

# CCDP ANNUAL REPORT 2024

EDUCATING THE FUTURE



# CCDP HEAD START SERVICES

Policy Council approval 10/15/2024  
Board of Director approval 11/06/2024

# CCDP HEAD START SERVICES

CCDP Head Start, a grantee of Columbia Child Development Program, began in 1979 and completed its 45th program year in June of 2024. A federal grant of \$2,398,436 was received from the office of Head Start to serve 128 children and a state grant of \$620,635 was received from the Pennsylvania Office of Child Development and Early Learning to serve 47 children, totaling 175 preschool children served. With the completion of the 45th year of providing Head Start services to Columbia County, this annual report includes summaries of all the component areas of the Head Start service delivery.

Head Start firmly believes that families are their child's first and most important teachers. A parent's lifelong commitment to their child can be strengthened with an increased knowledge of child development and early learning. Parents are encouraged to become involved in their child's Head Start experience. Members of the community are also involved, through serving as volunteers at the centers and on program governing boards. Family and community support totals \$559,816 and is part of the local share of funds required as the 20% match to federal funding.

An annual report is a comprehensive summary of CCDP's activities throughout program year 2023-2024.

#### Funding for Program Year 2023-2024

##### included:

Federal Health and Human Services Grant	\$2,078,640
Local Share of Non-federal Funding	\$559,816
State Supplemental Funding (HSSAP)	\$620,635
Community Giving Foundation: Berwick (PBIS Supports)	\$44,405
Columbia Montour Snyder Union MH/MR (PBIS Supports)	\$32,878

# CCDP HEAD START SERVICES

During the 2023-2024 program year, CCDP Head Start continued to deal with staffing shortages, while also serving children with significant needs and children and families who have experienced trauma. Classrooms had to close or operate remotely when there wasn't enough staff to safely open the room. Policy Council meetings and staff meetings continued to be held in person and the CCDP Board continued to meet via Zoom for ease and convenience. Management staff found it was difficult to engage families and community members in group activities after so many had simply gotten used to staying at home. The report will go into all of this in more detail, but it is important to note that CCDP Head Start would not be able to continue operating if not for the dedication and passion of its staff. Each year since the COVID-19 Pandemic has proved to be more difficult than the last. Again and again, CCDP staff put forth an extraordinary effort to make sure that children and families continued to receive the services they needed.

In June 2024, CCDP Head Start requested a Change in Scope to reduce federal enrollment from 128 preschool children to 89, a decrease of 39 children. Additionally, the request included changing Benton from a Locally Designed Option serving 26 children to a Center Based option serving 13 children with shared funding. It is the hope that reducing the number of classrooms and staff will allow pay rates to be significantly increased. Being fully staffed will go a long way to keeping classrooms open and improving morale.

## Program Information Report Highlights:

In the 2023-2024 Program Year, CCDP Head Start was funded to serve 175 (128 federal and 47 state) preschool children. Throughout the year, a total of 164 unduplicated children were served.

- 57 three year olds and 107 four year olds enrolled.
- Eligibility: 85 children below 100% of poverty, 6 between 100%-130% of poverty, 50 receiving public assistance, 3 foster children, 19 homeless, and 1 over income.
- 148 families served: 74 two-parent and 74 single-parent families.
- 164 children had health insurance: 138 Medicaid and/or CHIP, 26 private insurance or another type).
- 162 children had medical homes, 150 had up-to-date immunizations and 147 had dental homes.
- 35 children enrolled with an IEP.
- 23 overweight and 27 obese children, representing 32% of children assessed.
- 19 homeless families (22 children). 3 acquired housing during the year.

Other statistics specific to the service areas are mentioned throughout this report.

# CCDP HEAD START SERVICES

## Federal Monitoring

Due to low enrollment, CCDP Head Start was placed in the Full Enrollment Initiative in February 2024. A lack of available staff resulted in classrooms being closed for the year, which led to low enrollment. A grant specialist was assigned to the program to work through the process of getting back to full enrollment. The Change in Scope, submitted in June, should help the program to increase wages and reach full enrollment.

CCDP Head Start had a Focus Area 2 Review in March 2024. Overall, the results were very positive. However, the program received an Area of Noncompliance in the Health Services component area for not obtaining initial medical and oral health determinations for all children. The program did not obtain initial medical information for 11% of enrolled children and did not obtain initial dental information for 10% of enrolled children. A grant specialist has been assigned to the program and a Corrective Action Plan is being developed.

## Education

CCDP Head Start Program serves children between the ages of three and five in three different options. A five day a week center based program, a locally designed program and a traditional home-based program.

