



ANNUAL REPORT 2020



www.berksiu.org/headstart



SCHOOL READINESS GOALS

School Readiness is a foundation for early childhood programs. Head Start views school readiness as possessing the skills necessary for future success in school as well as later in life. Head Start programs across the country develop school readiness goals to help children and families prepare for school. The Berks County Intermediate Unit Head Start Program updated their School Readiness Goals during 2018.

Approaches to Learning

Children will follow classroom rules, directions, and routines including demonstrating a growing independence in shifting between tasks and moving through transitions with minimal direction. Children will develop skills that encourage exploration and explanation of new topics as well as increasing levels of persistence, attention, creativity, flexibility of thinking, and symbolic representation.

Social Emotional

Children will develop secure and trusting relationships with familiar adults demonstrating an appropriate level of cooperation and positive social interaction. Children will develop positive relationships with peers learning to balance the rights of self with others through conflict resolution.

Language and Literacy

Children will engage in increasingly complex conversations that includes multiple exchanges and complex and varied vocabulary. Dual Language Learners will demonstrate an increasing knowledge of English. Children will demonstrate phonological awareness by discerning rhymes, alliteration, and by demonstrating the ability to discriminate the

separation between words in a sentence and syllables in a word. Children will show increased competency in naming upper and lowercase letters and associating some of the letters with their sounds. Children will demonstrate an understanding that print conveys meaning.

Cognitive

Math: Children will begin to demonstrate an understanding of number counting and cardinality. Children will demonstrate an understanding of the relative position of objects. Children will identify, describe, compare, and compose shapes.

Scientific Inquiry: Children will describe and contribute to conversations and activities involving the characteristics and attributes of physical and natural objects that they have explored.

Perceptual, Motor, and Physical Health

Children will demonstrate control of small muscles for such purpose as self-help skills, playing, and emergent drawing and writing.

**CUMULATIVE
ENROLLMENT**
433 FAMILIES
SERVED

CHILDREN
SERVED **457**

**AVERAGE MONTHLY
ENROLLMENT: 398**

STUDENT DATA

The BCIU Head Start program uses the Creative Curriculum as our primary curriculum to help children gain the skills needed for future school success.

The Letter People and PATHS are two supplemental curriculums that are implemented to support early literacy and social and emotional development. Data is collected throughout the school year using Teaching Strategies Gold. Compilation reports are created three times per year.

The data shown here is a report of our progress towards student outcomes (percentage of students meeting or exceeding expectations) by the end of the 2020-2021 school year. It is important to note that due to the COVID-19 Pandemic many classrooms remained remote for the 2020-2021 school year. Physical classrooms occasionally had to shift from in-person instruction to remote learning due to mitigation efforts.

A review and comparison of the Teaching Strategies Snapshot Reports for the three check points during the 2020-2021 school year showed moderate movement towards more students meeting or exceeding expectations in all areas of development.

Spring 2021 percentiles were higher than those at the end of the 2019-2020 school year, which we attribute to the improved strategies for remote instruction and assessment. While the strongest domain remained Physical, we were heartened to see that the Social-Emotional Domain was above the 80% mark, which may be attributed to the fact that some students attending Spring Socialization Sessions



Percentage of Children that Meet and / or Exceed Expectations

	Fall 2020	Winter 2021	Spring 2021
Social-Emotional	68%	68%	82%
Physical	82%	86%	91%
Language	64%	70%	78%
Cognitive	61%	62%	72%
Literacy	61%	66%	78%
Mathematics	62%	60%	72%

STUDENT OUTCOMES

which allowed staff to connect and assess those skills in person. The largest gain throughout the year was in Literacy with a more than 17% increase from Fall to Spring. Mathematics remained low similar to previous years. During the June Education Supervisor’s meeting, supervisors discussed strategies for supporting staff in this area, including targeted goal setting by the staff and check-ins by supervisors on the progress of those goals.



Services to Children | The Health Team

The program faced challenges in this area during the 2020-2021 school year due to the pandemic. Because of pandemic restrictions, many families experienced difficulties with access to care and the ability to keep current with health requirements, such as immunizations, due to provider closures and limited scheduling. The Health Team will continue to work with local providers and families to help identify barriers and facilitate children's access to care.



