WILLIAM E. COCKERILL CHAIRMAN, BOARD OF DIRECTORS
SAM CECCACCI, EXECUTIVE DIRECTOR

BOARD CHAIRMAN'S ANNUAL REPORT 2018

ISSUED MARCH 2019

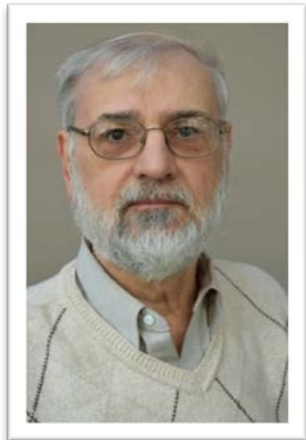Early Learning Services - Job Training and Employment - Weatherization Services

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Message from the Board Chairman

As we reflect on the accomplishments of the Scranton-Lackawanna Human Development Agency, Inc. for the year 2018, it is imperative to be mindful of the Agency Mission. That is:

"Advance economic opportunity for eligible residents in Northeastern PA by providing resources, education and training to enhance job and life skills and provide career seeking opportunities."

While the means to the end may take several forms, Agency Board and Staff remain true to the mission. During 2018 the Agency:

- Took steps to ensure the health and safety of staff and children in Early Learning Programs. Only in such an environment can effective, research based teaching and learning practices achieve quality outcomes for children and families.

- A Grant from PPL allowed for the development of a Mobile STEM Classroom where Science, Technology, Engineering and Math can pique our children's interest when lessons are presented in class.

- A Grant from PNC Bank enabled the Early Learning Programs to engage in the use of Smart Board and Smart Tables for the children's continued development in learning and technology.

- A Grant from The Molina Foundation allowed the Agency to receive 5,000 new books for distribution to children in area school districts in grades K-12.

- Provided nearly 1500 new winter coats for children and through the generosity of Ufberg and Associates, was able to provide hats and gloves to every child in the Early Learning Programs.

- Expanded Weatherization services by the use of projects designed to eliminate houses from being deferred from Weatherization services because of existing deficiencies in the home. Grants from The Harry and Jeanette Weinberg Foundation, the City of Scranton and a pilot program from the PA Department of Community and Economic Development allowed the Agency to remove the barriers that would prevent Weatherization services from being undertaken on these homes.

- Utility Grants from UGI and PPL were expanded allowing for additional homes to receive Weatherization Services.

- The Agency was able to purchase a 6 unit apartment building in Old Forge to serve low to moderate income families. Improvements to the apartment complex began with the purchase.

- The Agency was able to purchase and remodel a four bedroom house on Wheeler Avenue in Scranton and prepare it for sale to a first time home buyer or a Veteran's family.

- Continued to expand its role in dealing with the Opioid Crisis by being a contributing member to the County Opioid Coalition. During 2018, SLHDA developed a program for parents, children and grandparents raising grandchildren, worked with the District Attorney's office to include Opioid information on Opioid Awareness and geo-map it to help individuals suffering from opioid addiction by identifying treatment facilities, transportation resources and scheduling appointments for treatment.

- Assisted Veterans with services that remediate barriers eliminate duplication of services and prepare them for transition to civilian employment.

- Assisting seniors and other income eligible clients receive food through The Emergency Food Assistance Program (TEFAP)

Only through the efforts of a skilled and energetic staff, guided by an experienced and knowledgeable Board of Directors was SLHDA able to identify customer's needs and respond to those needs in a timely, efficient manner.

We are grateful to all of the community partners who assisted SLHDA in providing services, and are fortunate to have the support they provide and were strengthened by everyone's commitment moving forward.

William E. Cockerill
Chairman, Board of Directors

Scranton Lackawanna Human Development Agency, Inc.

Scranton Lackawanna Human Development Agencys, Inc. (SLHDA's) mission is to advance economic opportunity for eligible residents in Northeastern PA by providing education, resources and training to enhance job and life skills and provide career seeking opportunities

The Early Learning Programs work to improve the overall well-being of income eligible children and their families and foster their economic self-sufficiency through the provision of comprehensive, integrated services in the areas of education, health, nutrition, special needs, social and community services. Program staff supports parents as the primary nurturers and educators of their children and helps prepare children for a smooth transition into kindergarten, and success in school and in life.

SLHDA was created by the Economic Opportunity Act of 1964 as part of a national network of federally funded Community Action Agencies (CAA's) to administer various programs on the community level that assist people of low income out of poverty conditions. Incorporated in 1965, SLHDA began with a budget of $430,000 as a grantee for the federal Head Start Program maintaining fiscal and administrative responsibility for services in Lackawanna, Pike, Susquehanna, and Wayne Counties. Over the past 50 years, the agency has developed a broad range of additional programs and services that promote school readiness for children and families and help families struggling with the effects of poverty. These range from employment, education, income management, weatherization, crisis and emergency food assistance to parenting support, child care and Early Head Start.

SLHDA is a private corporation authorized to administer funds received from federal, state, local, or private funding entities to assess, design, operate, finance, and oversee anti-poverty programs. The Agency is intended to promote self-sufficiency and depends heavily on volunteer work, especially from the low-income community.

SLHDA is governed by a Board of Directors consisting of at least one-third low-income community members, one-third public officials, and up to one-third private sector leaders. This Board structure is defined by federal statute. Services are provided to nearly 9,340 people of low income each year living in the northeastern corner of the state with a budget of $18,198,443 in 2018. A total of 1806 children between the ages of 0-5 participated in 2018 early learning services.

SUCCESS!

The Fricchione Center and Head Start Program "transformed the most terrible situation into something beautiful".

-Molly Boswell

    In May of 2016, Molly and John Boswell and their two small children John age 6, and Mary age 2, moved to the Scranton Area when Molly was accepted into a Physician's Assistant Program at Marywood University. This was a dream of Molly's and one that John encouraged her to follow. Shortly afterwards John was diagnosed with a serious heart condition. Because Molly was in school and John was unable to care for the children, they placed John and Mary in the Fricchione Center on Marywood Campus. This arrangement was convenient, but she struggled with child care payments until the Director of the Fricchione Center referred her to the Scranton – Lackawanna Human Development Agency Head Start Program to determine her eligibility for services. Molly's first contact with Head Start was in May of 2017 with Karen Calpin who offered to meet her at the University to complete the paperwork necessary to process her application because Karen sensed Molly's schedule was tight. She said she was heartened by the support of the Fricchione Center and now Head Start for her children and herself. Molly was particularly impressed with Head Start when early on she expressed concerns about Mary's hearing since her son had hearing difficulties that resulted that resulted in the removal of his adenoids. Mary failed the initial screening but passed a subsequent test scheduled by Head Start and she was impressed by how "thoroughly" everything was performed.

    In August of 2017, her husband had surgery intended to improve his condition, but was unsuccessful. Molly took the fall semester off to take care of him and Mary was allowed, due to the dire circumstances, to remain at Fricchione with the support of Head Start funding. In December of 2017 John passed away.

Mary was the only one home the day John passed. She was with him for twenty minute during a gap in caretakers. Molly was very concerned about the affect this had on Mary and was provided resources through Head Start. Mary received counseling at the Friendship House and was released within a few months when the therapist determined that she no longer needed services. She also took advantage of a referral to Marley's Mission for her son who also did very well and no longer attends. Molly went back to school for the spring semester and graduated in May 2018 as a Physician Assistant. She took her State Boards and was notified in July 2018 that she passed and will begin a position in September 2018 with Geisinger Surgical Unit.

Molly credits her late husband and her children for the successful completion of her degree because they inspired her to persevere. She wanted to teach her children that you cannot give up when bad things happen. She went to Florida to visit her husband's family in July and wants to make the trip annually so her children never lose touch with the memory of their father.

They are now able to talk about him without crying and heard many stories on this trip from his family that they will cherish. The children are excited to be going back to school at Francis Willard Elementary School and will play flag football in the fall. Molly feels the support she received throughout the past few years from the Fricchione Center and Head Start Program "transformed the most terrible situation into something beautiful".

Financial Statement
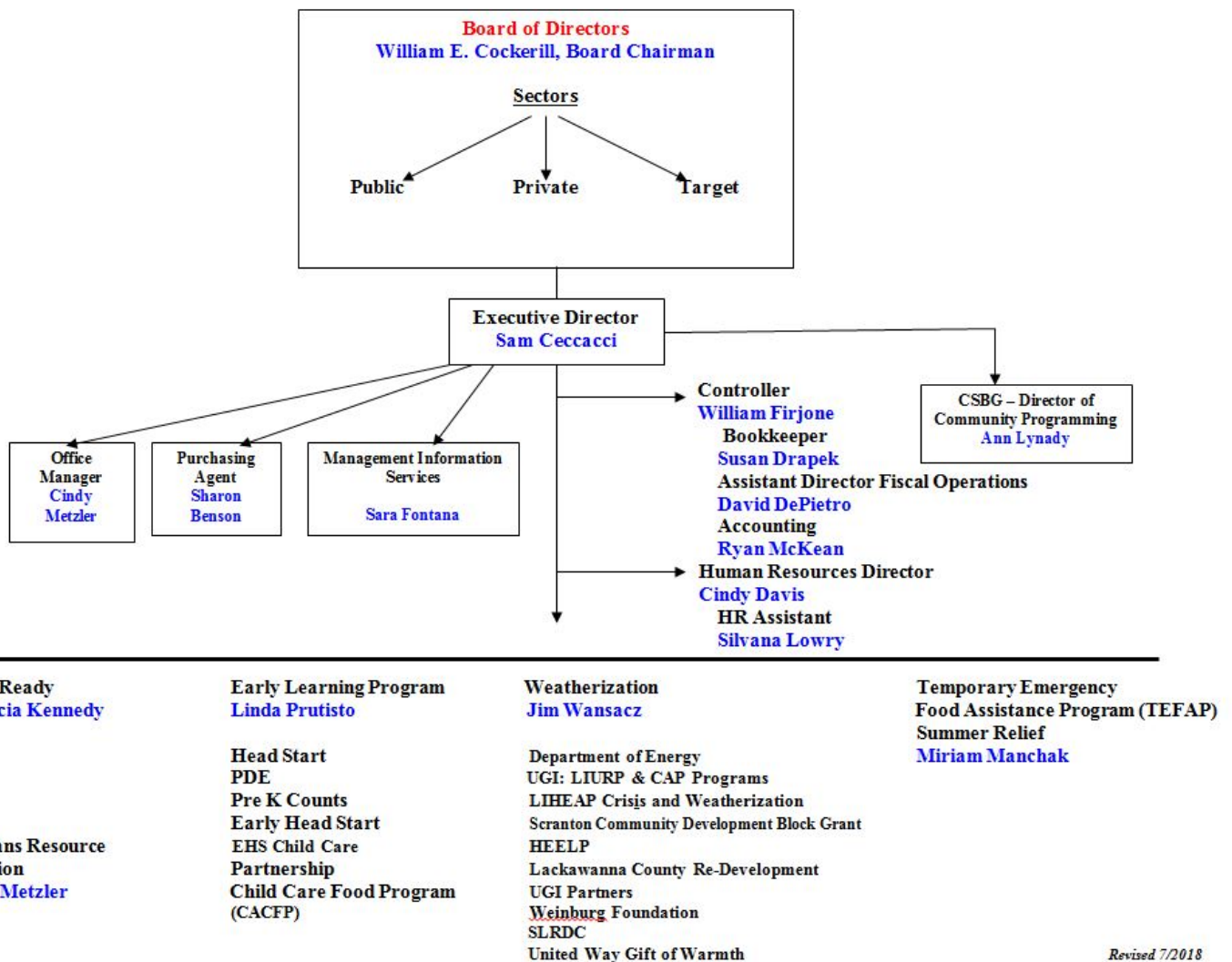
Scranton Lackawanna Human Development Agency, Inc.