There is a total of thirteen classrooms within these options. The center based classrooms have 13 children in each classroom. The locally designed classes have 13 children in each classroom. The traditional home based classes have 12 children in each classroom. Staffing shortages in the center based classrooms caused two classrooms to stay closed for the entire year and many classroom closures to maintain an appropriate staff: child ratio.

The lower enrollment of children was necessary to safely serve the higher number of children exhibiting challenging behaviors due to the trauma in their lives.

Many interviews were scheduled in hopes of filling the vacant classroom staff positions, but challenges continued. Some candidates did not return phone calls to schedule an interview, and others confirmed the appointment but did not show up. Several candidates who originally accepted a job offer dropped out during the onboarding process.

In a five-hour classroom, there is one teacher and one assistant teacher assigned to each room to ensure the proper student teacher ratio of one teacher for every 10 students. In a six-hour classroom, there is one teacher and two assistant teachers to maintain the appropriate adult to child ratio. When long term substitutes are needed to cover for maternity and medical leaves, long term substitutes will have met the same educational requirements as regular staff.

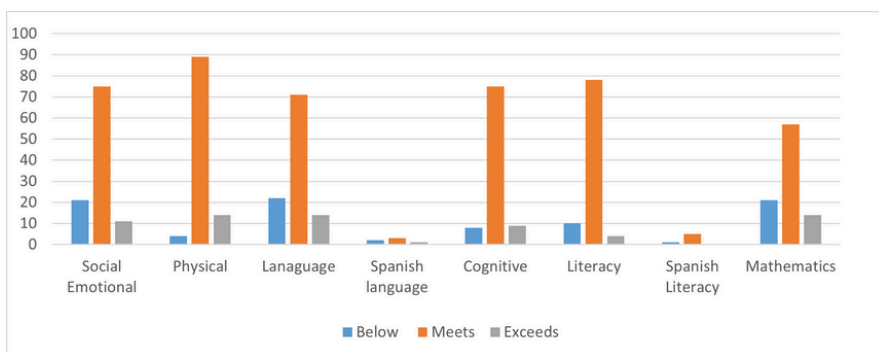
# CCDP HEAD START SERVICES

## Ongoing Assessment

CCDP's ongoing assessment tool is Teaching Strategies GOLD. Teaching Strategies GOLD matches the agency's curriculum objectives, measures all the required domains, and aligns with the Head Start Child Development and Early Learning Framework, The Pennsylvania Early Learning Standards and the Common Core State Standards. The tool offers communication with parents and reports that are easy to understand by everyone. The teaching staff is required to earn their interrater reliability certification as part of the orientation process.

Each child is first assessed using the Teaching Strategies GOLD assessment tool within forty-five days after enrollment, then in January and again in mid-April. Results were shared with the parents during the Parent-Teacher Conferences in November and February. Outcome reports are shared with staff, Curriculum and Resource Committee, Policy Council, and the Board of Directors.

## Assessment Outcomes 2023-2024



## Kindergarten Preparation

Starting in January (with parent permission), a list of children and their family contact information is sent to the school the child will attend in the following fall. Parents are notified of district kindergarten registration dates and procedures. The school districts send over their initial paperwork and the teachers and Family Service Workers help families complete forms and locate the necessary documentation for their registration appointment.

In late winter, the parents and Head Start staff begin to meet with school district personnel to discuss each child's strengths, goals, and any information that may be helpful to the new teacher. Records are then sent (with parent permission) to the elementary school in June.

## Special Initiatives

Keystone STARS- All centers of CCDP Head Start are rated at a STARS 4 level.

# CCDP HEAD START SERVICES

## Disabilities

During this year, CCDP Head Start had 35 children enrolled who had an Individualized Education Program (IEP). Of these 35 children, 22 entered into the program with an IEP already in place and 13 were determined eligible for services and an IEP was developed while enrolled in Head Start. Of these 35 children, 25 had a speech or language impairment as their primary disability and 9 had developmental delays as their primary disability. One child had a primary disability of Autism.

Head Start has a requirement regarding the number of children enrolled with disabilities. At least 10% of the children enrolled must be designated with a disability. This percentage tends to fluctuate throughout the year. CCDP Head Start initially enrolled 10% of children with disabilities in September 2023 (at the beginning of the program year). This percentage increased to 17% by June 2024.

Each Head Start child was provided a developmental screening, which includes a communication section, within 45 days of their entry into the program. Once these screens are completed, if a child is determined to need further testing and the parent gives consent, a referral is made to the Intermediate Unit (IU #16 in Columbia County). CCDP Head Start made a total of 14 referrals this year to the Intermediate Unit.

## Mental Health

Head Start is required to complete a mental health screening on every child within 45 days of their entry into our program. This screening gathers information and assists families and teachers in identifying any social emotional skill deficits or mental health concerns. This information is used to help create individualized goals to support the child. Resources are provided to the family to use in the home to build social emotional skills and to help learn how to replace any challenging behaviors with more appropriate behaviors.