UP-TO-DATE IMMUNIZATIONS

67%



*94%



81%

A
DENTAL
HOME

*82%

A
MEDICAL
HOME

91%



*93%

HEALTH
INSURANCE

93%



*93%

*Grey numbers in chart at right indicate the percentage of services to children pre-pandemic in the service year 2019-2020.

FAMILY ENGAGEMENT

Parent participation is a cornerstone of the BCIU Head Start program. We recognize parents as their child's first teacher, which is the reason we highly encourage parents to be an active member of their child's education. In addition to completing two home visits, parent teacher conferences, and a family needs assessment at the beginning of every school year, we work closely with families to develop individual family goals. Family Engagement Workers provide support and resources to families as they work toward goal completion, independence, and preparing both children and families for the transition to kindergarten.

Families are invited to participate in our parenting curriculum, Ready Rosie, as well as other programs and activities throughout the year. Additionally, during the 2020-2021 school year, the program continued to work with parents participating in our fatherhood initiative in partnership with the Berks Community Action Program. While parents were unable to volunteer in Head Start classrooms during the 2020-2021 school year due to pandemic restrictions, the program created opportunities to support and connect families virtually. Specifically, parent chats were introduced for families to network and support each other. Virtual parent

meetings gave families an opportunity to connect with the program and receive education and resources on a variety of topics. We found that these virtual options for participation increased parent participation across the program from prior years given that childcare or transportation, or lack thereof, were no longer barriers to participation. As a result, the program plans to continue offering virtual options for parents to be involved even as it returns to in-person services.

At the BCIU Head Start, we encourage our parents to develop their leadership skills by participating in the governance of our Head Start Program. Parents are invited to participate in our Policy Council and the Education Advisory Committee as well as actively participate in subcommittees to work on various projects throughout the school year. Subcommittees include personnel, school readiness, and enrollment and recruitment. Policy Council parents have the opportunity to engage in a variety of trainings, such as personnel training with the Director of the BCIU Human Resources Office, first aid training, and budget and fiscal operations. Parents are active participants in the interview and selection process of Head Start staff.



Mental Health

During the 2020-2021 school year, the HS Mental Health Team supported children's social and emotional well-being by providing services virtually and in person, as well as providing resources to families made available through material pick-up. Services included social emotional classroom lessons, conducting small group sessions on readiness skills, creating social emotional lessons for Google Classrooms, and creating PATHS extension activities for families.

Additionally, the Mental Health Team collaborated with the Disabilities Specialists to support children who were receiving Early Intervention services to include providing resources and strategies to parents relative to behavior concerns in the home. The Head Start Disabilities and Mental Health staff members connected with families in a variety of formats, including online platforms such as Class Dojo, telephone conversations, email, letters, notes and activities through material pick-up. Head Start staff worked closely with parents who were interested in pursuing additional community services, such as behavioral health services.

Ninety-four percent of the respondents to the parent survey felt that children attending in the 2020-2021 school year benefited from Head Start services overall. Ninety percent of the respondents reported that they felt connected to the Head Start program during the COVID-19 pandemic and 84% percent felt that the resources provided to them during the year were helpful.

Staff Wellness

In an effort to support the Berks County Head Start staff during the COVID-19 Pandemic, the Wellness Committee launched a series of staff surveys throughout the school year to assess the needs of staff, both in terms of their online learning capabilities as well as their own social and emotional well-being. Responses were evaluated by Head Start administrators. Strategies were defined moving forward. The illustrated charts at right provide a snapshot of the data collected from the surveys.

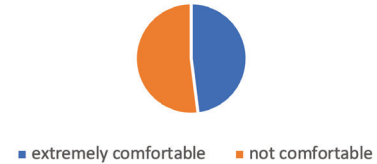
Online Platforms

At the beginning of the year, staff were tasked with utilizing new tools to support online learning including Google Classroom and Class Dojo. In September 2020, per the survey, many staff had reservations regarding their ability to utilize virtual platforms effectively. However, with training, peer support, and practice, the staff's comfort level significantly increased by April 2021.

Support for Staff

The Berks County Intermediate Unit offers an Employee Assistance Program, called Quest, at no cost to employees and their eligible dependents. The program provides professional counseling services, financial and legal resources, as well as providing a full spectrum of resources for everyday living. In September 2020, only 76% of the staff had some knowledge of Quest. By the end of the school year, 89% of staff either were familiar with Quest and / or had a strong knowledge of the program. Overall, by April, 86% responded that they felt supported during the 2020-2021 school year.