Statement of Activities

For the Year Ended June 30, 2018

SUPPORT AND REVENUE: Grants and Contracts	$18,198,443
TOTAL SUPPORT AND REVENUE:	18,198,443
EXPENSES: Program Services Management and General	 $17,554,814 $494,293
TOTAL EXPENSES	$18,049,107
INCREASE IN NET ASSETS	$149,336
NET ASSETS- BEGINNING OF YEAR	$2,661,127
PRIOR PERIOD ADJUSTMENT	$9,950
NET ASSETS- END OF YEAR	$2,820,413

Organizational Charts

Scranton Lackawanna Human Development Agency, Inc.
Organizational Chart

Board of Directors
William E. Cockerill, Board Chairman

Sectors

Public   Private   Target

Executive Director
Sam Ceccacci

Controller
William Firjone
  Bookkeeper
  Susan Drapek
  Assistant Director Fiscal Operations
  David DePietro
  Accounting
  Ryan McKean

CSBG – Director of
Community Programming
Ann Lynady

Office Manager **Cindy Metzler**	Purchasing Agent **Sharon Benson**	Management Information Services **Sara Fontana**

Human Resources Director
Cindy Davis
  HR Assistant
  Silvana Lowry

Work Ready **Patricia Kennedy**	Early Learning Program **Linda Prutisto**	Weatherization **Jim Wansacz**	Temporary Emergency Food Assistance Program (TEFAP) Summer Relief **Miriam Manchak**
	Head Start	Department of Energy	
	PDE	UGI: LIURP & CAP Programs	
	Pre K Counts	LIHEAP Crisis and Weatherization	
	Early Head Start	Scranton Community Development Block Grant	
Veterans Resource Coalition **Cindy Metzler**	EHS Child Care Partnership Child Care Food Program (CACFP)	HEELP Lackawanna County Re-Development UGI Partners Weinburg Foundation SLRDC United Way Gift of Warmth	

Revised 7/2018

SLHDA Board of Directors 2018

Public Sector

Board Member	Alternate/Designee
Commissioner Jerry Notarianni	Doreen Gilbride
Commissioner Laureen Cummings	Anna Lena Koruszko
Commissioner Patrick M. O'Malley	Dorothy Zak
Lackawanna County Treasurer – Ed Karpovich	John Grzenda
Lackawanna County Clerk of Judicial Records-Mauri Kelly	Deborah Rotell
Scranton City Councilman-Kyle Donahue	Lori Reed
State Rep. Marty Flynn	Angela Jones

Private Sector

Organization	Board Member	Alternate/Designee
Catholic Social Services	Steve Nocilla	Stephanie Miller
Greater Scranton Chamber of Commerce	Karen A. Clifford	Richard Beasley
University of Scranton	Gerald Zaboski	Julie Schumacher Cohen
Scranton-Central Labor Union	William E. Cockerill	Nancy Krake
Jewish Federation of NEPA	Attorney Ed Monsky	Susan Blum Connors
Lackawanna County Commission for Women	Laurie M. Cadden	Bernadette Leppre
PA. Banker's Association Professional Development	Don Ames	Nicholas Parise

Target Sector

Sector	Board Member	Alternate/Designee
North Scranton	Kathy Zelinski	Kelly Noreika
South Scranton	Joanne Corbett	Dianne Jeffers
Mid-Valley	Esterina Bevilacqua	Yvonne Mazzoni
Carbondale	Debby Mendicino	Jessica Fletcher
Lower Green Ridge	Joseph Murphy	William Gaynord
West Scranton	Marilyn Vitali	Kyle Calvey
Taylor/Moosic/Old Forge	Fred F. Lettieri	Theodore Giglio

Head Start/Early Head Start Policy Council 2018

SLHDA's Head Start/Early Head Start Policy Council is responsible for the direction of the Head Start program at the program level with responsibility for the ongoing monitoring of School Readiness goals/data. Members approve and submit to the governing body decisions regarding:

- Activities for parent involvement/engagement
- Program recruitment, selection, and enrollment priorities
- Funding applications/amendments
- Budget planning, including reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
- Policy Council election procedures
- Recommendations on delegates/service areas

The Policy Council is elected by the parents of Head Start children who are currently enrolled in the Head Start program and work alongside members of the community served by the program.

2017-2018 Policy Council Executive Committee	
President/Chairperson	James Hughes
Vice President	Patricia Sanchez
Secretary	Ashley Hughes
Treasurer	Fawn Contreras
Board Liaison	Patricia Sanchez

2018 Community Needs Assessment Executive Summary

Introduction

The Scranton Lackawanna Human Development Agency (SLHDA, Inc.) is a private non-profit Community Action Agency dedicated to meeting the needs of low income individuals in Lackawanna County. In order to determine the needs of where low income individuals are currently, as well as in the near future, a Community Needs Assessment is completed at least every three years. This assessment is essential to planning coordinating and providing a variety of human service programs to meet the identified needs of Lackawanna County residents and give them the best opportunity to meet the goal of economic self-sufficiency. The following is a 2018 statistical demographic snapshot of Lackawanna County.

231,006 PEOPLE in Lackawanna County

Lackawanna County has a population of 213,006 people, with a median age of 42.2, and a median household income of $46,673. Children under five years old represent 5.26% (11,206) of the population, 14.88% (31,697) of the population are children under the age of 18 years old. Residents age 65 or older, make up 18.8% (40,046) of the population. Veterans comprise 9.21% (15,664) of the population.

42.2 Average Age

Despite .21% decrease in population, poverty continues to rise in the county. There are 31,288 people living in poverty, which represents 15.28% of the population. The population remains largely white at 87.4%, Hispanic or Latino residents represent 6.32% of the population, Black residents 2.64%, and Asian residents 2.25%.

County schools have an enrollment of 27,575 students. Of those, 51.6% (14,230) are eligible for free or reduced lunch programs.

$46,673 Average Household Income

Of the 97,449 homes in Lackawanna County, 56.95% were built prior to 1960, 20.92% were built from 1960-1979, 18.1% were built from 1980-1999, 6.04% were constructed between the years 2000-2010, and 1% were built post 2010. Median household income in Lackawanna County is $46,673, lower than the Pennsylvania level of $54,895. Per capita income is $43,616, lower than the Pa. level of $50,742.
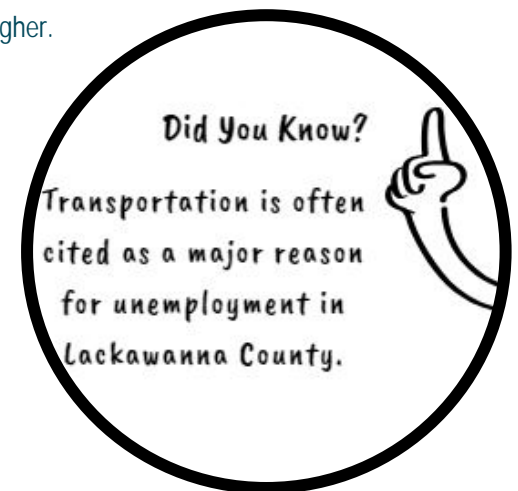

97,449 Homes in Lackawanna County

The primary industries in the County are Healthcare and Social Assistance agencies at 16.6% of the workforce, Retail Trade 12.1%, Education Services 11.1%, and Manufacturing at 11% comprise the remaining top four slots. As of August 2018, the unemployment rate in Lackawanna County was 4.3%, which remains higher than the Pa. rate of 4.1%. The labor force in Lackawanna County has declined slightly as well. Some decline in the unemployment rate may be related to fewer people in the workforce as opposed to more people working. Possible causes of lower rates of labor force participation include

unemployed workers leaving the labor force by giving up their job search, students postponing entering the labor force to continue their education, and an increasing rate of retirees leaving the workforce.

9.97% of Lackawanna County residents over the age of 18 do not have a high school diploma. Conversely, 35.06% of residents have a minimum of an Associate's Degree or higher, while 26.1% have a Bachelor's Degree or higher.

Transportation is often cited as a major reason for unemployment in Lackawanna County. The public transportation system serves only 1.02% of the population. 42.9% of the population has access to two vehicles in their household, 23.3% have one vehicle, and 3.5% have no vehicle. The number of two and one vehicle households is slightly higher than the national average, while the number with no vehicle is lower than the national average.

Did You Know?
Transportation is often cited as a major reason for unemployment in Lackawanna County.

Methodology

The purpose of SLHDA's Community Assessment was to collect and analyze information on the needs and characteristics of children and families in Lackawanna County. The survey identified program and community resources available to meet their needs and specifics where there are gaps. Issues and trends in Lackawanna County having the greatest impact on families and children are also identified. The completed report will be used to make decisions and influence program planning and evaluation, and how services will be delivered.

The Community Assessment was compiled with both quantitative and qualitative research components. The process was led by program management staff that met and divided the research workload among the team members by service area. The team brainstormed possible sources of information, including internet research, program file data, and community partner information. The intent was to gather data that would accurately reflect the current conditions in the community for eligible clients and their families and to determine what services were needed. Additional information was provided for the assessment through internal and external means. A community needs survey monkey was sent to all Lackawanna County Social Service Agencies, both government and religious, school district partners, and child care partners. Internal documents, such as previous program Community Assessments, PIR (Program Information Report), program data, Strategic Plan, Health Data Tracking, and Meeting Minutes from staff/ core parents, and the Policy Committee, were also utilized. Other methods included community forums listed in this summary.