This year CCDP Head Start had one Mental Health Consultant serving all the classrooms. The Mental Health Consultant reviewed each child's mental health screening. The Mental Health Consultant observed children in the classroom and consulted with children's teachers as needed throughout the school year. After these observations and consultations, the Mental Health Consultant completed a report providing information and recommendations on each child to families and teachers. The Mental Health Consultant provided 45 hours of support to families, children and staff this past year.

Positive Behavioral Interventions and Supports (PBIS) continued to be used in all of the Head Start classrooms this past year. PBIS is a program that provides a framework for intentionally teaching children social emotional skills and preventing challenging behaviors. The focus is to develop positive relationships, create supportive environments and intentionally teach the children the skills they need to function successfully with their peers, thereby decreasing challenging behaviors. Every CCDP Head Start staff member working directly with children has been trained in PBIS and utilizes this approach in the classrooms.

# CCDP HEAD START SERVICES

## Mental Health (cont)

CCDP Head Start received grant money from the Community Giving Foundation and CMSU this past year to fund three Behavior Support Staff members to provide support to the children in the classrooms. Head Start and HSSAP also provided funds for 6 additional Behavior Support Staff members across the program. The goal of the Behavior Support Staff is to provide behavioral support, using the PBIS model, to enhance each individual child's social and emotional growth and to decrease the need for more intensive support services in the classroom. The services that the Behavior Support Staff provide in the classrooms were highly effective this year in strengthening children's social emotional skills. On occasion, a child exhibits challenging behavior that may be extremely dangerous or unsafe. At times, this type of behavior cannot be managed solely by the classroom staff. Referrals are made, with the consent of parents, for one-on-one support for children exhibiting this level of need. There were no referrals made this year by staff to outside agencies for behavioral support in the classrooms. However, one family obtained these services for in their home.

Preschool, Pre-K, and Head Start teachers received in-person training on Safe Crisis Management (SCM) in September 2023 to become re-certified. The training focused on understanding child development, childhood trauma, prevention and de-escalation strategies, emergency safety physical interventions, and procedures for reporting incidents. New staff members had their initial SCM training later in the school year.

## Health and Nutrition

CCDP Head Start participates in the Child Adult Care Food Program. Children in Head Start received breakfast and lunch daily. Head Start children received 11,119 breakfasts and 12,595 lunches in the 2023-2024 school year.

The annual Program Information Report for 2023-2024 has been completed. The results are as follows:

- 129 children up to date on EPSDT primary health care at start of the year and 100 at end of the year.
- 151 up to date on immunizations according to CDC guidelines, 5 children's immunizations are behind but are as up to date as possible, 1 child has an immunization exemption.
- 147 children have oral care provided by a professional. Families continue to struggle with appointments; those who have access to care are not always able to be seen in a timely manner.
- 135 children received an oral exam during the program year, and 22 parents who did not make or keep their child's dental appointment(s).
- 164 had health insurance at the start of the year, only 134 did at the end of year.
- 162 had continuous, accessible health care from a health care professional which was not a source of emergency or urgent care.



# CCDP HEAD START SERVICES

## Health and Nutrition (cont).

CCDP Head Start has taken an active role in oral health. Staff continue to use the “Cavity Free” Curriculum, dedicating time to oral health in the classroom. Children brush their teeth daily after meals as part of the curriculum. Health Staff sent home information on oral health to families in February (National Oral Health Awareness Month). They also spoke at parent groups to provide families with additional information as well as dental items families indicated they needed. Items included things like floss, toothbrushes and toothpaste for both adults and children.

The Nutrition Consultant provided feedback for all submitted nutrition assessments. This allows families to receive educated feedback on issues that are directly related to their child and the concerns noted on the assessments.

A collaborative effort from several agencies provided screenings for the Head Start children. Geisinger Dental Department provided Head Start children with Oral Health education, dental exams, and fluoride applications at all centers. Children who required dental follow-up were able to schedule appointments with the assistance of the Dental Department staff with Geisinger Medical Center. Central Susquehanna Sight Services completed vision screenings for students. A collaborative partnership with Tapestry of Health (WIC) provides access to anemia screenings and height and weight checks for families receiving WIC services. Additionally, family referrals are placed when there is a need. A collaboration with Geisinger phlebotomy took place again this year to offer lead screenings to Head Start children at their centers.

