health increased from 38.33% in fall to 50.94% in spring.

Social & Emotional Development increased from 25.45% in fall to 42.05% in the spring.

Approaches to Learning increased from 26.93% in fall to 48.55% in spring.

Mathematics Knowledge & Skills increased from 26.14% in fall to 45.94% in spring.

Science Knowledge & Skills increased from 7.01% in fall to 33.89% in spring.

- **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 (OCDEL) and provides services for preschool children that are up to 300% 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 \$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 a nine-year partnership with PNC

during which our program operations have been enriched by the human and financial contributions of the PNC Grow Up Great program.



NoRilla

As part of our long-term partnership with PNC Grow Up Great and Carnegie Mellon University, COTRAIC Head Start was selected as one of the sites to pilot and support the ongoing research for Carnegie Mellon's NoRilla Project. This technology is housed as part of the STEM room at our Churchview Early Childhood Education Center.

NoRilla bridges the advantages of physical and virtual worlds to improve children's STEM and inquiry learning in a more enjoyable and collaborative way. The patent pending technology and learning method, provides personalized interactive feedback to children as they experiment and make discoveries in their everyday environment. They get to

make predictions, observe and explain the results just like a little scientist, all with interactive guidance and intelligent feedback based on proven learning mechanisms delivered through a friendly gorilla character. The specialized AI algorithm tracks what the kids are doing as children experiment in the physical 3D world, asks them questions interactively and helps them understand the underlying reasons as they observe physical phenomena, fostering curiosity and critical thinking skills. It fosters collaboration and productive dialogue, encouraging them to discuss, collaborate and learn together with friends and family. The technology can be adapted to different content areas to teach children different skills and topics that are essential to prepare them for the jobs of the future.

The research at Carnegie Mellon University with over 200 children in school and museums has shown that this mixed-reality system improves children's learning by 5 times compared to equivalent tablet or computer based learning, while also increasing enjoyment. Furthermore, CMU's research has proven that having the intelligent layer on top of physical experimentation based on proven and effective learning mechanisms in the system has a critical role in learning, rather than having kids explore with physical materials on their own.

Slippery Rock University

COTRAIC Head Start participates in a partnership with Slippery Rock University's Department of Early Childhood Education program. As part of the Pennsylvania Department of Education's Stage One Field Experience, approximately 60 to 70 university students come to our Head Start centers to observe and interact with program participants in all aspects of the educational process provided to our three to five-year-old students. **This is the first early field experience for the university students, and is a crucial part of their early learning career development as they document what they learn.** Each year we endeavor to expand and enrich this valuable hands on experience in such a way that it is a value add for both the university as well as the Head Start students. The centers that participate in this collaboration are located in high risk, low income, socio-economically challenged neighborhoods. These settings provide many of the university students with a chance to expand their understanding of the impact that social and cultural factors have on the education of young children.

"Pittsburgh Allegheny County Together" 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.



Music, Movement and Culture

Made possible through the generous donations of several community partners, COTRAIC ECE has been able to introduce preschool children to a variety of the performing arts. Activities include 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 40+ 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.

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.

Russell’s Readers

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss

The inspiration of our Executive Director, Russell Simms, “Russell’s Readers” was developed to encourage children and families to read together. Families are asked to make a promise that they will read to their child each day. When the children tell their teacher about a book they’ve read at home, they get a hole punched in their Russell’s Reader card. When their card is filled, they get to choose a prize!



Volunteer Statistics

# of total Volunteers:	323
# of Parents/Former Parents:	240
# of Total Hours:	4089
# of Volunteer Dollars:	\$69,526

Children and Family Services

Classrooms:

- 27 - Head Start
- 1 Head Start/Pre-K
- 5 - Pre-K
- 7 Childcare partnerships

COTRAIC centers are located in Churchview, Dorseyville, Hazelwood and Knoxville.

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:

- Brightside Academy (2 classrooms)
- Brookline Sprouts (1 classroom)
- Crafton Children's Corner (2 classrooms)
- Future Focus (1 classroom)

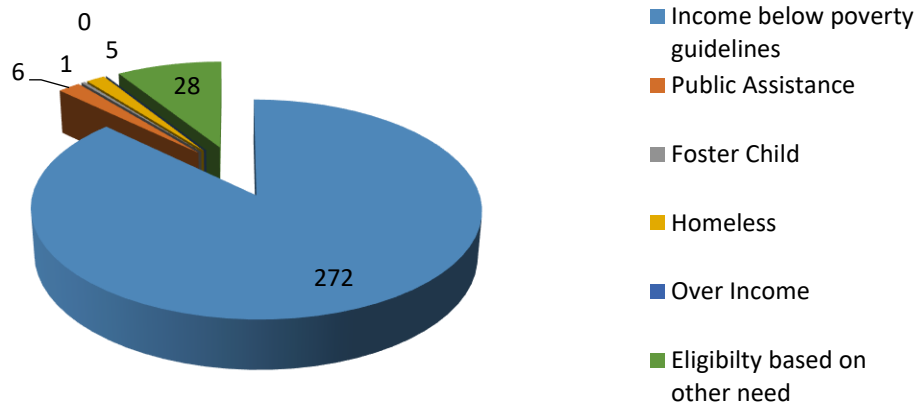
Love, Learn and Play (2 classrooms)
Mt. Washington Children’s Center (1 classroom)
Thomas Learning Center (1 classroom)

Enrollment

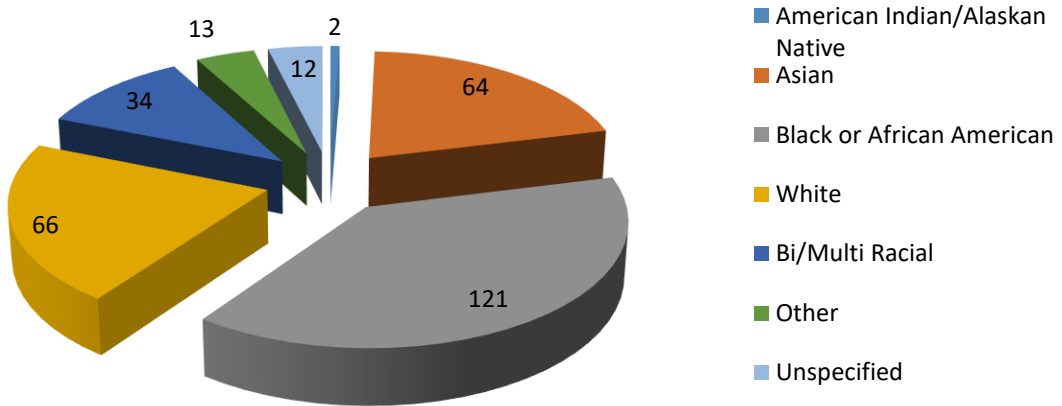
Pre-K Counts funded enrollment		143
Total # of Pre-K families served 2020-21	102	
Head Start funded enrollment	486	
Total # of HS children served 2020-21	312	
Total # of HS families served		283
Total # of 2 parent families (HS)	127	
Total # of single parent families (HS)		156

An overview of the Head Start enrollment for 2020-2021 shows that ninety percent (90%) 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. 10 percent (10%) 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.

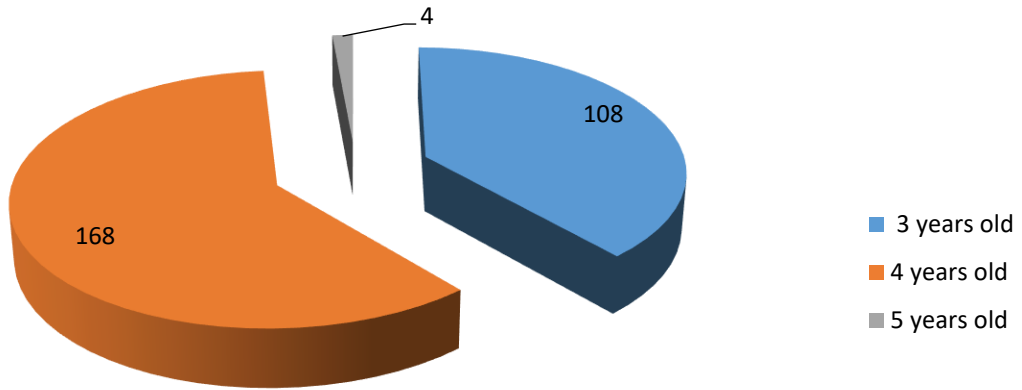
Eligible Head Start Children Served



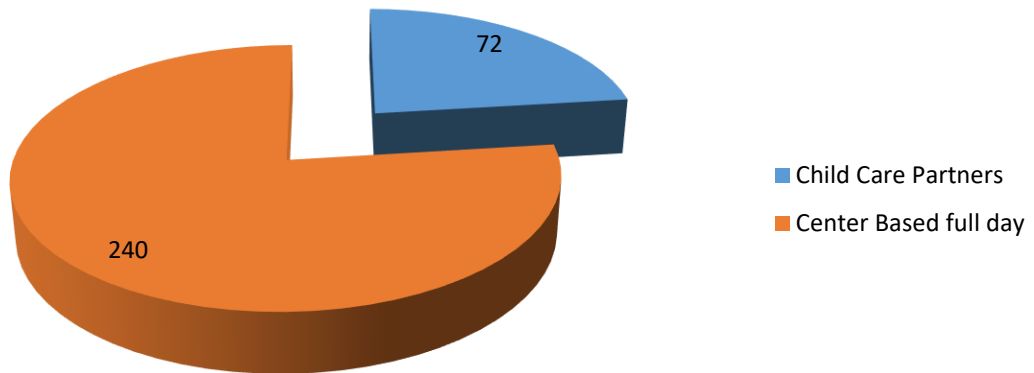
Race/Ethnicity of Children



Age of Children Served



Head Start Enrollment by Program



Health Services

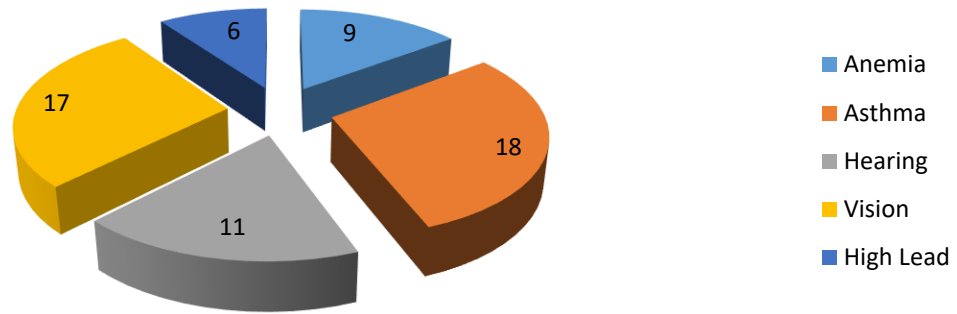
As part of Head Start Performance Standards and our own goals for health and wellness, we continue to work with our families to ensure the children are current with their annual preventative well-child examinations, dental examinations and immunizations and screenings. Families are encouraged to make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