Family Needs Identified By Low Income Client

Input from low income individuals was collect from Head Start family needs assessments to identify area of need of families. The following are the priority issues identified in this process:

1. Employment and educational opportunities to earn a living wage
2. Affordable Health Insurance
3. Safe, reliable transportation
4. Meeting full time child care needs
5. Adequate and stable housing
6. Needs of children with Mental health limitations/behavior challenges
7. Affording basic necessities, food, clothing etc.

Focus Groups Summary

Over the course of 2018 several SLHDA key service area managers have attended community meetings with other service providers in Lackawanna County in the following groups to identify and address issues prevalent in Lackawanna County. The following groups identified community needs in this process:

- Lackawanna County Systems of Care: This group met monthly and is comprised of thirty (30) individuals from various social service agencies, behavioral health agencies and Lackawanna County Agencies. Primary need identified and being addressed by this group is staff retention hiring and maintaining qualified, experienced staff to deliver quality services to consumers in Lackawanna County.

- United Way of Lackawanna County: Success by Six is a group of 8-10 leaders of educational institutions and has met month to identify educational needs of children. Two primary needs were identified in this group:

  o Strengthening the transition process of children in Early Learning Programs to school district classrooms so needs of children and families are known to the District prior to entry into the classroom. As a result, in February 2018 a forum was held at Marywood University with The Scranton School District to gather information for future planning. Involved were the administration, principals and teaching staff. In November 2018 a similar forum was held with all Lackawanna County School District leaders and teaching staff to expand future planning in strengthening and developing systems for sharing information on transitions.

  o Absenteeism: Research shows that if children are not prepared for reading by third grade, chances are they will not be successful in school. A major barrier to children reading at grade level was absenteeism. A subgroup called Transforming Children's Futures was formed consisting of Educators at all levels, social services agencies, medical providers, and Lackawanna County library personnel to develop a campaign to educate, train, and give resources the community at large about the effect of chronic absenteeism on children's success in school.

- Lackawanna County Opioid Overdose Coalition: Eliminating overdose in Lackawanna County was the need identified by the Lackawanna County Opioid Overdose Coalition. This group was formed by the Lackawanna County District attorney in conjunction with the Director of Lackawanna County Drug and Alcohol Commission to address the Opioid Crisis. The group consists of approximately 25 members including Lackawanna County

Coroner, county social service agencies, faculty of higher education institutions, physicians, pharmacists, emergency responders, mental health agencies, families of overdose victims and religious leaders. This group in 2017 formed a Three Year Strategic Plan to eliminate overdose in Lackawanna County. In 2018 subcommittees including seeking to eliminate stigma, warm handoff programming, public awareness and education, and data have met monthly to execute the plan. One major barrier identified by the group was transportation for individuals mandated to attend court ordered appointments and treatment facilities. In many instances these individuals have lost their driver's license and have limited family support.

- Head Start Health Advisory Meetings: Staff Wellness and Educating Physicians were needs identified by Head Start Heath Advisory Committee which consists of 25 area health professionals and social service agencies. Meetings were held in May and November of 2018. The committee offered input on the development of a staff wellness plan and a strategy to educate area physicians on the State EPSDT requirement that toddlers need a well check at thirty (30) months.

- Lackawanna County Area Agency on Aging: Supporting grandparents raising grandchildren is a community need as the numbers of grandparents raising grandchildren is on the rise. A focus group formed by the Lackawanna County Area on the Aging is convening support groups throughout the county to support, educate and provide resources to these grandparents. As this is in its infancy stage it is too early to measure the participation in the groups but is anticipated that transportation may be emerging as a barrier.

- Head Start Self-Assessment Meeting: Priority needs were identified in the May 2018 Head Start Self-Assessment meeting attended by The Head Start Director, Managers, and staff, SLHDA Board Members, Head Start parents and Community partners. The following were the prevalent needs identified:

  o Cultural diversity throughout Lackawanna, Pike, Susquehanna and Wayne Counties continues to increase. With increased incidence of primary languages other than English, the SLHDA Early Learning Program must continue its efforts to insight cultural diversity in its programs as well as increase its ability to serve those populations with language barriers.

  o An increase of Dual Language Learners has been identified throughout the 4-county service area. Assessing the needs and providing services specifically to Children and Families identified as Dual Language Learners will assist in bridging barriers and continuing the path to self-sufficiency.

  o Given an identified geographic shift in age and income eligible children and families in the 4 counties served, the program will focus efforts to continue to convert part-day centers to full-day centers, reduce enrollment in areas identified as having a decrease in eligible families/children and look to shift enrollment locations to areas where there is an identified wait list

  o There has been an increase in children and families experiencing homelessness as well as children place in foster care settings. The SLHDA Early Learning Program must increase recruitment and enrollment efforts for these categorically eligible children as to provide services to those in need.

  o An increase in children with significant challenging behaviors while availability of behavioral health services are limited for early childhood population.

Did You Know?

There has been an increase in children and families experiencing homelessness as well as children place in foster care settings.

Community Survey

The Scranton-Lackawanna Human Development Agency contracted with Penn State University to create a random sample list of 1,200 surveys to Lackawanna County residents. Of that sampling 136 or 11% were returned completed and 206 have been returned as undeliverable. Two hundred community partners were also surveyed and 12 partners responded. Of those surveyed 5.8% have received SLHDA services and of those 85.71% were very satisfied or satisfied. Largest age group response was 55-64 and 65-74. Income level of majority of responders was $11,000- $24,999 and $25,000- $49,999, mostly from households composed of individuals age 11-64. Most of those surveyed responded they had a Master's Degree, followed by some with post education and a four year degree.

The following are categories and top responses received:

- Priority Issues--- Improving Senior Citizen Services
- Decreasing Crime
- Improving Health Care Access
- Affordable housing, and utilities
- Lack of information related to existing education and training opportunities
- Affordable health care
- Underage drinking and adult drug abuse.
- Lack of good paying jobs.

Primary Recommendations and Priorities

- Address safe affordable housing needs in Lackawanna County
- Confront the escalating drug and alcohol problem in Lackawanna County in in conjunction with the Lackawanna Opioid Task force to combat the Opioid problem in Lackawanna County. Promote educational opportunities with Head Start parents and children around healthy choices.
- Continue to track and support the growing number of Grandparents raising grandchildren due to this crisis. Collaborate with Lackawanna County Area Agency on the Aging to promote support group activities.
- Continue to expand Positive Behavior Intervention and Supports (PBIS) in all Head Start Classrooms to address challenging behaviors. Explore the creation of a community task force to address needs of children at the top of the spectrum that need an intense multidisciplinary approach to treatment.
- Educating parents and the community on the effects of absenteeism on children's success in school.
- Shift Head Start Services and recruitment efforts to locations where the data shows there are income eligible children and families. Expand recruitment efforts to reach homeless and foster families through tighter collaborative efforts with County Children and Youth organizations.

Program Highlights

Head Start is a comprehensive child development program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Head Start engages parents in their children's learning and helps parents in making toward their educational, literacy and employment goals.

Nationally, Head Start has played a major role in focusing the attention of the nation on the importance of early child development especially in the first five years of life. In many ways, the program has had a dramatic impact on child development and child care services... on the expansion of State and local activities for children... on the range and quality of services offered to young children and their families... and on the design of training programs for those who staff such programs.

The outreach and training efforts of Head Start programs have helped provide parents of low-income with the knowledge and service they need to build a better life for their children. Direct involvement of parents in Head Start planning and policy making has given families an active role in their child's education and in how those services are provided. This participation has influenced school systems across the county to do likewise.

SLHDA Head Start provides services to children and their families at 31 Head Start, 4 Early Head Start, and 6 Pre-K Counts Early Learning Centers throughout Lackawanna, Wayne, Susquehanna and Pike Counties. 12 of those centers serve only HSSAP funded children and 19 centers serve a combination of HSSAP and federally-funded HS children. SLHDA partners with 18 area child care providers and 5 school districts to serve HS eligible children enrolled in various program options (HS, EHS, HSSAP and Full-Day/Full-Year). Funding allowed for an additional child to be served in the Pre-K Counts Program in 2018. Additional families are served through the home-based and child care partnership program models. Itinerant staff visits partner classrooms to provide comprehensive, supplemental services to children and families. They monitor classrooms to ensure HS Performance Standards are met. Early Learning Centers improve the overall well-being and foster economic self-sufficiency of income eligible children and their families.

4 Counties

65 Locations

1474 Children Served

Each year, the Program conducts an assessment of the community that collects and analyzes information on the needs of eligible children and families. It identifies program and community resources available to meet their needs and specifics where there are gaps. Trends having the greatest impact on families with young children in the service area are also revealed and are addressed accordingly in the program's design and service delivery.

Issues identified by this study in 2018 showed a change in the child care landscape caused with the awarding of Pre- K Counts funding to child care centers partnering with SLHDA. As these dollars are targeted for families at 100% -300% of poverty, slots previously available for full-day service to children and families of low income are decreasing. There is a slight change in the number and cultures of children served along with great concern about the growing use of opioids in Pennsylvania and its impact on children, parents, and grandparents. This information was used to inform program planning and evaluation, influencing such areas as recruitment and selection criteria, staffing patterns, program options, location of centers, and how services will be delivered to children and families.

Services are offered through the following options:

Head Start Funded Enrollment:	586 Children
Programs:	Part-Day; Full-Day; Partnering Child Care Centers Full-Day /Full-Year; Home-Based
Locations:	Central City; Dunmore; Greenwood 1; Greenwood 2;Honesdale; Jermyn; Moosic; New Milford; North Scranton I; North Scranton II; North Scranton III; Peckville; South Scranton I; South Scranton II; South Scranton III; South Scranton IV; South Scranton V; Taylor Hill; West Scranton I
Partnering Child Care Centers:	Sunshine and Rainbows; Day Nursery; Treasure House (Ash); Fricchione Center; UNC Bellevue; Little People (Meridian); Little People (Oak); ABC Kiddie Kampus; UNC Progressive; Through Our Eyes; North Pocono Preschool; Carbondale YMCA; Sunshine Station (Pike); Little Wonders (Pike); Green Trees (Pike); Friendship House
Early Head Start Funded Enrollment:	167 (EHS); 72 (EHS-CCP) Children
Programs:	Early Head Start; EHS-Child Care Partnership
Locations:	Home-Based- CDD; EOTC; Scranton; EHS-Wayne Center-Based- ABC Kiddie Kampus-EHS; Carbondale YMCA- EHS; EHS West; Day Nursery EHS; Friendship House; Hawley; Mid-Valley; New Milford; Trinity Child Care
Head Start Supplemental Assistance Program (HSSAP) A pre-school program funded by the Pennsylvania Department of Education for children ages 3 to 5 in center-based settings with a focus on school readiness	
HSSAP Funded Enrollment:	509 Children
Programs:	Part-Day; Full-Day; Partnering Child Care Centers & School Districts
Locations:	Bushkill; Elk Lake; Greenwood 3; Wallenpaupack North 1 ; West Scranton 2; Wallenpaupack North 2: Wallenpaupack South 1; Mid-Valley I; Mid-Valley 3, North Pocono I; Mountain View; Valley View
Partnering Child Care Centers:	Carbondale YMCA; CDD-Pike County; Day Nursery; Discovery MI Preschool; Keystone College; North Pocono Preschool; UNC Bellevue
Partnering School Districts	Blue Ridge; Carbondale Area ; Delaware Valley; Susquehanna Community; Western Wayne; Scranton
Pre-K Counts A pre-school program for children ages 3 to 5 in center- based settings for both full and half days. Income guidelines for this program are higher than those for Head Start, Early Head Start and the Head Start Supplemental Assistance Program	
Pre K Counts Funded Enrollment:	140 Children
Locations:	Mid-Valley II; North Pocono II; Wallenpaupack North III; Wallenpaupack South II; Carbondale School District; Wallenpaupack North 4; Discovery MI Pre-school

Child and Adult Care Food Program (CACFP) - A federally-funded program that provides monthly reimbursement to eligible participating institutions for serving children nutritious meals and snacks

SUCCESS!