## Health and Nutrition (cont).

According to the CDC, 1 in 5 children struggle with obesity and fewer than 1 in 10 children and adults eat the recommended daily amount of vegetables. Just 1 in 4 adults meet the physical activity guidelines. The program continues to address the percentage of children who are ranked overweight or obese. Out of 158 enrolled children who received a growth assessment, 50 (or 32%) are ranked overweight and/or obese. Families had the opportunity again this year to participate in a program-wide challenge called “Active April”. The challenge encouraged families to actively choose healthy foods and to choose more physically active movements throughout the day. This year, staff were again encouraged to participate along with the children and families, as they were in previous years. With each active choice made, the participant earned one point; points were doubled for children if their parent/guardian participated in the activity with them. Points were totaled at the end of each week and the top three point-earners at the end of the month in each center won a prize. Prizes consisted of items that encourage continued movement and activity with their families. All children who participated earned a participation prize to keep them engaged and excited about making these healthy choices. In addition to child and family participation, CCDP continued to see staff participation throughout the entirety of the challenge. The feedback was encouraging, and the continued staff participation is a positive component to the challenge. The program plans to continue this challenge annually to further boost healthier choices for children, families, and staff. CCDP Head Start will continue to educate children and families on the importance of proper nutrition moving forward, with the intent of lowering obesity in the preschool population served.

# CCDP HEAD START SERVICES

## Enrollment

CCDP Head Start was funded to enroll 175 children for a preschool experience that will prepare them to be ready to learn and succeed in school. Each center has a different number of children who attend; 94 children were to be enrolled the Berwick location, 38 children were to be enrolled at the Town Park Village Center in Bloomsburg, and 26 children were to be enrolled at the Benton Center. In addition, the Head Start Supplemental Assistance Program grant provides funding for 17 children to receive Head Start/Child Care services up to 10 hours per day at the Bloomsburg Children's Center.

The total number of children served during the 2023-2024 program year was 164 children. Head Start programs provide program services that relate to family engagement outcomes. Families received a service either through referrals or in house programs. Thirty-eight children left the program throughout the year; 5 of those children were enrolled less than 45 days. The children who left the program were replaced by a child who was on the waiting list.

The partnership classroom offered in-classroom instruction and wrap-around childcare throughout the program year. For families to be eligible for this program option, the parent/guardian must be working at least 35 hours per week or attending a school program full-time.

## Eligibility

To be eligible, children must be three or four years old by September 1st and the family income must be less than 100% of the federal poverty level or the family must be categorically eligible (receiving TANF, SSI, SNAP, experiencing homelessness or child is in foster care). While it is the mission of Head Start to recruit families who are income or categorically eligible, the guidelines allow for enrolling a percentage of over-income families. The following data shows the primary type of eligibility of the total number of children (164) who received services during the 2023-2024 program year:

<u>Type of eligibility</u>	<u>Number of children</u>
a. Income below 100% of federal poverty line	85
b. Receipt of Public Assistance such as TANF, SSI	50
c. Status as a foster child	3
d. Status as homeless	19
e. Over income	1
f. Between 100%-130% of the poverty guideline	6

The above chart shows 95.73% of the total enrollment was below 100% of the federal poverty guideline or categorically eligible. 4.26% is a combined percentage of children who were between 100%-130% of the poverty guideline and over-income. This is a cumulative report based on 164 children who were enrolled throughout the year. The ChildPlus data tracking shows that the program never exceeded 10% of over-income children based on the 175 funded enrollment.

# CCDP HEAD START SERVICES

## Average Daily Attendance

Attendance was tracked daily by the Education Staff and monitored by the Family Services Staff. Unfortunately, due to sicknesses and classroom closures, the average daily attendance was lower than normal. Classrooms did close if there was not enough staff to keep the room open safely. Two of the classrooms in Berwick were closed for the program year due to staffing, and other classrooms were occasionally remote. Packets were sent home to the families to complete if a classroom was to close.

## Social Services

Head Start staff provides opportunities for families to access community services and resources, including emergency or crisis assistance, prevention, and intervention services for at-risk families, opportunities for continuing education, and employment training. Families are encouraged to advocate for themselves and to evaluate the service(s) received. Prior to developing a Family Partnership Agreement, an assessment of services the family is receiving and services the family needs is completed. Although many families were already linked to services, several families found themselves struggling to pay bills, to find safe and appropriate housing and to continue with these services. Making sure these families were educated about services and possible programs to provide relief and support was a top priority. Family service workers are dedicated to connecting families to a full range of comprehensive services in the community.

## Homelessness

Children and families who experience homelessness deal with many challenges. Early learning programs buffer the challenges and risks associated with homelessness by supporting children's learning and development in safe nurturing environments. Head Start regulations require programs to prioritize homeless families so children are more likely to receive early childhood education services. Throughout the program year, 22 children were experiencing homelessness. Five of the 22 children were living with grandparents or other relatives because they have temporary custody and 14 of the 22 children were living with other relatives until the family can afford to find housing of their own. Of the 22 children, 3 of them moved to stable housing.