Comfortability with Google Classroom in September



Comfortability with Google Classroom in April



Comfortability with Class Dojo in September



Comfortability with Class Dojo in April



Knowledge of Quest Employee Assistance Program in September

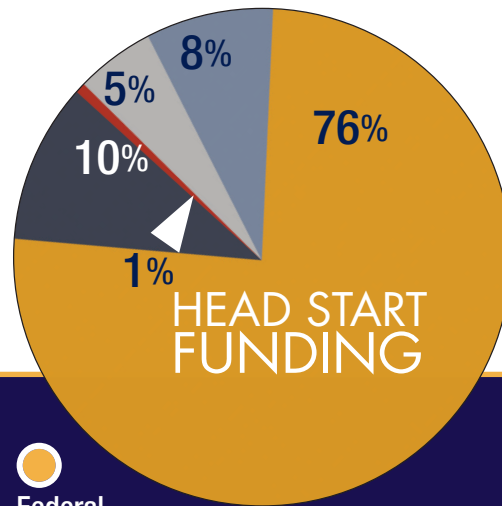


Knowledge of Quest Employee Assistance Program in April





42%	PERSONNEL	\$3,240,582
21%	FRINGE BENEFITS	\$1,590,865
12%	CRRSA & ARP ACTS	\$913,456
9%	OTHER	\$668,910
5%	CONTRACTUAL	\$400,583
5%	INDIRECT COSTS	\$352,646
4%	EQUIPMENT	\$322,101
1%	SUPPLIES	\$102,400
1%	TRAINING & TECHNICAL ASSISTANCE	\$58,512



Federal	\$6,678,087
CRRSA & ARP Acts	\$913,456
State	\$722,500
USDA - CACFP	\$450,000
Training & Technical Assistance	\$58,512

WHERE DOES THE FUNDING FOR HEAD START COME FROM?

FEDERALLY FUNDED ENROLLMENT SLOTS: 610

STATE FUNDED ENROLLMENT SLOTS: 85

Total Expenditures for FY 2020

	Total Program 1/1/20-12/31/20	Federal 1/1/20-12/31/20	Non-Federal 1/1/20-12/31/20
Personnel	\$3,139,855.75	\$2,973,860.74	\$165,995.01
Fringe Benefits	\$1,893,023.72	\$1,322,990.07	\$570,033.65
Equipment	\$340,389.00	\$340,389.00	\$0.00
Supplies	\$289,345.28	\$288,752.56	\$592.72
Contractual	\$511,099.20	\$509,899.20	\$1,200.00
Other	\$1,600,104.17	\$672,994.40	\$927,109.77
Indirect Costs	\$488,710.03	\$488,710.03	\$0.00
Training & Technical Assistance	\$58,512.00	\$58,512.00	\$0.00
CARES	\$141,406.58	\$141,406.58	\$0.00
Total Expenses	\$8,462,445.73	\$6,797,514.58	\$1,664,931.15

Federal Monitoring

The Berks County Head Start program was in year three (3) of the five (5)-year grant cycle for the 2020-2021 school year. All new monitoring events will take place during the five-year cycle. The most recent monitoring event occurred during December 2018. This was a Focus Area One review where the Federal Office of Head Start reviews all processes and written information submitted by the Head Start Program. The results of the monitoring event describe how the Berks County Head Start met the Federal Program Standards. The results of the monitoring event did not reveal any areas of non-compliance. The BCIU Head Start Program is scheduled for a Focus Area Two Monitoring Event and a CLASS Review during the 2021-2022 school year.



Audit Results - Berks County Intermediate Unit

Each year the Berks County Intermediate Unit participates in an independent audit of all fiscal operations. Herbein & Company, a local accounting firm, completed the audit for the fiscal year which ended June 30, 2020. It was noted in their report that the BCIU

complied, in all material respects, with the types of requirements described in the Uniform Guidance that could have a direct and material effect on each of the BCIU's major federal programs for the year ended June 30, 2020.



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BCIU Berks County
Intermediate Unit
an educational service agency

www.berksiu.org/headstart

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