65 of the children served in Head Start during 2020-21 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, and/or family advocates) may have provided 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.

Additionally, family services and nutrition staff have been addressing the issue of children's body mass index (BMI). During 2020-2021, 9 children were underweight, 54 children were overweight, and 55 children were considered obese. These figures result in 37.82% of the total ECE enrollment. COTRAIC has addressed the issue through parent meetings, meetings with individual families, and healthy meals and snacks for all children that are low sodium, low calorie and high fiber. BMI letters are sent to each family twice during the program year.



Children Undergoing Medical Treatment



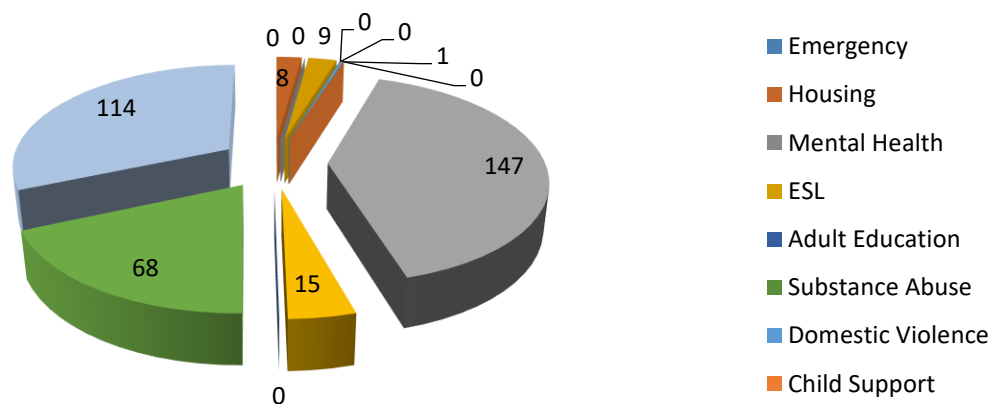
As a result of family partnerships and planning we achieved the following goals during 2020-21:

- 37.18% of children were up to date with regard to preventative care
- 75.96% of children were up to date with regard to dental care
- 85.25% 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 2020-2021 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 starts 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.
- **Health & Wellness:** Our newest initiative is a layered nutrition plan which will reduce the amount of sugar and sodium while increasing fiber in our school menu.

COVID-19

The COVID Pandemic created many challenges to early childhood education providers in their

pursuit to provide quality services to at risk children and their families. During the initial state shut down in March of 2020, COTRAIC and its partners provided information, guidance and support to families and their children, as well as implemented a variety of remote learning options. Home base lesson plans, activities and school supplies were sent to families and program staff maintained contact via text, phone, email, Facetime and other social media apps. When the state began the process of reopening in May 2020 COTRAIC continued to provide virtual learning, which carried families through to the end of the 2019-2020 school year. We developed and began to execute our virtual learning program design which included but was not limited to:

- Upgrading Wifi and network capabilities at all centers sufficient to support the virtual learning platform.
- Providing laptops and tablets to children and staff
- Ensuring families had access to Wifi
- Delivering educational supply kits for the children's use at home
- Establishing communication preferences/options with parents including but not limited to a combination of: phone, text, social media, Facetime, Teaching Strategies, Classroom Dojo and Zoom capabilities.
- Designing a meal delivery system to provide breakfast, lunch and snack to enrolled children
- Establishing regular communication schedules between teachers, family advocates and families.
- Determining schedules and ensuring access for children to participate in both real time and recorded virtual learning opportunities.
- In place of open houses and community engagement activities we recruited and maintained contact with families via virtual platforms Zoom, social media, including our website and Facebook pages as well as email, text and phone
- Utilizing COVID safety protocols, parents and staff also participate in door-to-door recruitment campaigns dropping flyers off on porches.

Early Childhood Education Financial Reports

Head Start 2020-2021 Budgetary Expenditures

Revenues:

Head Start: \$7,036,132

USDA: \$345,000

Expenses:

- Personnel - **\$2,946,131**
- Fringe Benefits - **\$1,585,183**
- Supplies - **\$64,100**
- Contractual - **\$431,889**
- Other - **\$474,549**
- Training/Technical Assistance - **\$59,931**
- USDA - **\$345,000**

Non- Federal Share: \$1,375,463

Pre-K Counts 2020-2021 Budgetary Expenditures

Revenues:

Pre-K Counts: \$1,168,125

Expenses:

- Personnel - **\$315,870**
- Fringe Benefits - **\$129,666**
- Supplies - **\$9,220**
- Contractual - **\$666,591**
- Other - **\$41,528**
- Training/Technical Assistance - **\$798**

Early Childhood Education Financial Reports cont.

2021-2022 Proposed Head Start Budget

Revenues:

Head Start: \$5,561,783

USDA: \$345,000

Expenses:

- Personnel - **\$3,054,632**
- Fringe Benefits- **\$1,468,866**
- Supplies - **\$44,205**
- Contractual - **\$536,049**
- Other - **\$45,223**
- Training/Technical Assistance - **\$59,931**
- USDA - **\$345,000**

Non-Federal Share: \$1,407,226

2021-2022 Proposed Pre-K Counts Budget

Revenues:

Pre-K Counts: 1,168,125

Expenses:

- Personnel - **\$326,360**
- Fringe Benefits - **\$127,307**
- Supplies - **\$7,149**
- Contractual - **\$666,735**
- Other - **\$38,549**
- Training/Technical Assistance - **\$2,025**

Letters of Support are available from the Administrative Office.



Early Head Start

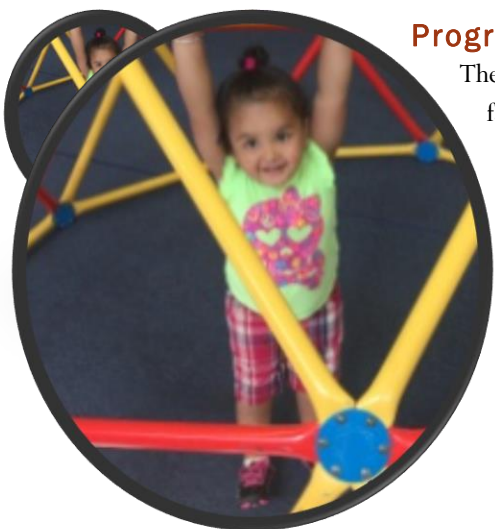
Children do not begin learning magically at the age of three when they enter a preschool program. They are born to learn. Thus, school readiness or kindergarten readiness begins at birth. Early Head Start, a federally funded program, works with infants, toddlers, pregnant women and their families to begin the process of school readiness. Beginning at birth and working with families and their very young children in a two-generation approach (parent and child) positively impacts the family development and relationship between the child and the parent(s). Utilizing the ***Parents as Teachers Curriculum*** we work with the parent to be the child's first teacher and help them to understand how activities they do with the child can have a positive impact and outcome in the domains of social-emotional development, cognitive development, fine and gross motor development and 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, an ERSEA Specialist, 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 • Riverview Children's Center 	22	1 Childcare Liaison

The Home Visitors meet with families once a week for during the year at times agreeable to the families. (A minimum of 48 home visits are completed per family per year. This allows for holidays, personal days, and training days of the staff.) With 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 offered twice a month. 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 children, their families, the community and the program every year to develop goals for the following program year. We evaluate the services families received, goals met by the families and how children are progressing in five child development domains. The data utilized for the analysis of services comes from child assessments and monitoring reports. A review of the data prompted the development of following goals.