The Family Services Manager is a member of the Columbia/Montour Homeless Task Force, which was established in 2011 to address the housing needs of the homeless population. This committee is a collaborative effort of service providers, community leaders and concerned citizens aimed at increasing awareness, coordinating services, and providing advocacy and leadership to the community in an effort to mitigate homelessness and ill-housing in Columbia and Montour counties. Moving forward, the Task Force may be integrated in the Columbia County Human Services Coalition. The Family Services Manager is a member of this coalition. The Family Services Manager continues to connect with community members to find more resources to help families experiencing homelessness.

# CCDP HEAD START SERVICES

## Credential for Strengths-Based Family Workers

One Family Service Worker completed her credential for Strengths-Based Family Workers in March of 2024. A new Family Service Worker started in 2024 at the Town Park Village location; she will begin the credentialing course for Strengths-Based Family Workers in the fall of 2024. To be credentialed, staff must demonstrate competencies through a portfolio, classroom assignments, and an exam. The program is designed to help staff work more effectively in helping families set and reach their own goals for self-reliance.

## Continuing Education for Family Services Staff

A Family Service Worker at the Town Park Village location will be starting the credentialing course for Strengths-Based Family Workers in the fall of 2024 and a Family Service Worker in Berwick will be starting the continuing education and re-certification course for her credential. The Family Services Manager has participated in a Management and Leadership Certificate Program through the Commonwealth University of Pennsylvania and received that certificate in May of 2024.

## Collaboration Projects

Head Start has entered a collaborative project with Agape (a community wide non-profit agency dedicated to filling in the gaps for people living in poverty) and the Pennsylvania Food Bank. The initiative is known as the Backpack Program. Each week, Head Start children are given a grocery bag filled with nutritious items to sustain them throughout the weekend. The purpose is to help stretch the family's weekly food budget. Community volunteers pack the bags so they are ready for weekly distribution.

Food pantries are strategically located across Columbia County so that residents have access to food no matter where they reside. Head Start families are informed of the locations during the Family Outcome Assessment Interview. Often, a Family Service Worker would coordinate a delivery of food to families who lacked transportation to a distribution site.

In addition to food resources, the Family Service Workers are dedicated to ensuring that all families are connected to the wide range of services in the community. For instance, during the holiday season (between October-December), Head Start partners with community members to refer families to resources to help with food, household supplies and other items during that time. Some of those partners include the Salvation Army, Brighter Christmas Fund and local churches in the community.

# CCDP HEAD START SERVICES

## Family Engagement

Families play a crucial role in helping their children be ready for school and a lifetime of academic success. Head Start integrates family engagement efforts throughout all aspects of the program. Families are engaged through parent-teacher conferences and home visits where parents and teachers discuss the child's development and progress. Parents are encouraged to become involved in their local Parent Group. Family events called Celebrations of Learning were held at the end of each curriculum unit to demonstrate what the children have learned. Family Service Workers engage families by helping with goal setting and helping to identify needed resources. Finally, parents are involved in Policy Council, which is the shared governance body of Head Start.

## Parent Group Meetings

CCDP Head Start encourages all families to participate in Parent Group meetings. A total of sixteen Parent Group meetings were held throughout the program year. The Parent Group meetings included educational topics relevant to CCDP Head Start families, information about the Head Start program, opportunities to give feedback about CCDP Head Start, and opportunities for parents to plan activities that enhance the program's objectives and the Parent and Family Engagement Outcomes.

Bloomsburg Parent Group sponsored a Family Fun Night at the Bloomsburg Children's Museum and provided shirts for every child in the Bloomsburg centers. Berwick Parent Group made fall floral decorations as well as provided shirts for every child in the Berwick center. Benton Parent Group enjoyed family activities that they could do with their children, such as scavenger hunts, bingo games, paper plate heart string art, and pumpkin painting.

Positive feedback and encouragement handouts, importance of home language, active reading, oral health information, and at-home educational activities are a few examples of educational and parent interest resources provided to parents.

## Family Activities and Events

The "Active April" challenge was held to encourage children and families to be more mindful of their activity and eating. Children and parents were encouraged to keep track of their active movements and fruit/vegetable servings every day for a month. Parents documented the information on tracking sheets and turned them in every week. Specific weekly activity challenges were sent home this year along with the option of their own activity choice. Instead of earning points for every minute, points were earned for every activity completed. Fruit/vegetable points were earned for each time children ate a fruit or vegetable. If the parents joined the child, the points were doubled. Every child that participated received a participation gift and the top three point-earning children at each center received an extra gift that included outdoor toys. Twenty-five Head Start children participated in the "Active April" challenge and the majority of their parents participated as well.