"In 2012, I was honored to be awarded Head Start's Man of the Year award. It's been a pleasure to remain in contact with an organization that helped to define the person I am today."

-Edward Howell

In the early 1990's, I, along with my sister Grace, attended the Head Start program in the United Methodist Church Hall in Union Dale, Susquehanna County.

I am thankful for the firm foundation the Head Start program provided me, and although it was many years ago, I have fond memories of the Head Start experience. The first day of Head Start remains a vivid memory for me: My mother drove me to the bus stop, which at the time was the former Browndale Fire Hall. Not at all impressed with the thought of leaving home for the day, I quickly locked the wood paneled Buick station wagon's doors as soon as my mother exited the driver's seat and closed her door, and most importantly, before she could open mine! Finally, to my great satisfaction, the bus left, and I unlocked the door to let Mom back in the car.

Although I didn't get a bus ride that first day, my mother was persistent and drove me Union Dale where I quickly became accustomed to the program. Other memories include class trips to our home on the dairy farm where classmates got to see what farm life was all about. These trips even included slow rides on our pet donkey, Bugs. In the spring of the year, our border collie had 9 pups; how exciting it was when Mom brought the puppies to Head Start one afternoon to share with the class! I can even remember that there were three students named Edward that year. I was very thankful that I got to keep my own name, and the other two were abbreviated to Ed and Eddie.

I recall the sweet ladies who ran the program, and how much they cared about us. The maternal personas that were so evident assured each of us of their love and concern. Head Start will always be a treasured part of my life story.

I've been a lifelong resident of Wayne County, and was raised on the family dairy farm in Clinton Township. A 2007 graduate of Western Wayne High School, I went on to earn an Associate's Degree in Funeral Service & Mortuary Science from Simmons Institute of Funeral Service in Syracuse, NY. I also earned a Bachelor of Science in Biopsychology with concentrations in Bereavement Counseling and Education after matriculating at Millersville University and Messiah College. I am currently pursuing a doctorate in Psychology with a specialization in Thanatology, which is the study of death and dying.

I am very grateful to serve the community in my capacity as the elected Wayne County Coroner. I've held this post since January of 2012, just after my 23rd birthday. In addition to being a Pennsylvania Licensed Funeral Director & Embalmer, I am an active member and current Vice President of the PA State Coroner's Association and the International Association of Coroners and Medical Examiners. I serve as the Chairman of the Wayne County Chapter of the Child Death Review Team and work closely with the American Academy of Pediatrics for this responsibility.

My wife, Anna is also a lifelong resident of the local community. Born and raised in Lake Ariel of the Rennekamp family, Anna is a 2009 graduate of Western Wayne High School. A Board Certified Music Therapist, Anna earned a Bachelor's Degree in Music from Marywood University and completed her internship at the Veteran's Hospital in Montrose, New York.

Married in 2013, we have been blessed with three sons: Matthias, born in 2014, Josiah, born in 2016, and Levi, born in 2018. We continue to reside in Clinton Township where we enjoy the opportunity to contribute to the efforts of family agriculture on one of the county's few remaining active dairy farms. Both Anna and I play banjo and fiddle respectively, with "The Old Time Fiddlers" when we are able. We are also active in our church where we teach Sunday School and are involved with various Christian ministries.

In 2012, I was honored to be awarded Head Start's Man of the Year award. It's been a pleasure to remain in contact with an organization that helped to define the person I am today. Thank you Head Start for making a difference!

-Edward Howell, FD, Wayne County Coroner

Throughout a child's life, especially in the years from birth to age twelve, there will be many transitions. Within our Early Learning Programs, transitions take place from the Pregnant Moms Program to EHS, from EHS to HS or Pre-K Counts, from HS/Pre-K Counts into school age or community programs. Each of these times of change creates stress for children and families. Therefore, it is important to plan activities to make these transitions a positive experience.

During our self-assessment process, we identified a need to strengthen our transition processes, especially from Early Head Start into Head Start or PA Pre-K Counts, and use these processes for children enrolled in all options of Early Head Start (home-based, center-based and Child Care Partnerships).   New policies and procedures were developed, including a transition packet to facilitate the sharing of information between programs. Monthly transition meetings are held to review information of transitioning children, discuss possible placements, and plan appropriately to meet the needs of the child/family. We also recognized a need for more transition information to assist families/children moving from home-based Early Head Start into a Head Start center. Therefore, a series of 13 lessons were developed that focus on social emotional skills that will help children transition successfully. These lessons utilize visuals, scripted stories, materials and strategies that are used in our preschool classrooms. By introducing these to the children and families during home visits and at group connections, they will be familiar to them when entering a classroom. We also started a "Passport to Preschool" program to encourage attendance at group connections so children are given the opportunity to interact with other children and practice these skills.   Parent resource packets were also developed to share information and resources with families to support them through this process with their child.

SLHDA received funding through a grant in collaboration with the United Way to operate 2 Summer Kindergarten Readiness Programs with the Scranton school district. During this program school districts and SLHDA staff worked together to prepare children and families for the new experience, ensuring children did not experience the "summer slide" and families were more comfortable getting involved with activities in their child's new school experience. Resources and information was provided to families about the school district and community programs along with tips and strategies to help them and their child prepare for the start of a new school year. Children were provide with a Kindergarten Readiness backpack that included materials, activities and a selection of books about starting school to help get them school ready. This program was provided to approximately 40 children for 4 days in July/August 2018.

SLHDA Administrative staff participates on a Transition team through Success by 6 and the United Way of Lackawanna and Wayne Counties. The team, comprised of members of both the Early Learning Community and the Scranton School District, worked together to host a Transition Dialogue that brought staff (early learning providers, district pre-K and K teachers and principals), together to discuss transition and what changes are needed to make this more beneficial. A transition packet was developed to use with all children transitioning into the Scranton school district.
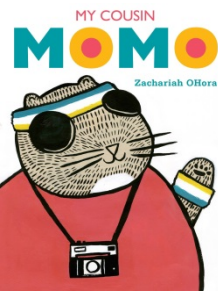
The team also hosted a Transition Dialogue with school district and early learning program staff from all Lackawanna county schools. This provided staff an opportunity to open the lines of communication about transition and how to improve the process. The team will continue to build on the work that was done with the Scranton School District team to improve transition processes throughout the county.

Infants, toddlers and preschoolers develop oral language and pre-literacy skills every day that will help them become readers. It's an exciting and critical time of learning!

Access to books is essential to developing basic reading skills, leads to longer and more frequent shared reading between parents and children, and produces increased enjoyment of books and improved attitude towards reading and academics. Research shows that early reading experiences, opportunities to build vocabularies, and literacy rich environments are the most effective ways to support the development of pre-reading and cognitive skills that ensure that children are prepared for success in school, including grade-level reading, and throughout life.

In an effort to increase children's early literacy experiences, SLHDA Early Learning Programs have provided the following opportunities for children and families:
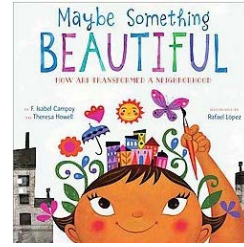
PA One Book – The 2018 selection was "My Cousin Momo" by Zachariah O'Hora. Paperback books were purchased and distributed to all children enrolled in Early Head Start, Head Start and PA Pre-K Counts programs, as well as provided to each classroom serving these children.

Annual Literacy Project – Center staff submits a literacy project based on the PA One Book that spans across the curriculum (art, math, science, language and social studies). Policy Council and management staff vote on submitted projects and the winning entry is implemented program-wide during National Volunteer Week.

Read for the Record – Centers were encouraged to participate in "Read for the Record", the world's largest shared reading experience. This year's book was "Maybe Something Beautiful," by F. Isabel Campoy. Copies of the book were purchased for each classroom. Over 800 staff, children, and volunteers were a part of this shared reading event.

Family Literacy Bags – Various books are included with a wide variety of activities that are developed related to the stories which enhance school readiness skills. The Family Literacy Bag is sent home weekly on a rotating cycle so that each family will receive the bag and have the opportunity to read the books and complete the activities with their child at some point during the school year.

Monthly Literacy Projects – Staff plans monthly take home projects for families that relate to books or themes presented in the classroom. Families are asked to complete the activity with their child and send it back to the center to be shared with the class and displayed in the classroom.

Collaborations with Local Libraries – Head Start centers plan trips to the library to participate in story hour or activities offered at the library. Librarians also visit the centers to read to the children and provide books based on current classroom themes. The Bookmobile visits some sites so children can borrow books for use in the classroom. Library cards are obtained for students with parent cooperation and information about library events are shared with families.

Community Volunteers – Student and professional volunteers are utilized throughout the school year to read and participate in various activities. Head Start centers are also host sites for guest readers during National Volunteer Week and the Week of the Young Child.

S.L.H.D.A., Inc. served a total of 325 children who are categorized as Dual Language Learners. Dual Language Learners are defined as "children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language" (ACF 2008).

In the 2017-2018 school year, a total of 228 children between Early Head Start and Head Start spoke a Primary Language other than English. Out of the 29 Early Head Start children, 21 and 5 spoke Spanish and Nepali, respectively. The other languages spoken by Early Head Start children were Gujarati, Swahili, and Pacific Island Language. As for Head Start, out of 199 children, Spanish and Nepali were the most common languages. 118 children speak Spanish and 40 children speak Nepali as their Primary Languages. Other languages spoken by the children include Arabic, Gujarati, Kinyarwanda, and Swahili.