During the strategic planning sessions, there were six major areas of continuous improvement **Long range goals of the COTRAIC Early Head Start program are:**

- To increase the retention rate of infant and toddler teachers at the Child Care Partners
- To increase systematic, intentional professional development opportunities for Child Care Partner Staff
- To engage parents in the development and education of their children from birth
- To increase the percentage of children with up-to date well child visits and all up-to-date or all possible immunizations

Early Head Start Financial Reports

2020-21 Funds Received

Federal Early Head Start	\$ 694,720
Early Head Start Non-federal Share	\$ 173,680



2020-21 Early Head Start Budgetary Expenditures

• Personnel	\$ 302,281
• Fringe Benefits	\$ 107,652
• Travel	\$ 8,796
• Supplies	\$ 31,497
• Contractual	\$ 114,296
• Other	\$ 113,364
• Food Costs	\$ 617
• Training /Technical Assistance	\$ 16,217
• USDA Reimbursement	\$ 0

2021-22 Proposed Budgets

Early Head Start **\$716,281**

Early Head Start Non-Federal Share **\$179,071**

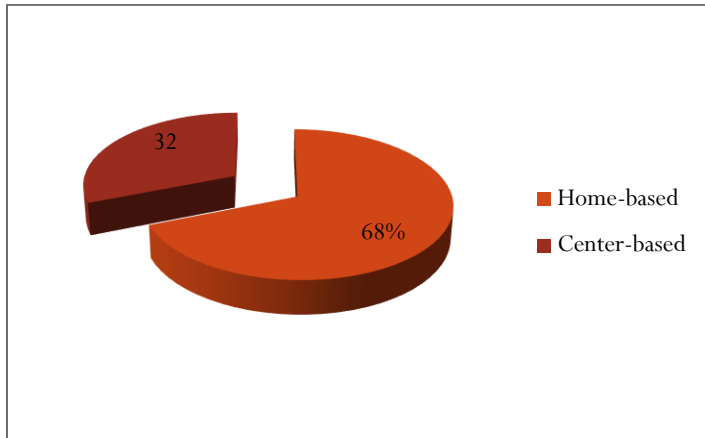
• Personnel	\$330,951
• Fringe Benefits	\$136,111
• Travel	\$ 2,000
• Supplies	\$ 17,162
• Contractual	\$ 139,298
• Other	\$ 75,723
• Food Costs	\$ 2,000
• Training/Technical Assistance	\$ 15,036
• Non-Federal Share	\$179,071

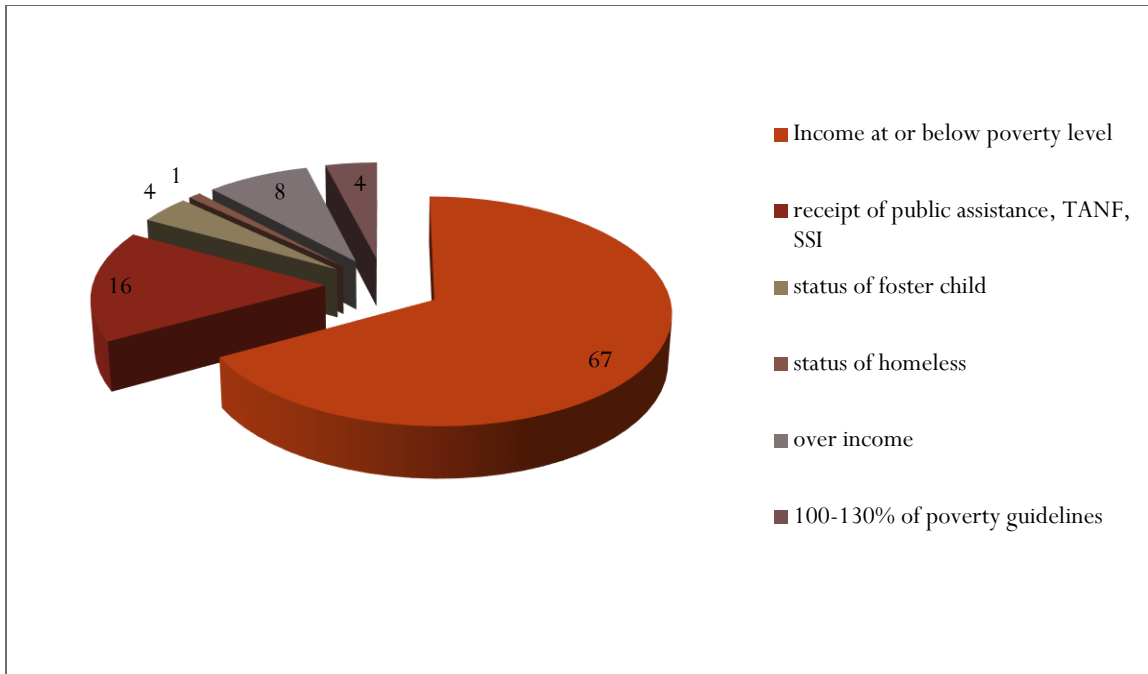
EHS Children and Family Services

Early Head Start Enrollment

• Funded Enrollment	70	
• Total number of children served	96	
• Average monthly enrollment	70	
• Percentage of eligible children served	67%	income at/or below poverty guidelines
	16%	receipt of public assistance, TANF, SSI
	4%	status as a foster child
	1%	status as homeless
	8%	over income
	4%	Between 100-130% of poverty guidelines