March "Dad"ness was a new family activity encouraging father and father figure involvement. It was a 4-week challenge where families received 4 activities with all supplies included. Week one was a reading activity (book about rainbows and rainbow scavenger hunt), week two was a science activity (see how far your paper planes travel), week three was a math activity (dice games), and week four was a STEM activity (create a basketball hoop with the items supplied). Families had to document when they completed an activity and were encouraged to send in pictures. If a male role model was participating in the activity, the child earned double points. Points were still earned if a male role model was not involved, and activities could be completed more than once during the week. All children that participated received a participation prize and the top three children who had the most points received an extra prize. Thirty-one children participated in the challenge and only one of those participants did not have a male role model participate with them.

# CCDP HEAD START SERVICES

## Volunteering

Parent and community volunteers play an integral role in Head Start's operation. From completing homework to attending Parent Meetings to serving on Policy Council and attending Committee meetings or serving as a Board Member, volunteers shared their skills and commitment with CCDP Head Start throughout the year. During the 2023-24 program year, 159 people provided volunteer services to the CCDP Head Start program. Of those, 112 were former or current Head Start parents.

## Father Engagement

Fathers and father figures (grandfathers, uncles, step-fathers, paramours) participated in CCDP Head Start in a variety of ways. During the 2023-24 school year, 29 fathers/father figures participated in the family and child assessment processes. Twenty-six fathers/father figures were also involved in family goal setting. Forty-five were involved in child development experiences such as home visits and parent-teacher conferences. One father participated briefly in Policy Council, but no fathers or father figures participated in the parenting education workshops.

## Family Goal Setting

CCDP Head Start strives to assist families in reaching their goals. As part of the Family Partnership Process, each family is offered the opportunity to set a goal for themselves in conjunction with their Family Service Worker. The Family Service Workers then provide information, referrals, and support throughout the year. Family goals were discussed at weekly teacher/Family Service Worker meetings and at monthly teaming meetings, and were monitored by the Family Engagement Manager. The program is working toward helping families align their goal to a need they have identified for themselves. A Strengths and Needs Outcome Assessment is completed before the goal-setting process to help families identify any possible needs. CCDP Head Start served 148 families during the 2023-24 program year, and through the family partnership process, 166 goals were set. Of those 166 goals, 118 goals were aligned with a need identified by the family. Ninety-three goals were fully completed or partially completed during the school year. Eleven families declined setting a goal and two families were unable to meet with their Family Service Worker to set up a goal due to scheduling conflicts or starting the program toward the end of the year.

## Policy Council

Policy Council is the governing body of Head Start. A majority of voting members must be parents of currently enrolled students. Through Policy Council, parents work with CCDP Head Start staff to oversee the delivery of services to children and families and actively share in making decisions about the program. Policy Council develops, reviews, and approves funding applications, the hiring and terminations of staff, program self-assessment, criteria for recruitment and enrollment, salary increases, personnel policy changes, and more. Policy Council met eleven times throughout the school year. Meetings were not held in July or August due to school being closed during the summer months. The Bloomsburg center had one parent representative and the Berwick center had two parent representatives during the 2023-24 school year. The Benton center had no parent representatives and there were two community representatives.

## Positive Solutions for Families

Positive Solutions for Families is the parent education curriculum used by CCDP Head Start. The curriculum is complementary to the behavior management approach used in all CCDP Head Start classrooms. Positive Solutions for Families workshops are typically held in the fall and spring. Two participants completed the program by attending all six sessions during the 2023-24 program year. Positive Solutions for Families workshops were sponsored by grants through the Community Giving Foundation: Berwick and CMSU.

# CCDP CHILD CARE SERVICES





# CCDP CHILD CARE SERVICES

CCDP Child Care provides high quality, inclusive educational child care services to children ages six weeks to five years at the Bloomsburg Children's Center in a full day, full year program. In addition, the School Age classroom has children (Kindergarten through 5th grade) who attend the center before and/or after school, and full days when schools are closed for breaks and snow days. During the summer months, school age children attend Summer Adventure Camp at the Town Park Village Center located across from the Bloomsburg Airport.

CCDP child care is provided in a nurturing, safe, secure, and stimulating educational environment. A developmentally appropriate curriculum is offered to help children develop intellectually, socially, emotionally, and physically. The focus is to provide a rich learning environment for exploration and experimentation in a child-centered classroom with a variety of learning centers.

Both child care locations are NAEYC accredited and are STAR 4 centers through the PA Keys, as well as being licensed by the Pennsylvania Department of Human Services (DHS).

## DHS (Department of Human Services)

CCDP Child Care is licensed by DHS. The Bloomsburg Children's Center I license will expire on June 19, 2025, and the Town Park Village Center license will expire on September 19, 2025, and both will be renewed prior to this expiration date. This year, some policies have been updated to ensure compliance with DHS regulations. Specifically, supervision procedures have been updated and improved.