The second category of DLL is those children who speak English as their primary language but also have a secondary language. Between Early Head Start and Head Start programs, 97 children were identified in this category for the 2017-2018 school year. 6 children speak Spanish as their secondary language in the Early Head Start program. As for Head Start, 91 children identified a language other than English as their secondary language. The majority of children have Spanish as their second language.

Race and Ethnicity

- In the Early Head Start program, the majority of children identified as Caucasian or Bi-Racial/Multi-Racial, 131 and 41 children, respectively.

- As for the Head Start program, the majority of children identified as Caucasian or Bi-Racial/Multi-Racial, 909 and 227 children, respectively.
- 389 children were identified as Hispanic or Latino within Early Head Start and Head Start programs (58 children in Early Head Start and 331 in Head Start).

Logic Model Goal

To address some of the needs of the families of the DLL children, SLHDA Early Learning Program partnered with United Neighborhood Centers to provide English as a Second Language Classes to our parents while their children were in preschool. The classes took place 4 days per week from 8:45 AM to 10:45 AM with the focus on acquiring English language skills, parenting education, and interactive literacy activities through UNC's Family Learning Program. We had set to meet a goal of 8 enrolled families in this program. We enrolled a total of 9 families.

An Early Head Start Parent Educator was working with a mom from Bhutan and relayed the following experience. In November we were working with families on disguising out turkeys so they don't get caught and eaten on Thanksgiving. As mom began to disguise her turkey, she started laughing hysterically. She said "I left school early in my country and NEVER drew or colored a picture before, this is the first time". She was working on disguising it as a Teenage Mutant Ninja Turtle pizza! Mom had so much fun with this project and was proud of her final product. For myself, as a Parent Educator who is fortunate to work with parents from other cultures, it was an eye opening experience, illustrating how people's life experiences vary from one culture to another. I learn something new on each visit!

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. SLHDA uses the Parent, Family and Community Engagement (PFCE) Framework as a research-based approach to program changes that show how an agency can work together as a whole – across systems and service areas – to promote parent and family engagement and children's learning and development.

Parent Involvement

Participation in decision-making…Parents are the most important influence on a child's development. An essential part of our program is the involvement of parents in program planning and operating activities. Many serve as members of Policy Council and Parent Committee and have a voice in program design and management.

Parent volunteers are welcome in classrooms, on the playground, and during field-trips and meal times. Parents receive preference for employment in Head Start for jobs for which they qualify.

Through participation in classes and workshops on child development and during staff visits to the home, parents learn about the needs of their children and ways those needs are met by educational activities that are shared with their children in their home.

Family Engagement

Respect for the uniqueness of each family drives the work of family service staff as it builds relationships with families and work on parent-generated goals. Family engagement staff provides resources and referrals, crisis intervention, opportunities for community involvement and support to develop literacy, leadership and employment skills, just to name a few. In order to assist families in becoming economically self-sufficient, per program Logic Model goals, 210 parents participated in various financial goals based on their needs throughout for the 2017-2018 program year. All financial goals align with the PFCE Framework: Family Well-Being.

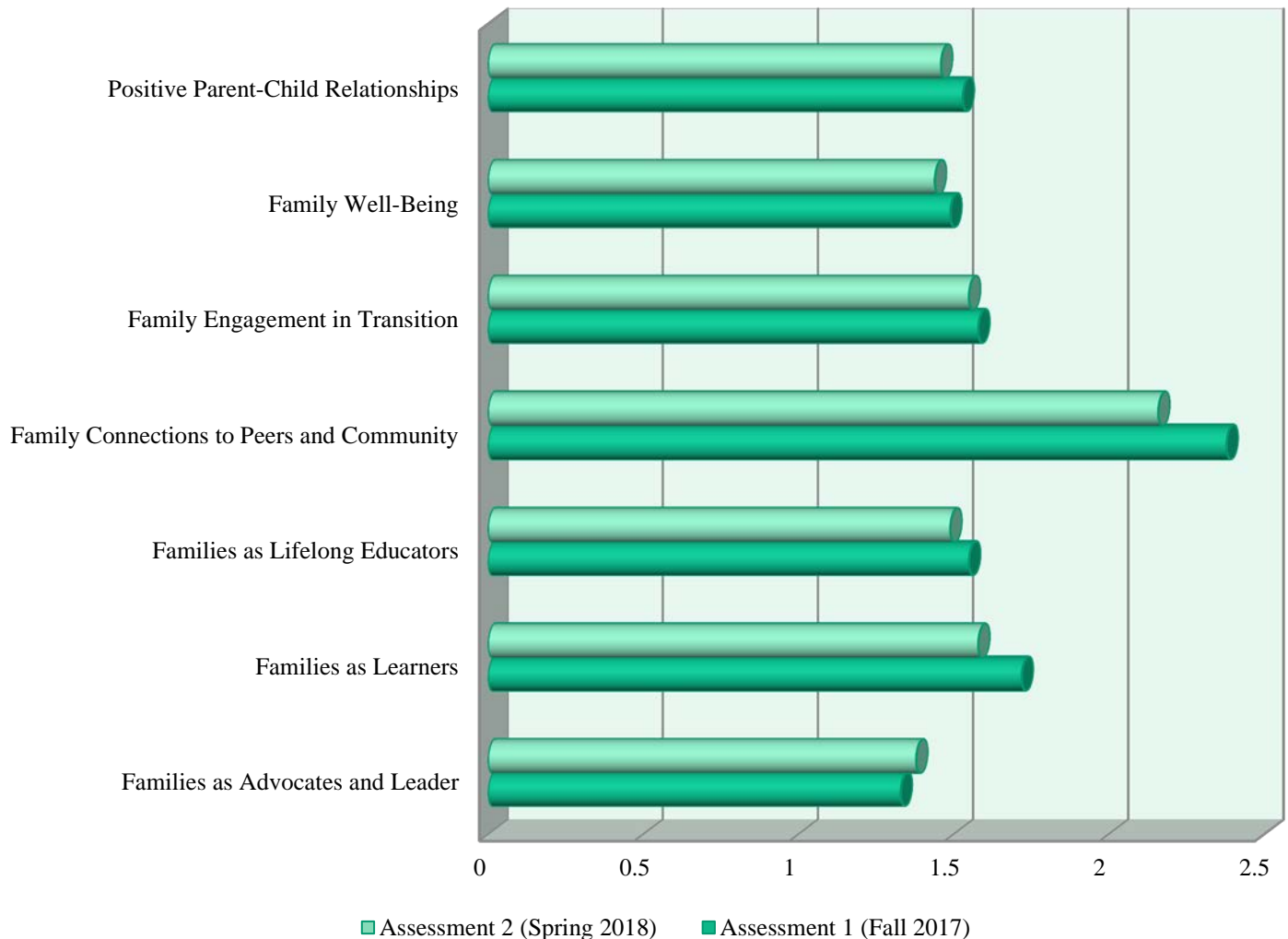Head Start's Policy Council, a parent decision-making body, helps plan and develop goals for the program, approve various policies, hire staff, and develop budgets and work plans. The 2017-2018 Policy Council consisted of 91 members. These members were active in setting the strategic direction of Head Start with a focus on serving all age and income-eligible children in the 4 county service area. SLHDA is governed by a diverse Board of Directors.

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During the year, 1687 families were provided the opportunity to receive services/assistance to address various service areas of need through both internal and external referrals. The Assessment2 – Spring 2018 column notes improvements made. Family Needs Assessment was edited for the 2018-2019 program year to better collect data to address the needs of the families based on community trends, etc.

2017 - 2018 Family Performance Results by Measure
PCFE Family Engagement Outcomes

Horizontal bar chart showing Family Engagement Outcomes measures with Assessment 1 (Fall 2017) and Assessment 2 (Spring 2018) values on a scale from 0 to 2.5:

Measure	Assessment 2 (Spring 2018)	Assessment 1 (Fall 2017)
Positive Parent-Child Relationships	~1.5	~1.6
Family Well-Being	~1.45	~1.55
Family Engagement in Transition	~1.6	~1.65
Family Connections to Peers and Community	~2.2	~2.4
Families as Lifelong Educators	~1.55	~1.6
Families as Learners	~1.6	~1.75
Families as Advocates and Leader	~1.4	~1.4

■ Assessment 2 (Spring 2018)   ■ Assessment 1 (Fall 2017)

*Needs are ranked by a point system from highest (indicating a greater area of concern) to lowest at the beginning and end of the program year

Community Engagement

Over the years, volunteers have been an important part of Head Start program. High school and college students, homemakers, parents of Head Start children, retired senior-citizens – all kinds of people have offered their much needed help to the program. Volunteers assist with classroom activities, assist with field trips, become "classroom readers", and help with Head Start community events. SLHDA's Early Learning Program provided volunteer opportunities to over 492 individuals during the 2017-2018 Program Year. Per program Logic Model goals for the program year, 250 Father/Fatherhood figures participated in opportunities to

attend monthly Parent Committee Meetings, attend monthly Policy Council Meetings, hold an Executive Officer position on Parent Committee or Policy Council, and/or participate in monthly on-site activities of interest.

SLHDA has forged numerous active community partnerships providing a wide array of services to Head Start such as the donation of classroom space, educational materials, eyeglasses and coats for children, special equipment for children with disabilities, and medical and dental examinations. These services and the time spent by volunteers count toward the 20% non-federal share required by the Head Start budget.

The goal of the Special Services area is to work collaboratively with parents, the program staff, and community providers in the fields of early intervention and mental health services. This collaboration allows for the program to identify, refer, and assess children with a suspected or known disability and or social/emotional/behavioral concerns and to ensure needed services to any eligible child. This includes the provision of all Head Start and Early Head Start services.

Head Start regulations state that a minimum of 10% of total funded enrollment is reserved for children with disabilities. Recruitment efforts target agencies that provide support services to children and their families in the 4 county areas. The program has established strong collaborative agreements (MOUs) between HS/EHS with the LEA's/BSU's (NEIU #19, Wayne County Consortium, IU #20, Scranton Counseling Center, Wayne County Office of BDP/EI, and Pike County MH/DS have been implemented and include provisions/procedures for screenings, referrals, diagnosis, and intervention services in a timely manner.

Head Start/Early Head Start staff provides developmental and sensory screenings to all enrolled children within 45 days following enrollment with parental consent. Children requiring further evaluations are referred to NEIU #19, Wayne County Consortium, Colonial Intermediate Unit 20, Scranton Counseling Center, Wayne Co. Office of BDP/EI, and Pike County MH/DS.

Did You Know?

Head Start/Early Head Start staff provides developmental and sensory screenings to all enrolled children within 45 days following enrollment.