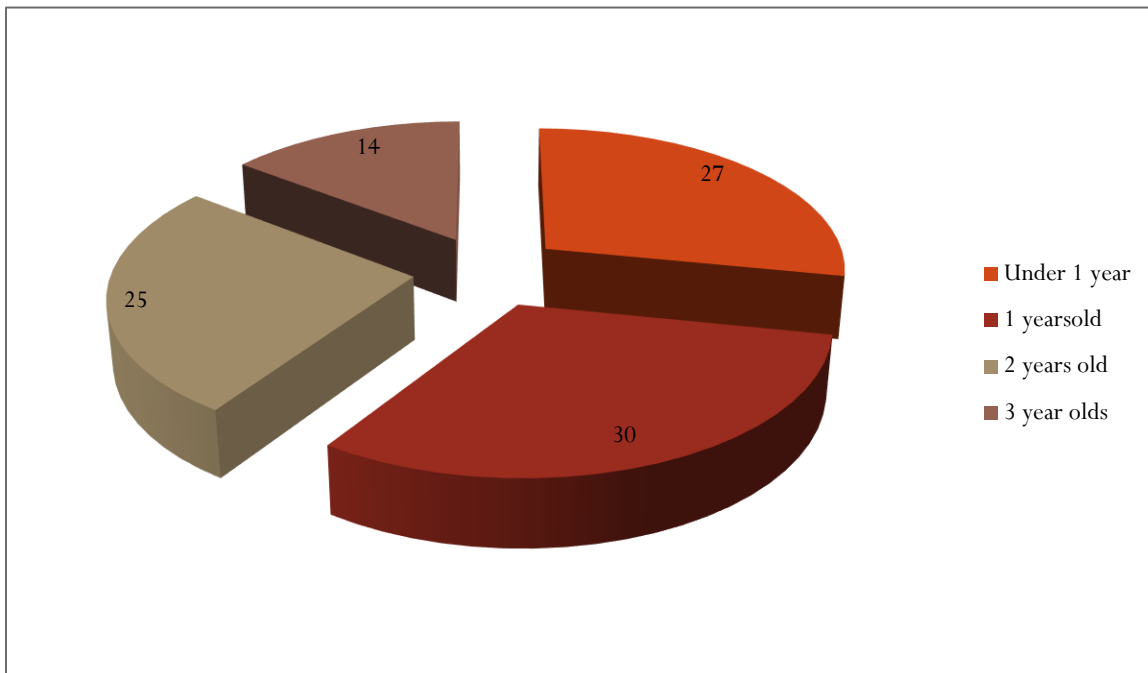
EHS Enrollment by Program Option



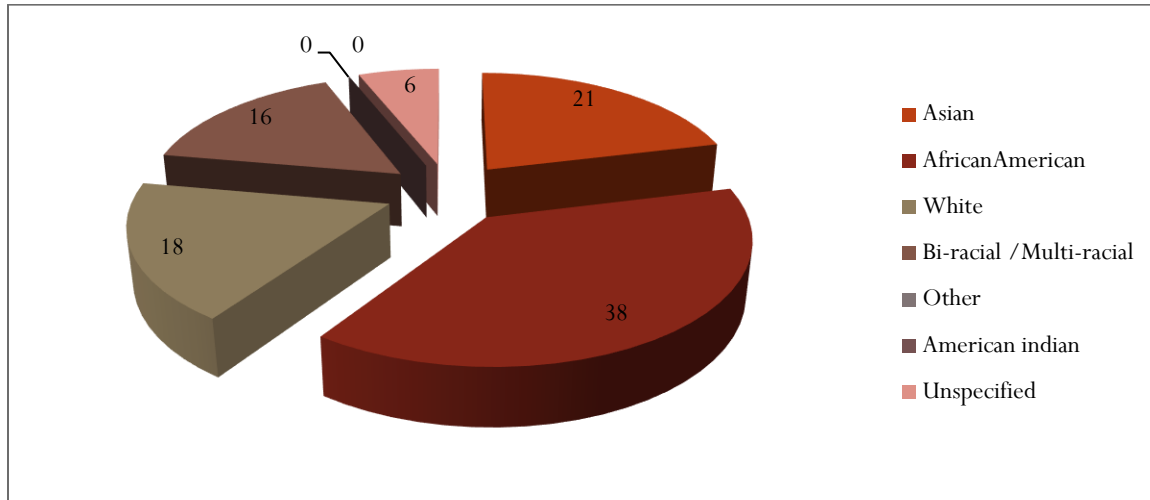


EHS Enrollment by Eligibility

EHS Enrollment by Age



EHS Enrollment by Race

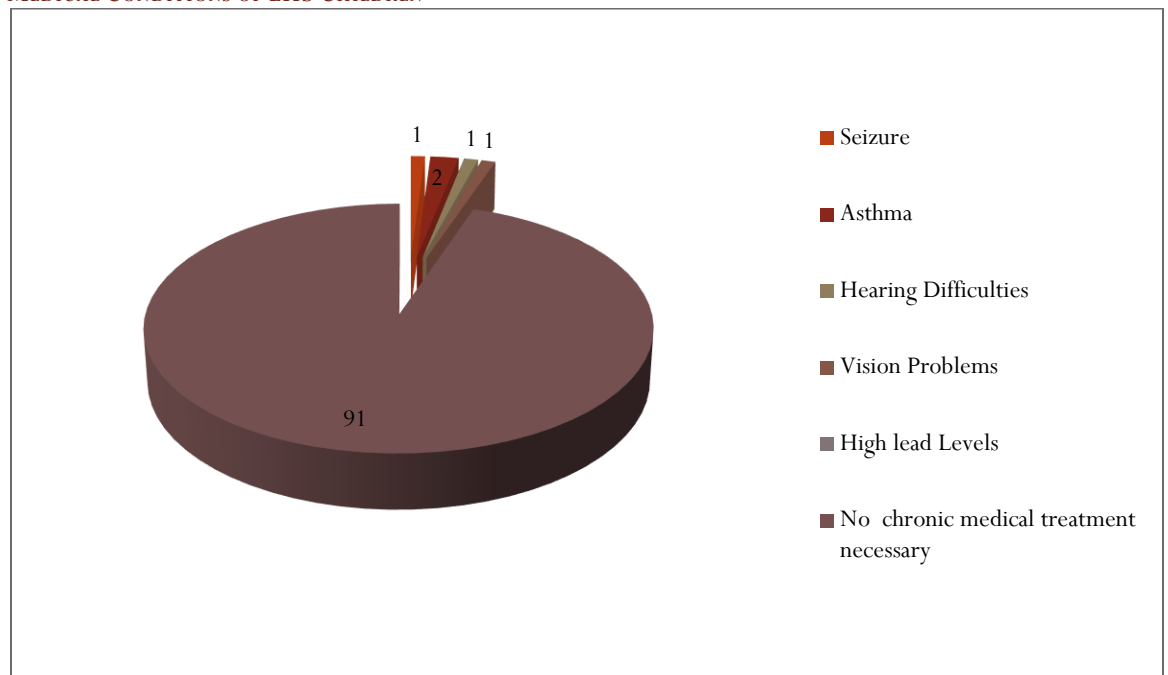


Medical Services

Early Start

- Children up to date on a schedule of preventive and primary health care 33%
- Children needing medical treatment 16%
- Children receiving medical treatment 100%

MEDICAL CONDITIONS OF EHS CHILDREN



Early Head Start- Child Care Partnership Grant -EHS –CCP II- (Grant 03HP000372)

On December 10, 2014 COTRAIC was awarded an EHS-Child Care Partnership Award in the amount of \$2,800,000. This grant brought together 5 partnering EHS programs along with COTRAIC EHS in 4 counties to improve the quality of child care children were receiving by partnering with child care centers. It was historic that the 7 EHS programs in Allegheny County, Beaver County, Fayette County, Washington County and Westmoreland County submitted a joint application for the EHS-CCP partnership grant with COTRAIC EHS as the lead.



When the grant was awarded on March 1, 2015 all but Beaver County remained a partner and became sub-recipients (delegate agencies) of COTRAIC. Each sub-recipient engaged their child care partners through contracts and COTRAIC EHS also engaged their own partners. The final number of children awarded was 178. Of the 178, 90 are with sub-recipient partners and 88 are COTRAIC Partners. During the start-up 18 months we were able to build playgrounds for sites that did not have any and purchase classroom supplies to improve environments. The focus continued to be the credentialing of teachers and improving room environments.

The COTRAIC EHS Sub-recipients with their partners are as follows:

- Allegheny Intermediate Unit 3
 - Heritage 4 KIDS Child care
 - Expansion Classroom in Duquesne
- Community Action Southwest/Greene – Washington County
 - Smart Kids Meadowland
 - Sunshine Kids
- Pittsburgh Public Schools
 - Mt. Ararat Child Development Program
 - Mathilda Theiss
- Private Industry Council
 - Little Kid Zone
- Seton Hill Child Services – Westmoreland County
 - R. K Mellon Elementary
 - Laurel Valley Elementary
 - Seton Hill CC Greensburg
 - Seton Hill CC New Kensington



COTRAIC EHS Partners

- Angel's Place
 - Northside

- Swissvale
- McKeesport Child Development Center
- Brightside Academy
 - 4 Smithfield – Downtown Pittsburgh
 - 415 Smithfield – Downtown Pittsburgh
 - 925 Liberty- Downtown Pittsburgh
 - McKeesport
 - McKees Rocks
- Miss M's Happy Tots
- Love, Learn and Play



Goals for the program

- To improve the retention rate of teachers at the childcare partners
- To increase the hiring rate of childcare partner teaching staff
- To increase the infant/toddler teachers intentionally in using the Creative Curriculum with Fidelity.
- To increase systematic, intentional professional development opportunities for Child Care Partner Staff
- To engage parents in the development and education of their children from birth

Early Head Start - Child Care Partnership II Financial Reports

2020-21 EHS – CCP Budget Expenditures

Total Budget	\$2,853,481
Total Non-federal Share	\$710,183.00
• Personnel	\$ 383,795
• Fringe	\$ 147,773
• Non-local travel	\$ 0
• Travel	\$ 6,628
• Supplies	\$ 40,044
• Contractual	\$ 2,195,951
• Other	\$ 22,832
• T/TA	\$ 56,458
• Non-Federal Share	\$ 710,182.83

2021-22 Proposed Budget for EHS – CCP

• Personnel	\$ 432,524
• Fringe	\$ 207,668
• Non-local travel	\$ 1,500
• Supplies	\$ 42,085
• Contractual	\$2,423,118
• Other	\$ 62,613
• T/TA	\$ 70,000
• Non-federal share	\$ 809,877

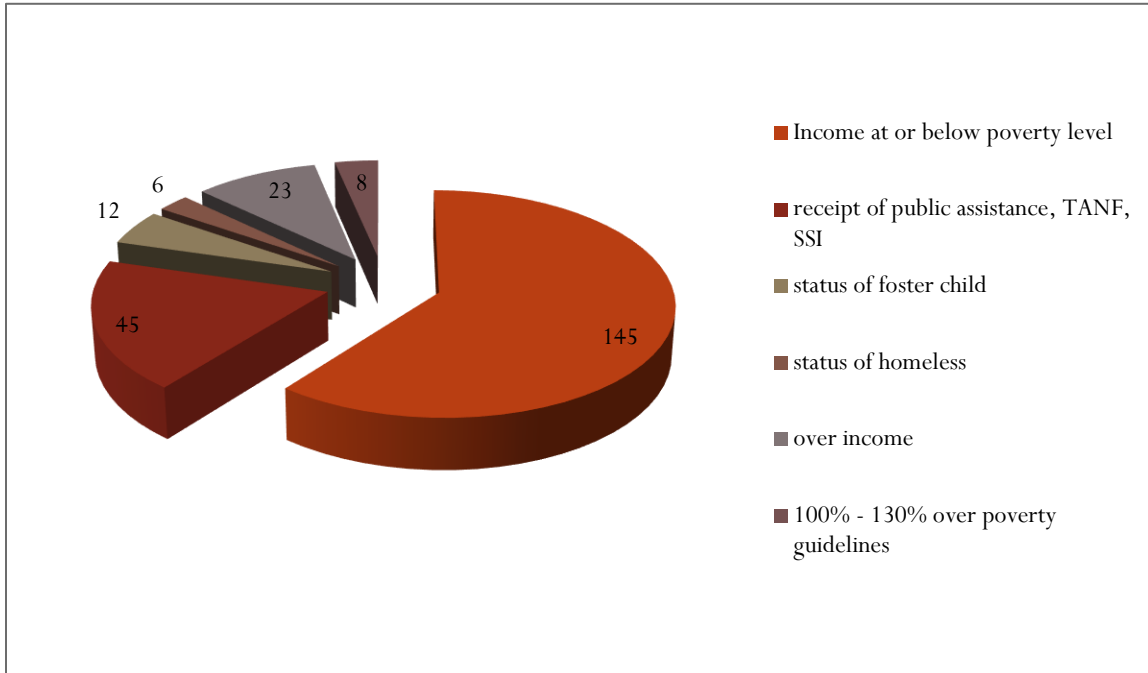
EHS - CCPII Children and Family Services

Early Head Start Child Care Partnership Enrollment

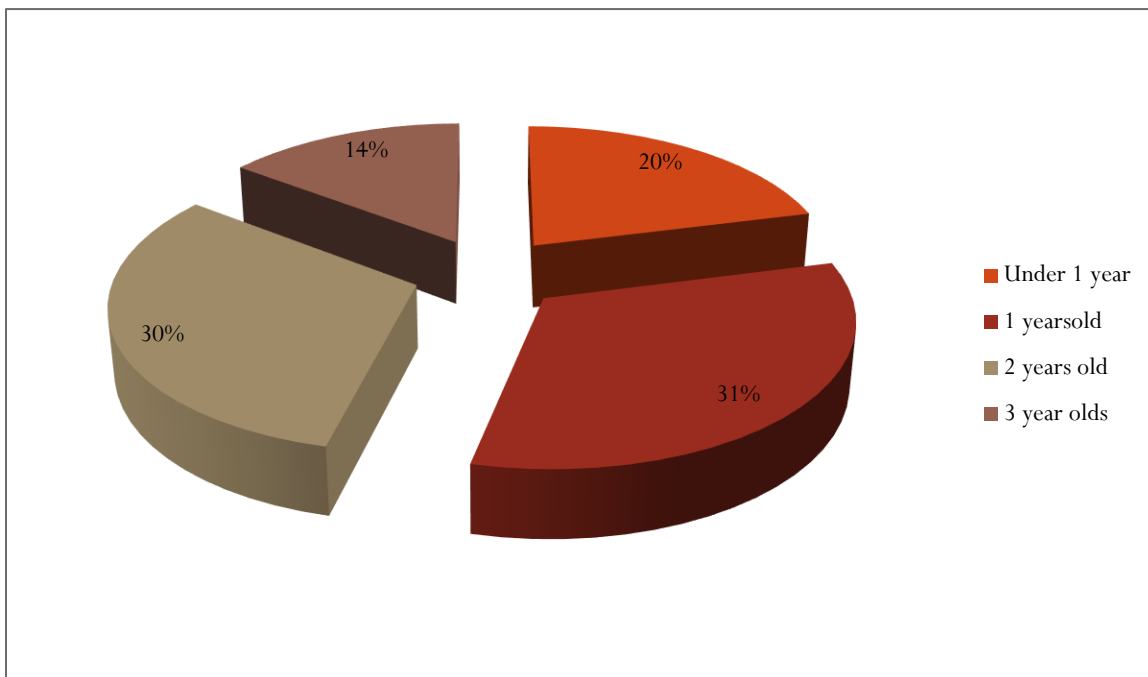
• Funded Enrollment	178	
• Total number of children served	239	
• Average monthly enrollment	157	
• Percentage of eligible children served	61%	income at/or below poverty guidelines
	20%	receipt of public assistance, TANF, SSI
	5%	status as a foster child
	2%	status as homeless
	9%	over income