## STARS

Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania.

The Bloomsburg Children's Center I and Town Park Village Center are STAR 4 centers. The designation for the Bloomsburg Children's Center was renewed and will expire on August 2, 2027. The Town Park Village Center also renewed their STAR 4 designation status, and it will expire on March 12, 2027.

CQI (Continuous Quality Improvement) Goals for both centers have been submitted to Keystone STARS and the program has been striving to reach these goals throughout the year. The program updates the staff report as new staff are hired and other changes occur. Staff completed annual self-assessments and created their annual professional development plans. The plans highlighted some training needs based on their individual self-assessments and DHS, STARS, and NAEYC regulations.

In December 2023, the pre-planning visit with the STARS quality coach occurred. During the meeting the CQI goals for the coming year were reviewed and the "PA Staff Report" was updated.



# CCDP CHILD CARE SERVICES

## NAEYC

NAEYC (National Association for the Education of Young Children) is a voluntary accreditation system to ensure quality child care. NAEYC promotes high quality learning by connecting practice, policy, and research. Bloomsburg Children's Center I and Town Park Village are NAEYC accredited. Both centers are currently accredited until March 1, 2026. As a NAEYC accredited center it is imperative to comply with program standards related to the children, staff, partnerships, and administration. The annual report was submitted in April 2024.

## Staff Training

Each staff member must take a minimum of twelve hours of training annually based on their professional self-assessment and DHS, NAEYC, and STARS regulations. Staff are required by DHS to complete training in First Aid/CPR, Health and Safety, mandated reporting, the emergency plan, fire safety, and water safety. Keystone STARS requires staff to complete an Overview of Keystone STARS, and ERS (Environmental Rating Scale) training. Staff participated in Teaching Strategies GOLD training. In December, the staff had the privilege of participating in a training course by Albert Jones, who spoke on inclusion and equity.

## PBIS Trainings

Preschool, Pre-K and HSSAP staff received in-person Safe Crisis Management training to become recertified. The training focused on understanding child development, childhood trauma, prevention, de-escalation strategies, emergency safety physical interventions, and procedures for reporting incidents.

## Camera Installation

In November, Innotek came and installed cameras in the infant, toddler, and dining areas. A computer monitor for all the cameras was set up by the front desk. All classrooms now have cameras, as well as the playground. This provides extra security for the children and staff.

## CommunityAid Collection Bin

In October, the program received a bin to resume collecting donations. Donations collected from the bin are credited to CCDP at \$0.11/lb. All donations dropped off at the Selinsgrove store are credited at \$0.13/lb. The funds from the donation bin are put into the child care fundraiser account.

## CommunityAid Foundation Grants

A grant was submitted in October 2023 for \$6,000 for three separate projects, which include painting the downstairs communal areas, shampooing carpets, and purchasing gift cards for staff incentives. Unfortunately, this grant request was denied. Another request will be submitted in 2024.

# CCDP CHILD CARE SERVICES

## Community Giving Foundation Grant 2023

A grant was received for \$750 for Summer Adventure Camp and School Age learning materials. A variety of art supplies, games, sensory manipulatives, and math and science items were purchased. These resources helped support children with special needs in the classroom and added new manipulatives to help enhance the learning opportunities for the school age children within the classroom.

## Town Park Village Continuous Quality

### Improvement Award

The Town Park Village Center was awarded \$4,000 in March 2023. The award was spent on lifeguarding recertification, social/emotional curriculum, rental cost, field trips, and cleaning and repair of the outdoor climber.

## Summer Adventure Camp 2023

Summer Adventure Camp registration was held on April 24th at the Bloomsburg Children's Center. Parents came that afternoon and completed all the paperwork to register their child(ren) for camp. Summer Adventure Camp ran for 10 weeks from June 10th-August 16th at the Town Park Village Center. The theme for the 2024 Summer Adventure Camp was "A Spectacular Summer Circus". There were approximately thirty-six campers enrolled. All campers who registered for camp received a free T-shirt with this year's circus theme printed on it.

The campers loved swimming at Norris E. Rock pool three times a week. They enjoyed splashing in the sprinkler, playing various games at the park, completing fun crafts with the Art Cart on Wednesdays, and electronic days on Mondays. The campers loved creating "circus" art projects and making circus themed snacks. The weekly field trips were a big highlight for campers. In addition to the favorites they know from year to year (Sunset Skate Rink, Knoebel's Crystal Pool, YMCA, Lake Tobias, and Camel Beach), they also really liked going to some new places, such as Axis Gymnastics, Milton Rock Gym, and Nova Trampoline Park.