Evaluations occur with parental consent and follow state early intervention guidelines. In accordance with updated program performance standards, steps to support a child's developmental needs from time of referral to LEA/BSU until eligibility determination have been implemented. Families are also provided community resources such as out-client facilities to support child in the interim. If a child is deemed eligible for services, an IEP or IFSP is developed with the parent. These documents outline specific goals and objectives that the therapists will be working on with the child. Services are often provided in the Head Start centers one time per week or in an early intervention classroom two to four times per week. Services for EHS are provided in the most natural environment which typically is the home. Educational staff receives the IEP/IFSP to use in their individualized planning for the child's education.

Special Needs/Mental Health Activities 2017-2018 Program Year PIR Data	
Children Referred for Early Intervention Services	99
Children Receiving Early Intervention Services	281
Children Referred for Mental Health Services	20
Children Receiving MH Services that were Referred	20
Children Birth to 3 Receiving EI Services	55

Services related to social-emotional development include the Ages and Stages Social Emotional (ASQ-SE 2) screening tool conducted by the parent with guidance from the educational staff. In addition, the education staff completes an ASQ-SE2 within 45 calendar days based on the skills demonstrated by the child in the classroom setting. Classroom visits by mental health professionals to observe child/children or meet with a family are scheduled based on data collected from screening results. Special Services Managers work closely with Mental Health Consultants to revise the provision of services to include a focus on PBIS or Positive Behavior Interventions and Supports. In EHS, the consultant schedules visits each month

to each site during group socializations to be available to both parents and staff. For center-based EHS classrooms, visits are scheduled once during the fall and once during the spring. The consultants will review screenings, as well as gather and provide feedback to families and/or staff.   Consultants are available to accompany program staff during home visits upon request.

The Head Start Helpline is also available to all families and staff one day each week for a 4-hour period. This is an opportunity to speak with a licensed psychologist on a regular basis. All calls are confidential.

In alignment with the program's five year goal plan, training through the Special Services service area remains focused on Positive Behavior Instructional Supports (PBIS). PBIS is based on principles of a tiered model of prevention and intervention strategies of The Pyramid Model. PBIS is a proactive approach to establishing the social-emotional supports and social culture needs for all children to achieve school-readiness and academic success. In an effort for the program to move towards Program-wide PBIS implementation, professional development opportunities have been provided during 2018 by SPEC (Supporting Positive Environments for Children). Previously, SPEC assisted the program PBIS implementation, program-wide, with fidelity in accordance with the 5 year plan. Training topics included The Pyramid Model, Trauma-Informed Care, Using Behavior Data for Decision Making, ABC Behavior Training, Active Supervision, Using Evidence-based Strategies to Respond to Challenging Behavior and Strategies to Support Emotional Regulation in Young Children.

PBIS implementation is evidenced by the completion of the Benchmarks of Quality (BoQ). Baseline BoQ data for 2018 indicated implementation at 67%. The program continues to collect BoQ data at the program level as well as the center level to monitor progress of implementation with fidelity. As of

November 2018, five classrooms completed applications for Tier 1 Fidelity Recognition through the state.   .

The program utilizes the Al's Pals Mental Health curriculum in all Head Start centers. Al's Pals: Kids Making Healthy Choices is a nationally recognized evidence-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old. The curriculum compliments PBIS. The program has taken the initiative to cross-reference the Al's Pals curriculum with PBIS resources to support individual lessons.

In Early Head Start, the program utilizes the Baby Doll Circle Time curriculum to promote social-emotional development in our infants and toddlers. Beginning the 2018 program year, this curriculum was also implemented in our preschool classrooms support the development of attunement, atonement and empathy of others.

"I just want to say what a positive change we have this year by implementing PBIS. We have 19 children attending, with 17 new kids! From day 1 we have implemented what we were taught (bucket fillers, clear rules, forming the positive relations, praise the good, daily schedule that is referenced during the day, scripted stories). Everything is running much smoother when compared to years past. WE have already used Al's Place as a calm down place for one little boy. He utilizes it all on his own with the calm down posters.

So thanks for the training opportunities this summer. "

-Wallenpaupack South 1 Teacher

Head Start's Health Services area oversees the enrollment of 1473 children: 40% Head Start, 35% PA Department of Education, 11% Early Head Start, 5% EHS-CCP and 9% Pre-K Counts. Nurses track physicals, dentals, immunizations, nutritional services, monitor treatment, and work with parents in the early identification of health problems.

Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need. Referrals to community services are made for families found to be without health insurance.

Health Activities Data

2017 - 2018 Health Activities Data
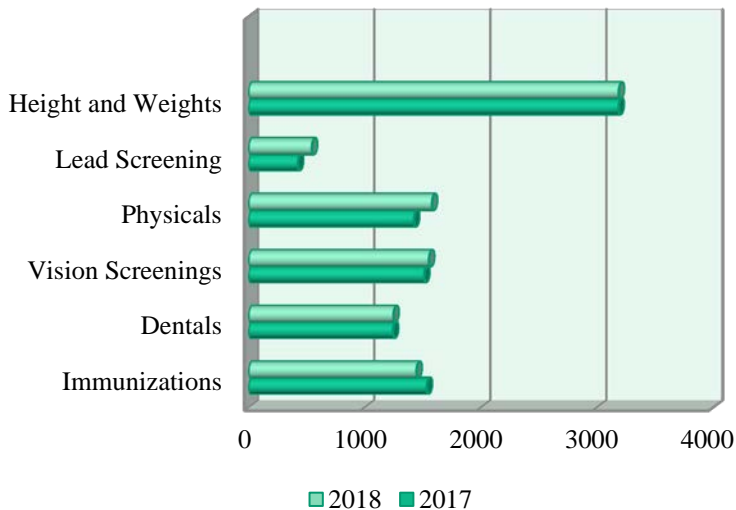
*On Children without Leads completed at Physician's office

We are pleased with the progress made in Health Services in 2018 as related to required screenings. The improvements can be attributed to a concentrated effort to educate parents at time of application of the health requirements for the Head Start and Early Head Start Programs. We have concentrated efforts in educating community partners and in the requirements for the Health Services in following EPSDT guidelines. This is an area where our goal is to improve the statistic in this area and will be addressed in our upcoming Self Assessments.

Women's Infants and Children Collaboration

 A recommendation in the community assessment addressed issues, and a primary issue was lack of transportation to access clinics. Our Health staff applied for, and was accepted with our WIC partner, to participate in the Johnson and Johnson Health Institute in November 2016. At the Institute we devised a plan to pilot at WIC clinic at the Carbondale YMCA starting in September 2017.

Our goal for 2017 was to increase participation in WIC by 1%. As of December 31, 2017 participation in WIC increased to 66% of our families far surpassing our 1% target! The increase in participation was partly due to this successful collaboration as well as educating parents on the benefits of the WIC Program.

In 2018 we approached WIC to coordinate on an additional site; however they were unable to work with us for an additional due financial issues

Staff Wellness

We have begun working with Geisinger and other community partners to put staff wellness plan in place. This February we started our monthly newsletter. We will be working on different topics for in service and fun outings for staff.

Nutrition

Providing nutritious meals to children is a fundamental Head Start service. In 1961 when Lyndon B. Johnson and Congress commissioned the Head Start Program it was part of the "War Against Poverty" to address hunger in the United Starts.

Today, family lives are hectic and there is even less time to get together for meal times. Meals served to children in Head Start are still as important now as they were when the program was founded. Meals are prepared at most sites and are served family style with staff engaging the children in meaningful conversations and encouraging healthy eating habits.

Meals Served	2018	2017
Breakfast	72,341	54,000
Lunch	93,679	90,290
PM Snack	83,677	80,857

* Number reflects additional centers served and a shift to serving breakfast instead of an AM snack

The first guidelines of the Head Start nutrition program focused on the importance of providing children with nourishing food and opportunities to promote intellectual and social development. The important role of parents in their children's nutrition was also stressed. Over time, the nutrition component evolved to include nutrition education for children, parents, and staff; nutrition staff qualifications; community nutrition programs and resources; and introducing a variety of foods to young children.

Menus are prepared by a Registered Dietitian who provides nutrition training and consultation to staff, parents, and partnering child care center

Child and Adult Care Food Program (CACFP)

A federally-funded program that provides monthly reimbursement to eligible participating institutions for serving children nutritious meals and snacks.

72,341 Breakfasts Served

93,679 Lunches Served

83,677 Snacks Served

249,697 Total Meals

SLHDA's Early Learning Programs are committed to providing opportunities for its staff to participate in professional development in such areas as early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education. In addition to the network meetings, state, regional, and national conferences, mentor/coaching, focused discussions, reflective supervision, on-site workshops and presentations, and expert consultation in which staff participated during the 2017-2018 program year, additional training and mentoring strategies were provided to strengthen staff's attributes and core competencies as detailed below:

- Creative Curriculum Training- Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery. It fully aligns with the Head Start Early learning Outcomes Framework.
  - o 110 staff attended Creative Curriculum training for Pre-Schoolers
- Practice –based Coaching (PBC) - is a professional development strategy that uses a cyclical process. The process supports teachers' use of effective practices that lead to positive outcomes for children.
  - o 1 New Coach attended Practice Based Coaching Boot Camp.
- Assessor Interrator Reliability Testing- Teaching strategies GOLD is an authentic, ongoing, observation-based assessment system that can be somewhat objective. Findings show that some evaluators' observed the same situation and would rate children's skills and behaviors differently. Interrator reliability is designed to increase the accuracy and consistency of assessments. This is an

online certification process that gives staff the opportunity to evaluate sample child portfolios and compare ratings with those of Teaching Strategies' master raters.

- o 72 Education staff have achieved interrater reliability.
- Parents as Teachers -   an early childhood parent education, family support, and school readiness home visiting model based on the premise that "all children will learn, grow, and develop to realize their full potential." PAT involves the training and certification of parent educators who work with families using a comprehensive curriculum. Parent educators work with parents to strengthen protective factors and ensure that young children are healthy, safe, and ready to learn.
  - o 6 SLHDA staff are certified PAT Instructors.
- Child Development Credential (CDA) - the most widely recognized credential in early childhood education (ECE) and a key stepping stone on the path of career advancement in ECE. The Credential is based on a core set of competency standards which guide early care professionals as they work toward becoming qualified teachers of young children. The Credential is nationally-transferable, credible and valid, and recognized by the profession as a vital part of professional development.
  - o 30 individuals have completed CDA training
- College Coursework - Staff already working in the field take college coursework as part of their ongoing professional development. They may take individual courses to refresh, expand or update knowledge and practice, earning college credit. Or, they may complete an educational certificate or degree program to renew certification, earn a new credential or to prepare for a new professional role in the field.