3% 100-130% of the poverty guidelines

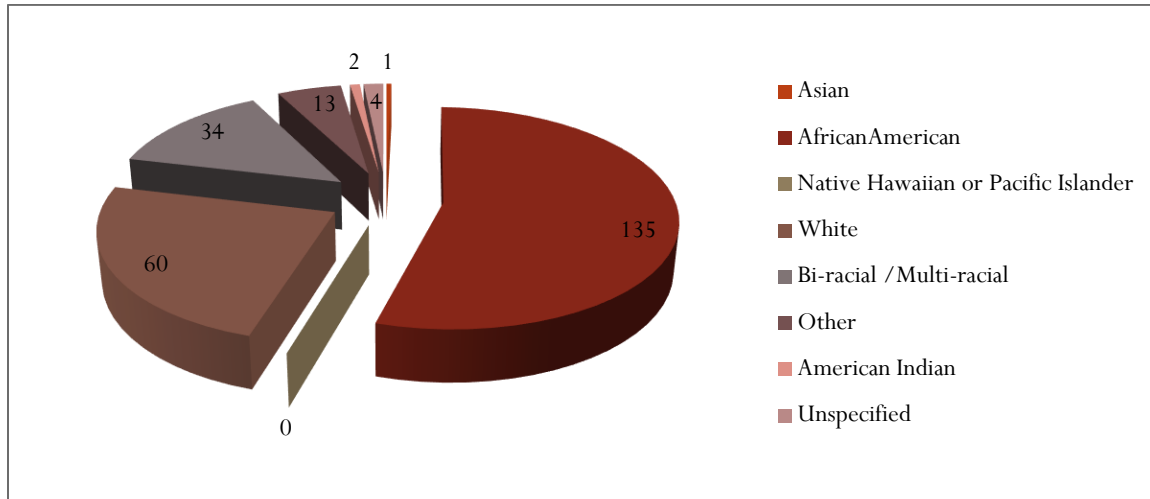
EHS Enrollment by Eligibility



EHS Enrollment by Age



EHS Enrollment by Race

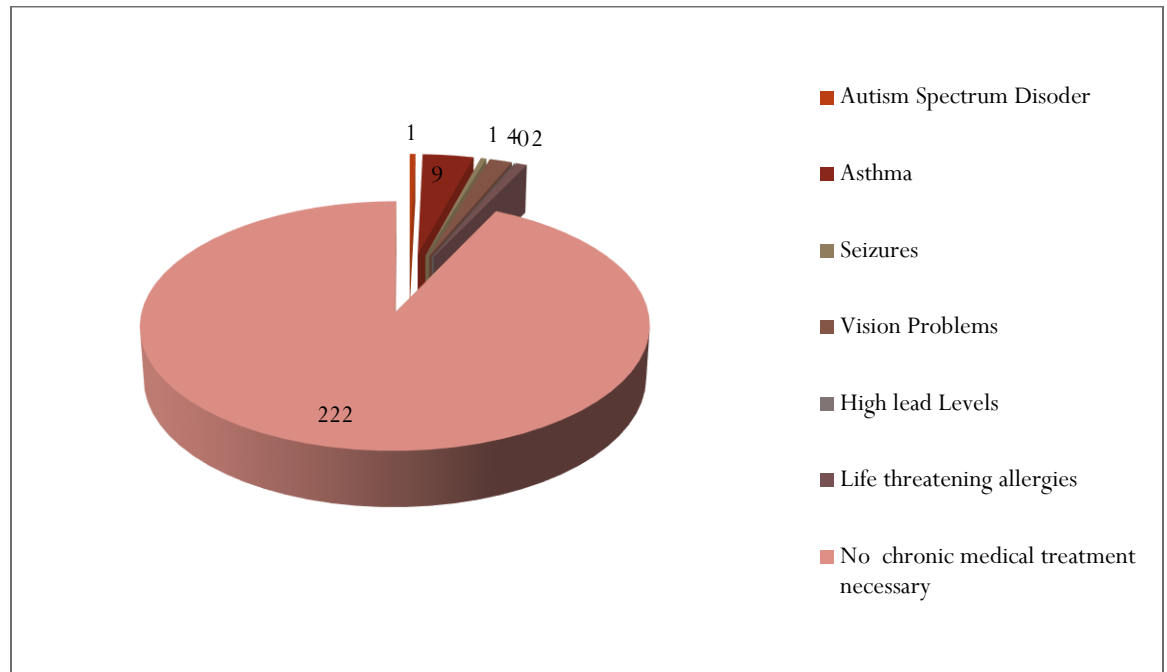


Medical Services

Early Start

- Children up-to-date on a schedule of preventive and primary health care 54.81%
- Children needing medical treatment 20.2%
- Children receiving medical treatment 85.0%

MEDICAL CONDITIONS OF EHS II CHILDREN



Early Head Start-Child Care Partnership Expansion Grant – (03HP000055)

On March 20, 2017 COTRAIC was awarded a second EHS-Child Care Partnership Award. The official programming was for the 2017-18 program years. The initial implementation period is awarded for 18 months. The grant period for this was March 1, 2017 through August 31, 2018. The budget amount for the 18-month start-up period was \$5,554,452.

This grant brought together 3 partnering EHS programs along with COTRAIC EHS in 3 counties to improve the quality of child care children were receiving by partnering with child care centers. We were also able to open two COTRAIC EHS Classrooms - one in Hazelwood where there is no infant/toddler center based care and one at HEARTH, a transitional housing complex for homeless women and their children. When the grant was awarded on March 20, 2017 the final number of children awarded was 150. Of the 150, 50 are with sub-recipient partners, 84 are COTRAIC Partners and 16 in EHS Expansion Classrooms. This model and partnership remained in place through 2020.

The COTRAIC EHS Sub-recipients with their partners are as follows:

- Allegheny Intermediate Unit 3
 - Heritage 4 KIDS Child Care
- Blueprint (Community Action Southwest/Greene – Washington County)
 - Smart Kids
 - Sunshine Kids
 - Once Upon a Time
- Private Industry Council
 - Little Kid Zone
 - ABC School House
 - Little Legends

COTRAIC EHS Partners

- Angel's Place
 - Northside
 - Swissvale
- Brightside Academy
 - East Liberty
 - Squirrel Hill
 - North Versailles
- McKeesport Child Development Center
- Love, Learn and Play
- Miss M's Happy Tots
- KYDZ Nation
- Davis Family Child Care
- McCoy Learning Center (Family Child Care Home)

COTRAIC Expansion Classrooms

- Hazelwood
- HEARTH

Goals for the program

- To improve the credential and educational levels of infant and toddler teachers working in childcares.
- To improve the infant/toddler care setting environments of partner locations
- To promote school readiness in all domains from birth through the age of three
- To grow the number of children in quality infant/toddler settings through the growth of the EHS-Child Care Partnership model
- To engage parents in the development and education of their children from birth

Early Head Start – Child Care Partnership Financial Reports (03HP000055)

2020-21 Budget Expenditures

Total Budget \$2,728,350

Total Non-Federal Share \$ 682,088

- Personnel \$ 714,282
- Fringe \$ 278,745
- Non-local travel/local travel \$ 6,264
- Supplies \$ 39,631
- Contractual \$1,590,785
- Other \$ 53,225
- T/TA \$ 42,550
- Food \$ 13,457
- USDA Reimbursement \$ 10,588
- Non-Federal Share \$ 682,088