# CCDP CHILD CARE SERVICES

## Creative Curriculum Highlights from the Infant Room

The infants enjoyed learning about transportation. They read many transportation themed books and enjoyed making sounds and repeating the names of the vehicles. The children had the opportunity to play with a new set of Roll & Race activity ramps and vehicles. They had fun seeing how the cars rolled down the different textured ramps and identifying the colors of the ramps and cars. The ramp was a fun way for the children to develop skills in exploring motion, friction, and cause and effect when using different textured ramps.

The young toddlers also enjoyed playing with the Color Discovery Boxes, which promote oral language development and build color awareness. The children were able to explore the contents of the box, then describe what they saw and felt. They also sorted the objects by color and placed them in the correct boxes. During the beginning of spring, the young toddlers planted beans and sunflower seeds as part of the theme following the change of season from winter to spring. The children did a wonderful job paying attention to directions when planting the seeds, and they really enjoyed the experience of playing with soil and watering it with spray bottles. They loved taking care of their plants as they watched each one grow. Weeks later, the children got to take the plants home as part of a Mother's Day gift.

## Creative Curriculum Highlights from the Toddler Room

Toddlers are using theme-related studies to build vocabulary and language skills, introduce math concepts, and expand their knowledge base. This year the "ball" study was a huge hit with the children. The children loved playing with the small indoor bouncy balls, snowballs, big bouncy balls, and hopper balls outside. Children were given a shoebox, paint, a piece of paper, and marbles or sensory balls. They took the shoe box and shook it as many times as they wanted, which moved the ball through the paint and spread it onto the paper. This art project had such beautiful results, and the children loved doing it! We used the indoor balls to identify shapes, colors, and objects around the room. The children were asked to identify something specific within the room and throw their ball at it. For example, a teacher might say, "Find something red" and one child may throw their ball at a picture of an apple.

# CCDP CHILD CARE SERVICES

## Creative Curriculum Highlights from Preschool and Pre-K Rooms

The “sand” study was definitely one of the children’s favorite theme studies. The highlight was watching the delivery of the huge amount of sand to our outside sandbox. The children loved spending time building sandcastles and using all the sand tools in the new mound of sand. The children discovered the texture of the sand and how it feels when it is wet or dry. They learned the names of many animals whose habitat is sand. They loved talking about the ocean and were very excited to learn that sand covers the ocean floor. They compared the playground sand to beach sand and looked at the various colors of the sand. They found that it is not only just shades of brown, but also pink and black! The children loved talking about all the things they could do in the sand at the beach-- digging, building sandcastles, and looking for creatures like sand crabs. The children were amazed by photos of professional sand sculptures. They learned who works with sand, what we can make with sand, and the characteristics of sand.

## Creative Curriculum Highlights from the HSSAP Partnership Room

The children in Head Start enjoyed the “gardening” study! During the study they discovered different parts of a plant, learned names of a variety of fruits/vegetables/flowers. The children decided they wanted to plant flowers throughout the study. Being able to incorporate different types of plants than what the children are familiar with enhanced the experience for them. The children learned as pictures of a variety of flowers, gardens and gardening tools were shown. During the study, the children decided which flowers they wanted to plant by voting with tally marks. They discussed how to label the garden and found it was best to use pictures of where they were planted. As the children learned the basic needs of a garden, they applied that knowledge by caring for their garden. The children mixed soil, dug holes to plant seedlings, watered their plants, and monitored the garden while on playground. The children felt a strong sense of pride and responsibility with the hands-on gardening study. Gardening was also incorporated into the dramatic play area as a flower shop. The children had a pretend garden where they cared for growing flowers and created floral arrangements to “sell” during play time.

# CCDP CHILD CARE SERVICES

## Teaching Strategies Gold Assessments/Ages and Stages

Children who enter the program are screened within 30-45 days of enrollment using the Ages and Stages screening tool. The result of the screening is shared with the parents. If a referral to an outside agency is needed, staff work with the parents to get additional services for the child.

CCDP assesses the children three times a year using Teaching Strategies GOLD. Staff assessed the children in the fall, winter, and spring this past year. After each assessment, conferences were held with the parents to discuss the results of the assessment and goals were set for the children to accomplish at home and at school.

## Outcomes Report

The report indicates the amount of growth in all areas of development from fall 2023 to spring 2024 for each age group. The infants showed the most growth this year in the areas of social/emotional, language, cognitive and physical. Literacy and mathematics will continue to be the focus for more instruction in the coming year. The toddlers showed the most growth this year in the areas of social/emotional, physical, literacy and mathematics. All areas had strong growth within the toddler age group. Preschool showed the most growth in mathematics, literacy, and cognitive skills. Physical, social/emotional and language instruction will continue to be the focus for next year. The Pre-K showed good growth in all areas of development.