- CLASS- the Classroom Assessment Scoring System is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children, because it is these daily interactions that promote children's social and cognitive development. The CLASS tool provides a common language and stable thread among all efforts to assess teacher effectiveness through monitoring and evaluation and to ensure teachers develop the knowledge and skills to promote children's social development and academic learning.
    - 14 Staff are certified CLASS observers in 2018
- Positive Behavior and Instructional Supports (PBIS)- An evidence-based model of prevention to increase young children's social-emotional skills and decrease challenging behaviors in early childhood settings.
    - 2 Managers are progressing toward PBIS Facilitator credentials

- 65 Staff attended (in-house) PBIS Module I and 2 training
- 119 Staff attended (in-house) Module 3 and Trauma Training
- 111 Staff attended ABC Behavior Tracking Training
- 94 Staff attended Evidence Based Strategies to respond to Challenging Behavior
- Active Supervision Training-
    - 98 Staff attended Active Supervision Training'
- Strategies to Support Giving Directives and Enhancing Transitions-
- 113 Staff attended this training in 2018
- Active Shooter Training – In 2018 all SLHDA Staff participated in Active Shooter Training with the Lackawanna County Sheriff's Office.

Head Start's educational program is designed to meet each child's individual needs. It also aims to meet the need of the community served and its ethnic and cultural characteristics. If programs have a majority of bilingual children, for example, at least one teacher or aide must speak their native language.

Every child receives a variety of learning experiences to foster intellectual, social, and emotional growth. Children participate in indoor and outdoor play and are introduced to the concepts of words and numbers. They are encouraged to express their feelings, to develop self-confidence and to get along with others.

Teachers are required to have teaching credentials or a Bachelor's Degree related to ECE. Teaching staff is required to have 24 hours annually of professional training that links directly to classroom work.

Strengthening active supervision in all environments and positive interactions were main focuses for education staff. On-site trainings, conducted by Supporting Positive Environments for Children (SPEC), were provided to all staff. Trainings included the topics of active supervision, the ABCs of behavior, and strategies to respond to challenging behaviors.

Approaches to Learning

Goals:

- Children will be able to begin and finish a range of activities in multiple domains with persistence and attentiveness.
- Children will be able to participate in a cooperative learning activity by being actively engaged, utilizing problem-solving strategies, and demonstrating persistence in order to achieve an outcome.

- Children will experiment with various musical and artistic tools in order to express, describe, and communicate their ideas and feelings.

Language and Literacy Development

Goals:

- Children will utilize prior knowledge of language and print concepts to make connections and develop increased language and literacy skills.
- Children will increase their expressive and receptive vocabulary and their understanding of correct usage of grammatical structure during conversations with peers and adults.
- Children will increase their phonological awareness and symbol recognition with familiar print within their environment.
- Children will demonstrate basic book knowledge, understanding and care with a variety of genres during story time, conversations, and creative works.
- Children will begin to recognize letters, understand basic print concepts, and develop beginning writing skills in order to represent print through pictures, scribbles, and writing.

English Language Development

Goals:

- Children will develop Basic English vocabulary and follow multi-step directions in English in order to increase receptive and expressive English language skills when communicating with adults or peers to share ideas or to get their needs met.
- Children will begin to participate in various activities conducted in English in order to increase their confidence and abilities regarding English language acquisition.

Cognitive and General Knowledge

By exploring and gathering new information, children will build upon past exposure and experiences, to apply knowledge and develop a better understanding of new concepts and situations.

Goals:

- Children will utilize problem-solving strategies and known information to seek multiple solutions to a problem and to identify cause and effect relationship.
- Children will demonstrate conceptual knowledge of numbers and quantities through number recognition, counting, and comparing groups. Children will be able to describe the similarities and differences of various shapes and objects and sort and classify according to attributes.
- Children will be able to use various strategies and tools to compare objects and materials. Children will use different strategies to implement the scientific method of problem-solving in order to participate in simple investigations.
- Children will be able to identify their own personal attributes and family structure and understand and accept each individual and family as unique.
- Children will develop an understanding of basic geographical features in the classroom, in their home, and in their environment and describe their similarities and differences.

Physical Development & Health

Goals:

- Children will strengthen and coordinate movements to perform self-care tasks independently and to follow basic health and safety practices.
- Children will demonstrate familiarity with writing and drawing tools and begin to use them to represent symbols and objects.

- Children will demonstrate gross motor coordination and body control through a variety of skills and movements and understand the importance of exercise and self-care as they relate to personal health and care.

Social and Emotional Development

Goals:

- Children will recognize and regulate own emotions and behaviors to interact appropriately with others in a variety of environments.
- Children will learn self-awareness and self-regulation skills by learning to describe their feelings and emotions and demonstrate impulse control and the ability to follow basic rules, routines, and directions.
- Children will develop appropriate relationships with adults and peers and demonstrate cooperation, acceptance, and communication within the learning environment.
- Children will develop the ability to prepare for, progress through, and accept expected as well as unexpected transitions

STEM Initiative

In 2018 SLHDA received a grant from PPL to create mobile STEM classrooms to improve math and science scores in Head Start classrooms, as well as promote critical thinking with our children. Ten mobile suitcases with the themes Dinosaurs, Transportation, Music Making, Dr. Seuss,

Did You Know?

STEM
Science, Technology, Engineering, and Math
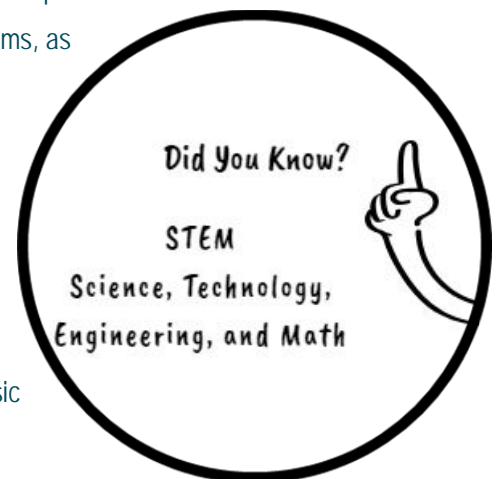
Building, Balls, Pets, Five Senses, Weather, and Trees were completed with lesson plans and materials. Rotation began through Head Start classrooms in December 2018.   A STEM consultant worked with the team of teachers who helped in building the lesson plans and provided training in December 2018 to the ten teachers selected for this pilot. She will work in the winter and spring of 2019 in the classrooms supporting and training teachers. This is a pilot program that we hope to gather data and modify if necessary for the 2019-2020 school year.

*SCHOOL READINESS SUMMARY BY AGE

		Number of Children Assessed	Number of Children Below Widely Held Expectations	Percentage of Children Below Widely Held Expectations	Number of Children Meeting or Above Widely Held Expectations	Percentage of Children Meeting or Above Widely Held Expectations
3 - 4 YRS.	Social-Emotional	371	26	7%	23	93%
	Physical	371	19	5%	25	95%
	Language	371	59	16%	23	84%
	Cognitive	371	48	13%	323	87%
	Literacy	371	63	17%	308	83%
	Mathematics	371	37	10%	334	90%
4 - 5 YRS.	Social-Emotional	622	87	14%	535	86%
	Physical	622	62	10%	560	90%
	Language	622	87	14%	535	86%
	Cognitive	622	87	14%	535	86%
	Literacy	622	105	17%	517	83%
	Mathematics	622	149	24%	473	76%

Infants and toddlers will respond to familiar adults and build on relationship with familiar adults. Infants and toddlers will show awareness of other children, interact with other children, and respond to other children. I would like to share a story about a pregnant mom (now 2 year old) enrolled. Mom was in pregnant mom's program with me. Healthy baby boy born but soon after birth was having some reflux and spitting up problems. Mom was following Dr's. orders and he was not gaining weight. He was referred to see a specialist and admitted to Danville hospital around 6 months old diagnosed with Failure to Thrive and low weight. I was at the home the day she was waiting for the ambulance to pick them up for the hospital. He had tests at the hospital 2 hours away and was diagnosed with slow digestion and reflux. He spent a few weeks in the hospital and had a feeding tube. SLHDA helped family with a monetary donation to help Dad, brother, and Mom stay at the hospital with him. Family continued to follow Dr's, specialists and EHS referrals, advice, and help through his illness. Mom uses county medical transportation to and from specialist appointments and he continues to grow and feeding tube was removed. Family is very thankful for SLHDA's support through his illness. He is now a thriving 2 year old and continues to grow and goes to specialists as needed.

    CB, Early Head Start Parent Educator

Early Head Start serves pregnant women, infants and toddlers, and their families. Early Head Start provides family-centered services for low-income families with young children. The program promotes the development of children and enables their parents to fulfill their roles as parents and to move toward self-sufficiency. SLHDA serves our families through both home-based and center-based services delivered directly by SLHDA and in collaboration with our child care partners which include Wayne County Family Center, Outreach, Center for Developmental Disabilities (CDD) and ABC Kiddie Kampus. In 2015 the Early Head Start- Child Care Partnership Program was added providing a full-day, full-year comprehensive program for an additional 72 infants and toddlers and their families at SLHDA's Early Head Start New Milford and Early Head Start West Scranton Centers and at four partnering child care centers; Carbondale YMCA, Day Nursery, Friendship House, Trinity Child Care.

Early Head Start programs provide similar services as preschool Head Start but they are tailored for the unique needs of infants and toddlers and their families. Early Head Start programs promote the physical, cognitive, language, literacy, social and emotional development of infant and toddlers through safe and developmentally enriching care giving. This prepares these children for continued growth and development and eventual success in school and life.

Approaches to Learning
Goals:

- Infants and toddlers will gain knowledge by observing and manipulating their environment. Infants and toddlers will increase attention and maintain interest in an activity.

Language and Literacy Development

Goals:

- Infants and toddlers will increase their understanding of verbal and non-verbal communication. Infants and toddlers will use sounds and words to participate in language and conversation.

Cognitive and General Knowledge

Goals:

- Infants and toddlers will pay attention to and explore their environment to learn new things Infants and toddlers will show increasing memory and use imagination and planning to make things happen.

Physical Development & Health

Goals:

- Infants and toddlers will move from jerky, undefined movements to increasingly gaining control over large and small muscles.
- Infants and toddlers will become aware of their hands and eventually manipulating objects with their hands and fingers.