2020-21 EHS – CCP Grant II-55 Expansion Proposed Budget

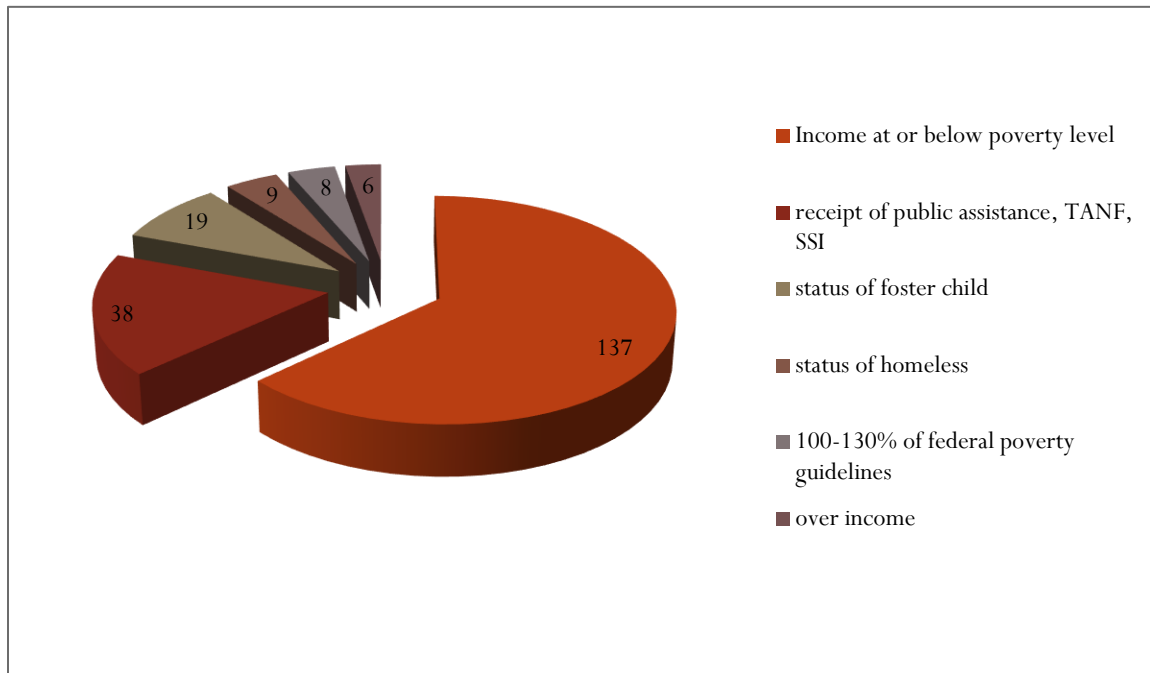
- Personnel \$ 791,027
- Fringe \$ 398,889
- Non-local travel \$ 3,000
- Supplies \$ 46,371
- Contractual \$1,717,898
- Other \$ 98,817
- T/TA \$ 69,579
- Non-federal share \$ 781,396

EHS – CCP II-55 Children and Family Services

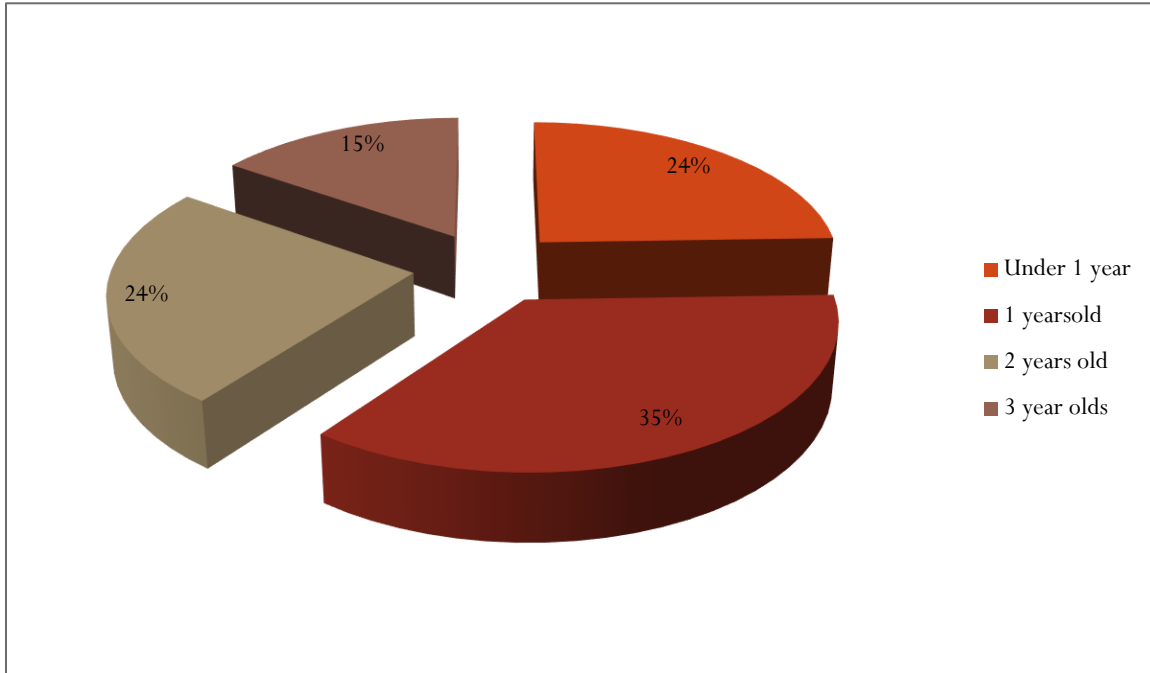
Early Head Start Enrollment

• Funded Enrollment	150	
• Total number of children served	217	
• Average monthly enrollment	140	
• Percentage of eligible children served	63%	income at/or below poverty guidelines
	17%	receipt of public assistance, TANF, SSI
	9%	status as a foster child
	4%	status as homeless
	4%	over income
	3%	100-130% over the federal poverty guideline

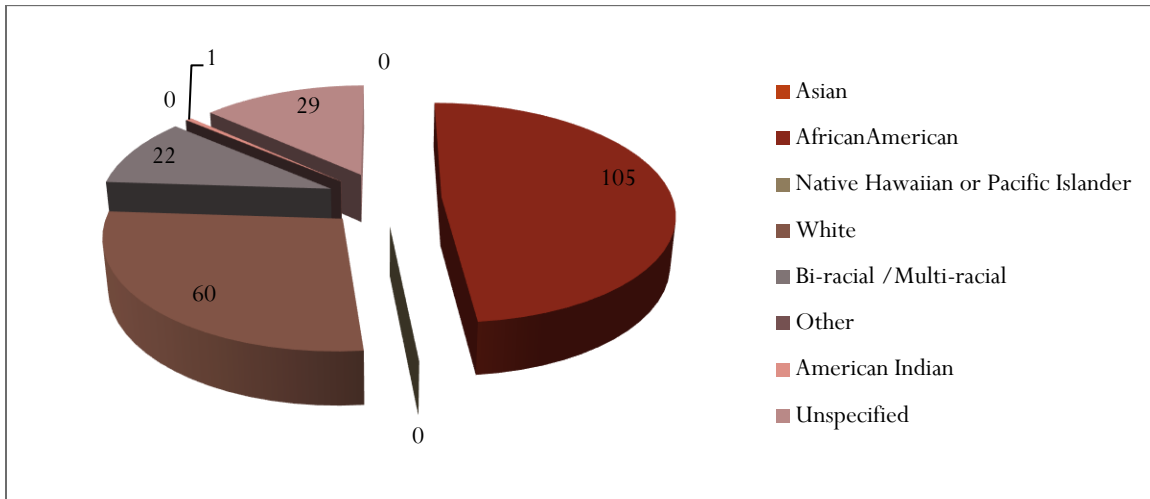
EHS Enrollment by Eligibility



EHS Enrollment by Age



EHS Enrollment by Race

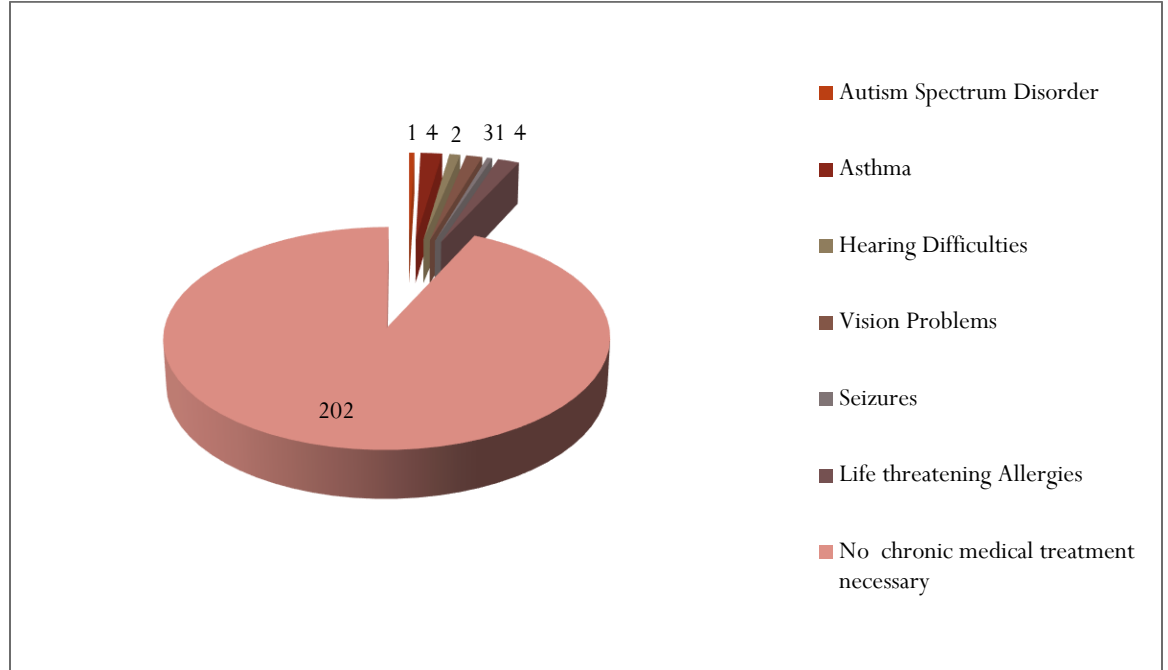


Medical Services

Early Start

- Children up to date on a schedule of preventive and primary health care 40.09%
- Children needing medical treatment 7.55%
- Children receiving medical treatment 100.00%

MEDICAL CONDITIONS OF EHS CHILDREN



Early Head Start-Child Care Partnership -EHS 157

Grant 03HP000157

In March 2019 COTRAIC received a third Early Head Start – Child Care Partnership Grant from the Office of Head Start to service 333 children in Southwest Pennsylvania and in Philadelphia County in the southeastern part of Pennsylvania in the amount of \$6,873,370. In Southwest PA we partnered with AIU and Private Industry Council in Fayette County. This grant allowed us to open two more EHS classrooms as well.

The COTRAIC EHS Sub-recipients with their partners are as follows:

- Allegheny Intermediate Unit 3
 - A Child’s World
 - Blessed Assurance
- Private Industry Council
 - KYDZ Nation - Dunbar

COTRAIC EHS Partners

- Brightside Academy – Philadelphia LLC
 - 4047-51 Lancaster
 - 4011-4013 Market Street
 - 701 Market Street
 - 1500 East Erie Avenue
 - 1627-29 Meadow Street
 - 2501 Kensington
 - 4829 Lancaster
 - 5422 Media
 - 2700 North 17th Street
 - 2300-04 West Allegheny
 - 217-31 West Lehigh Avenue
 - 341 Allegheny Avenue
 - 3528 I Street
 - 1919 East Allegheny Avenue
 - 801-43 North 48th Avenue
 - 3230 North 3rd Street
 - 543 West Courtland Street
 - 111 West Erie Avenue
 - 4920 North Broad Street
 - 5600 Woodland Avenue
 - 140 West Cheltenham Avenue
 - 2501 McKean Street
 - 6000 Castor Avenue
 - 2010 Van Pelt Street
 -

- Brightside Academy –Pittsburgh LLC.
 - East Liberty
 - Squirrel Hill
 - North Versailles
 - Jeannette
 - McKeesport
- Chatterbox
- Future Focus
- Thomas
- Kiddyland
- Love, Learn and Play
- Miss M's Happy Tots
- KYDZ Nation – Braddock Hills
- Davis Family Child Care
- Stubblefield Family Child Care Home

COTRAIC Expansion Classrooms

- Hazelwood
- Rochelle

Goals for the program

- To improve the credential and educational levels of infant and toddler teachers working in childcares.
- To improve the infant/toddler environments of partner locations
- To promote school readiness in all domains from birth through the age of three
- To grow the number of children in quality infant/toddler settings through the growth of the EHS-Child Care Partnership model
- To engage parents in the development and education of their children from birth

Early Head Start – Child Care Partnership Financial Reports (03HP000157)

2020-21 Budget Expenditures

Total Budget	\$5,328,000
Total Non-Federal Share	\$1,332,000
• Personnel	\$ 1,348,788
• Fringe	\$ 449,997
• Non-local travel	\$ 13,860
• Supplies	\$ 152,785
• Contractual	\$ 2,321,365
• Other	\$ 965,761

- T/TA \$ 68,885
- Food \$ 12,444
- USDA Reimbursement \$ 5,885
- Non-Federal Share \$1,332,000

2021-22 EHS – CCP Grant 157 Expansion Proposed Budget

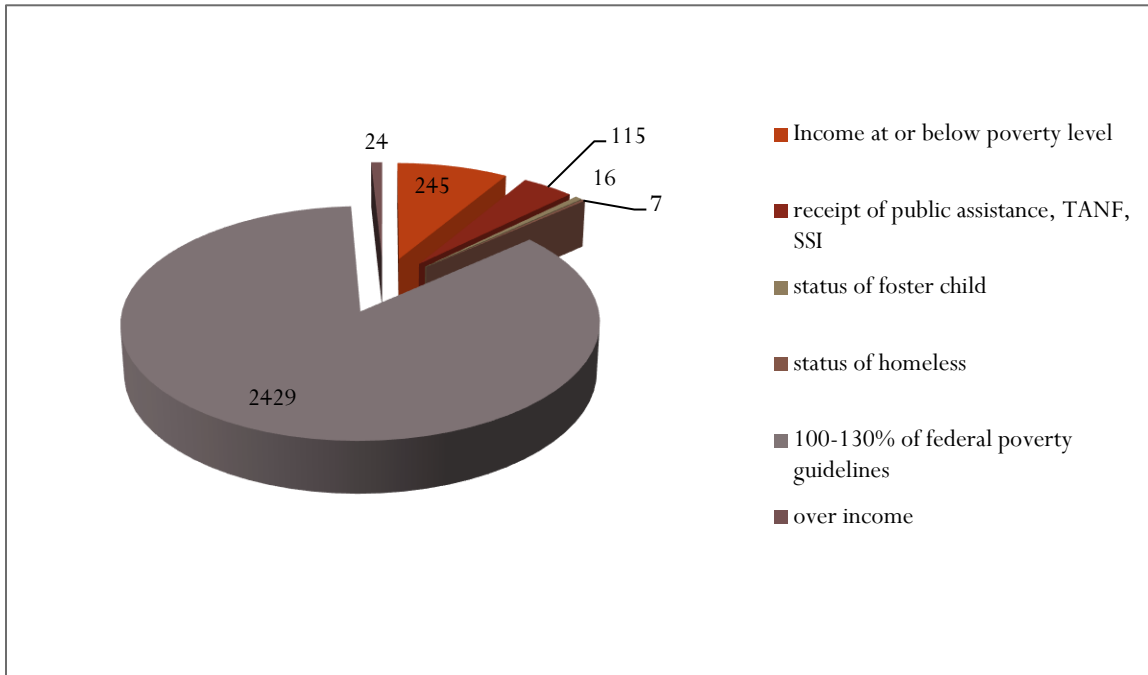
- Personnel \$ 1,465,169
- Fringe \$ 661,928
- Non-local travel \$ 9,370
- Supplies \$ 91,170
- Contractual \$ 3,444,845
- Other \$ 123,946
- T/TA \$ 139,082
- Non-federal share \$ 1,483,878

EHS 157 Services to Children and Families

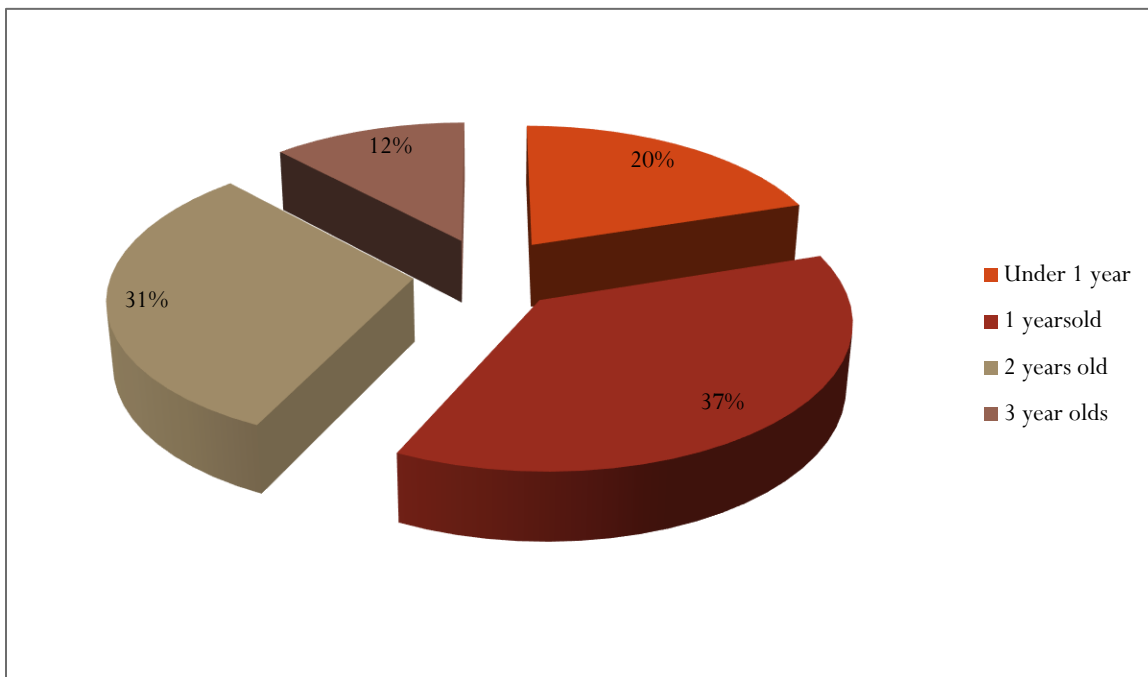
Early Head Start Enrollment

- Funded Enrollment 333
- Total number of children served 436
- Average monthly enrollment 300
- Percentage of eligible children served
 - 56% income at/or below poverty guidelines
 - 26% receipt of public assistance, TANF, SSI
 - 4% status as a foster child
 - 2% status as homeless
 - 5% over income
 - 7% 100-130% over the federal poverty guideline

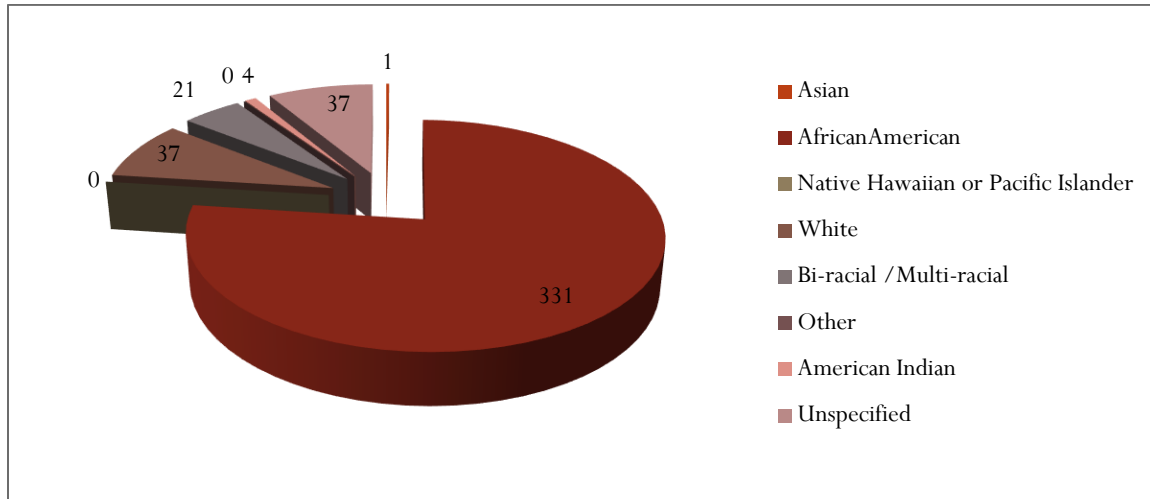
EHS Enrollment by Eligibility



EHS Enrollment by Age



EHS Enrollment by Race

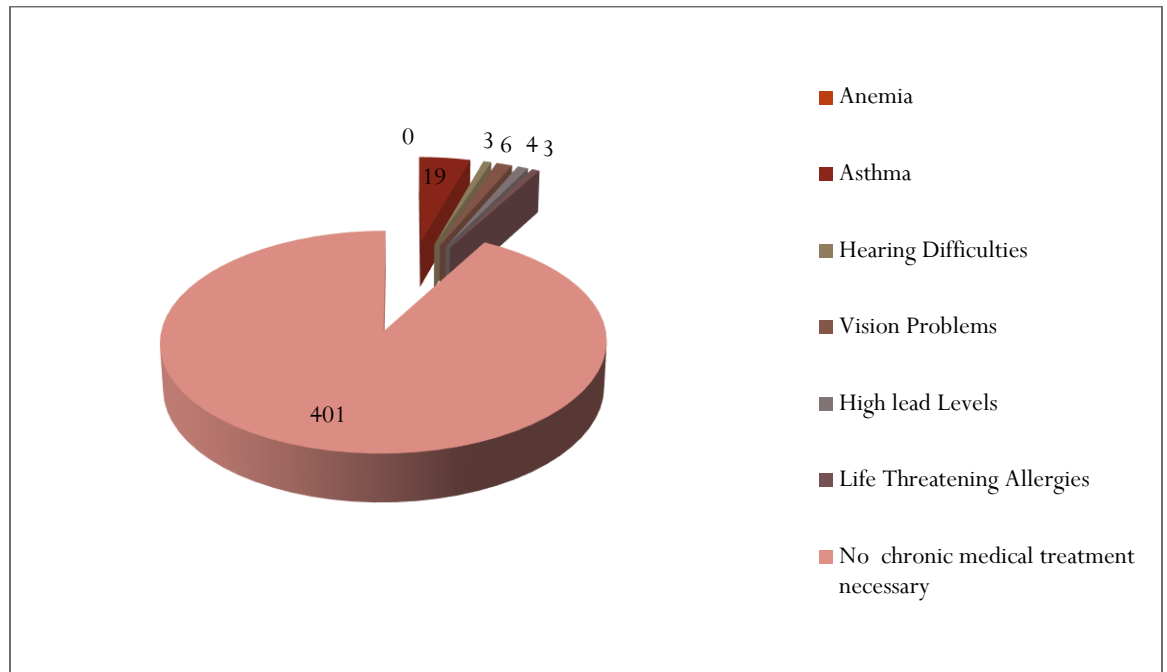


Medical Services

Early Start

- Children up to date on a schedule of preventive and primary health care 26.83%
- Children needing medical treatment 15.38%
- Children receiving medical treatment 100.00%

MEDICAL CONDITIONS OF EHS CHILDREN



EHS, EHS – CCP II, EHS – CCP II-55 and EHS 157 Grants Community Needs

In reviewing the community needs of the respective communities served through all the grants we learned the majority of children enrolled in the program come from single parent head of household families. Part-time employment is on the rise among our demographics with families enrolled in our Childcare partnership programs. We have found the families being less reliant on federal assistance programs such as TANF, WIC and SNAP. The enrollment in these federal assistance programs continues to decrease from the beginning of an enrollment year to the end of the enrollment year particularly in the WIC program. Health education is the highest identified needs enrolled families, followed by parenting education and then emergency/crisis intervention for food, clothing, or shelter. COVID-19 caused high unemployment to be high in all of our communities in 2020. The businesses were slow to reopen and unemployment remained high in 2021. In 2021 we continued to see a huge decrease in attendance and enrollment as parents had not returned to work and were keeping their children home. COVID-19 continued to cause a decrease in children going to the pediatrician for their well-child visits and their immunizations. The parents also were hesitant about the taking the child to the dentist after the dental offices reopened. Before the COVID-19 shutdown of 2020 there was already an Early Childhood Teacher shortage which increased tremendously once the mandate was lifted and childcare services were restored. Many centers in 2021 still could not open all of their respective classrooms due to teacher shortages. While childcare partners have continued to raise their wages people are still not interested in working in the field of early childhood education.

EHS, EHS-CCP II and EHS-CCP II-55 and EHS 157Grants

School Readiness Outcome Data – 2021

The Early Head Start programs utilize The Ounce Scale as the on-going child development assessment tool to determine how the children are progressing in the areas of:

- Social –Emotional Development
- Communication and Language Development
- Cognitive Development
- Physical Development



The assessment process allows the program and parents to determine if the child is progressing as expected or if there is a need for more development in a particular domain. The Ounce Scale is completed at the following age levels:

- 4 months
- 8 months
- 12 months
- 18 months
- 24 months
- 30 months
- 36 months



The information is aggregated and analyzed in the fall, winter and late spring intervals. This data analysis allows us to determine where we need to focus more professional development for the staff, where we need to place more emphasis on the home visits and in the classroom setting, and where we need to partner to improve the school readiness of each and every child.

The following charts will show the aggregated data for each of the domains. We have learned from this information and you will see from looking at the charts that the domain needing attention is the communication/language followed by cognitive development. We also notice this more in the Center base programs. We are working with Child Care Partner Teachers and the Home Visitors on professional development opportunities that will allow for added classroom and home visit experiences in these domains. We have also purchased books for the children to keep at their homes and more extensive book selections for the home visitors to use as well as increasing the number of books available at the partner childcare classrooms and in the socialization rooms.

The overall data analysis of all the Early Head Start programs show that 91.63% of the children are developing as expected. Interestingly the 12-month group has the highest percentage of children developing as expected with 94.55% of the children developing as expected. The age level with the lowest percentage of children developing as expected across all the domains are the 42 month olds with an overall percentage of 85,91% which is 1 % decline from 2020.

	2020-21 Child Outcomes Data - combined all locations								
	4 Months	8 Months	12months	18 months	24 months	30 months	36 months	42 months	
Social Emotional	90	98.76	91.24	91.8	90.6	92.08571	90.71429	83.1	91.0375
Communication	93.75	100	90.6	78.15	85.46667	80.2	92.5	87.86667	88.56667
Cognitive	87.5	100	97.93333	92.86667	90.83333	93.13333	86.66667	78.76667	90.9625
Physical developme	91.66667	100	98.45	97.83333	96.26667	97.26667	92.5	93.93333	95.98958
	90.72917	99.69	94.55583	90.1625	90.79167	90.67143	90.59524	85.91667	91.63906



Early Head Start Parent Involvement Activities – All Programs

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

- **Policy Council** – EHS has representatives on Policy Council from all program options. Policy Council meetings were virtual in 2021. However, we were able to hold the Governance Training in person.
- **Parent Meetings** – EHS has parent meetings in the evenings via Zoom to engage as many parents as possible. Our mental health consultants help to facilitate the parent meetings with parenting education topics using the Incredible years.
- **Fatherhood Meetings** – EHS fathers join the Head Start and Greater Hazelwood Family Center fathers in activities that enhance

their role as a father

- **Socializations-** EHS holds a mommy, daddy (guardian) and me play groups twice a month. The play groups connect families and children to what is being done in the homes as well as connect to new friends and places. During the summer months you can find us out in the community learning new places to take our children for fun.
- **Family Engagement/School Readiness 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 to increase the family's engagement in appropriate level school readiness activities. These are connected to the Early Learning Outcomes Framework and the PA infant Toddler Early Learning Standards.
- **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; oral health and dental appointment reminders; and child development activities involving both the child and the parent(s).





Greater Hazelwood Family Center

COTRAIC serves as lead Agency for the Greater Hazelwood Family Center. The center is located at 5006 Second Avenue in a newly renovated space below the Carnegie Library. It opened officially to families in October, 2015. It is part of the Allegheny County Family Support System.

Services include:

- Child Development support
- Goal planning
- Medical support for well child and immunizations of children
- Health insurance connections
- Parenting Education
- Prenatal and post- partum support

Greater Hazelwood Family Center 2020-21 Budget Expenditures

• Salary	\$ 189,096
• Fringe	\$ 80,463
• Supplies	\$ 3,615
• Data Processing	\$ 833
• Advertising/Copying	\$ 1,834
• Repairs/maintenance	\$ 72
• Insurance	\$ 3,865
• Occupancy	\$ 27,408
• Training	\$ 53
• Travel and Transportation	\$ 1,352
• Utilities/telephone	\$ 6,008
• Accounting/Legal	\$ 631
• Other	\$ 131

Agency Audit Results

Mark Turnley, Certified Public Accountant, completed the most recent audit for the year ending June 30, 2021. 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/
Family Center Director

Kerry Jevsevar
WIOA Director

Gil Cutruzulla
Elders Director

Scott Simon
Senior Finance Officer

Nicholas Pashel
Chair -Board of Directors

Brenda Barnes
Chair- Policy Council

Administrative office:

120 Charles Street

Pittsburgh, PA 15238