Social and Emotional Development

Goals:

- Infants and toddlers will respond to familiar adults and build on relationship with familiar adults. Infants and toddlers will show awareness of other children, interact with other children, and respond to other children

*SCHOOL READINESS SUMMARY BY AGE

		Number of Children Assessed	Number of Children Below Widely Held Expectations	Percentage of Children Below Widely Held Expectations	Number of Children Meeting or Above Widely Held Expectations	Percentage of Children Meeting or Above Widely Held Expectations
BIRTH - 1 YR.	Social-Emotional	40	0	0%	40	100%
	Physical	40	0	0%	40	100%
	Language	40	0	0%	40	100%
	Cognitive	40	0	0%	40	100%
	Literacy	40	0	0%	40	100%
	Mathematics	40	0	0%	40	100%
1 - 2 YRS.	Social-Emotional	49	0	0%	49	100%
	Physical	49	0	0%	49	100%
	Language	49	0	0%	49	100%
	Cognitive	49	0	0%	49	100%
	Literacy	49	0	0%	49	100%
	Mathematics	49	0	0%	49	100%
2 - 3 YRS.	Social-Emotional	15	4	27%	11	73%
	Physical	15	2	15%	13	85%
	Language	15	7	48%	8	52%
	Cognitive	15	2	15%	13	86%
	Literacy	15	6	43%	9	47%
	Mathematics	15	7	49%	8	51%

Work Ready is a program funded by the Pennsylvania Department of Human Services on a cost reimbursement basis to provide pre-placement services to TANF (Temporary Assistance for Needy Families) participants. Participant eligibility is determined by the Lackawanna County Assistance Office (CAO) which is the entity that makes all referrals to the program based on CAO policy and procedures. CAO arranges for transportation, and child care subsidy is available through Early Learning Resource Center (ELRC). The program offers intensive case management to remediate barriers to self-sufficiency. Issues such as homelessness, domestic violence, mental health and substance abuse have been addressed along with assistance in meeting parole requirements. Support and rehabilitation services help participants transition to the EARN program and as a first step toward employment.

Work ready has a time limit of up to 24 months to offer support and services. For successful completion, the participant must fulfill their mandated required hours (20 to 35) in a designated activity for four consecutive weeks. When the client has completed program activities and is in a position to move into a specific job search program, transfer to the EARN program for job search and placement services is initiated. The Work ready Program at this juncture is a success.   Future thought process by Department of Human Services is that if a client can still benefit from Work Ready barrier remediation services they can be kept within the program. However, if they are at a spot where they can go out and work full time then they can be successfully terminated from Work Ready.

> When I entered the 2017 program I was not able to go to work because I was awaiting a major dental surgery. I am grateful to the program because it gave me the time and resources I needed to get ready for a job. It allowed me to fulfill all of my appointments with the time and transportation needed. It definitely enabled me to be successful in landing and keeping a great job.
>
> - Nicole Valentine

- Work Ready's approach focuses on participant strengths rather than barriers, identifying the motivators that participants bring them to learn and develop the skills necessary for employment. Participants are assisted in developing problem-solving skills and building personal plans that promote ownership and commitment.
- The program also monitors a Print Shop located on the agency premises that offers an essential work activity for participants who are able to improve their work ethic by working on assigned projects and better develop their inter-personal skills.
- The Work Ready program again exceeded both program benchmarks in 2017-2018.Work Ready successfully served 34 individuals in 2017-2018, 30 of whom were employed or transferred to a job placement program.
- Benchmark (1) percentage of clients meeting Work Ready hours has an expectation of 50%... SLHDA, Inc. achieved 84%.
- Benchmark (2) percentage of clients having a successful outcome has a goal of 50%... SLHDA, Inc. achieved 88% outcome.

It must be noted that the Work Ready Program is no longer accepting school students. All students are sent by County Assistance to the EARN Program. These students accounted for about 40% to 50% of Work Ready participants.

Begun as a pilot program utilizing Discretionary Funds from the Community Services Block Grant Program, the Veterans Resource Coalition (VRC) was developed to address issues related to Veteran's basic needs and other requests, to avoid duplication of services and to leverage funds, as well as to promote placement of Veterans into jobs. Currently the VRC consists of 40 member Agencies who come to the aide of Veterans and their families in need.

Some Veterans may experience difficulties in transitioning back to civilian life. Others may have challenges securing employment because of physical issues, mental health issues, various disabilities, substance abuse, homelessness or impending homelessness. The VRC is prepared to handle all of these issues through its network of Agencies. During this past year the VRC sponsored several events.

- In May and November 2018 a "Stand Down" for Veteran's served approximately 40 participants providing food, clothing and blankets as well as stations of Agencies that provide services to homeless Veterans. The winter Stand Down was fortunate enough to have 2 barbers and one hair stylist to cut and style hair.

- The month of August the VRC in conjunction with the Lackawanna County Veteran Treatment Court participated in the "Second Chance Around" fund raiser held in Nay Aug Park.

- In September 2018 the VRC held a Veterans Resource Day. This Awareness Program was held on Lackawanna County Court House Square. The intention was to bring awareness to the entire community on the combined resources available through the VRC for their Veteran family members. Scott Schaffer, from WNEP TV station interviewed each agency representative and took pictures with many.

SLHDA's Weatherization programs promote basic energy conservation by improving the homes of local residents and reducing heating and fuel costs. Drafts within the structure of the home are minimized by caulking, weather-stripping and installing insulation in attics and sidewalls. In addition to these services, a comprehensive home weatherization audit is conducted to determine which measures can be taken to reduce the energy costs for low-income customers. In 2018, approximately $1,500,000 was invested in the community through production of energy-saving jobs and utilization of weatherization materials in Lackawanna County's low-income homes. This was supported with the infusion of funds from 17 different programs:

- **Department of Energy/LIHEAP Weatherization**- Provides energy conservation measures for clients up to 200% of the federal poverty guidelines.

- **Low-Income Home Energy Assistance Program CRISIS Program**- Emergency repair or replacement of client's non-functioning primary heat source; program runs from November through April; serves clients up to 150% of the federal poverty guidelines.

- **UGI Weatherization**- Provides energy conservation measures for clients up to 150% of the federal poverty guidelines.

- **Weinberg Weatherization Program**- Provides remediation for weatherization deferrals concerning safety and energy conservation measures for clients up to 200% of the federal poverty guidelines.

- **AAA Home Modification Program**- Provides assistance for clients at least 60 years of age with safety needs such as ramps, railings, grab bars, etc. Applications and referrals are obtained through the Lackawanna County Area Agency on Aging.

- **Home Energy Efficient Loan Program (HEELP)** - Provides 1% interest loans up to a maximum of $10,000, payable over 10 years for energy efficient repairs, replacements or upgrades. Applications and income eligibility determined by PHFA. (Up to 80% of the Area Median Income guidelines)

- **Lackawanna County Redevelopment Furnace Program**- Provides repair or replacement of furnaces for clients in single dwelling owner occupied homes with incomes up to 60% of the Area Median guidelines

- **Customer Assistance Program (CAP) UGI**- Provides assistance with gas energy bills for UGI customers up to 150% of the Federal Poverty Guidelines.

- **United Way- Gift of Warmth Program**-Provides repair or replacement of furnaces; applicants must be referred to United Way through SLHDA. Eligibility is reviewed and determined by United Way.

- **PPL Energywise Program**- Only PPL customers eligible, receive energy saving packages which include LED night light, energy saving shower head, kitchen faucet aerator, advanced power strip, LED light bulbs, etc.

- **Rural Housing Service Program**- provides direct loans and grants to low-income homeowners single family homes in rural areas of Pennsylvania. Loan funds (up to $20,000) are available for repairs to improve or modernize a home, make it safer or more sanitary, or to remove health and safety hazards. Income eligibility is up to 50% below the Area Median Income guidelines

- **Dollar Energy H2O Program**- Pennsylvania American Water low-income utility customers can get assistance with their water and wastewater bills

- **City of Scranton Deferral Program**- City of Scranton single family homeowners with incomes below 200% who did not have delinquent city bills were able to have their house deferral issues addressed by SLHDA, in order to weatherize their house.

- **Commonwealth of Pennsylvania State Pilot Deferral Program**- Eligible LIHEAP/DOE residents that had deferral issues were able to have those issues addressed by SLHDA in 2018, allowing the house to be weatherized.

- **Scranton Lackawanna Resources Development Corporation**- Provides quality low to moderate income housing for families in Lackawanna County.

How Did We Help in 2018?

- 335 households received weatherization services that resulted in energy upgrades or repairs such as insulation, window and heating system replacements, handicap accessible materials resulting in improved environmental safety and reduced energy dependency. By developing a centralized application system, 83 of these homes received additional energy assistance by enrolling in supplemental energy programs SLHDA has to offer that fall within the scope of weatherization.

- 2,178 low income individuals reduced their debt through the Agency's CAP and Dollar Energy programs, while maintaining a reduced payment schedule based on their ability to pay as verified by program documentation.

- 83 low income homes had pre-existing conditions that prevented their homes from being weatherized under the WAP guidelines. SLHDA was able to negotiate four contracts that provided funding to alleviate the issues that were preventing the homes from being weatherized.

- Developed an online waiting list for potential weatherization services that identify issues that would cause deferrals and allow us to provide a faster service to the families that would like weatherization services. Families no longer need to make multiple trips to apply and will only need to make one trip to our office in order to complete the paperwork needed to start the weatherization process.

- Worked with Scranton Lackawanna Resources Development Corporation to help build, rehab and acquire quality low to moderate income housing. Lackawanna County has a need to develop 1,400 2 – 3 bedroom units in Lackawanna County..

17
Programs

355
Homes Weatherized

2,178
Reduced Debt

Scranton Lackawanna Human Development Agency (SLHDA) had many success stories in 2018 despite the rainy/cold weather and older housing stock and many deferral issues that were present during this calendar year. Without the collaboration of WAP, Commonwealth of Pennsylvania, City of Scranton and the Weinberg Foundation, SLHDA never would have met its obligations to weatherize low income housing in Lackawanna County. These funds allowed us to make improvements to houses that otherwise would have been deferred for Weatherization services. The deferral issues ranged from knob and tube wiring, improper heating systems, leaking roofs, foundational issues, to water entering the house. The WAP clients were unable to afford to make these improvements themselves and lived in conditions that made their home unsafe/unhealthy and un-energy efficient.

SLHDA performed 55 WAP, 94 Crisis and 26 Pilot jobs in the calendar year 2018 despite 35 of the 55 WAP jobs having deferral issues. SLHDA experienced a deferral rate on its 2018 WAP intake applications of 81% (54 out of 67 were deferred). With such a high deferral rate, SLHDA was able to use the State Pilot funds, Weinberg Funds, and City of Scranton Funds to address the deferral issues in these 35 homes, plus build SLHDA's waiting list of ready to weatherize homes under DOE/LIHEAP funding to 41 and counting for 2019.

Examples of happy clients are these clients who would have never received Weatherization services in 2018 because of pre-existing conditions that caused our auditors to defer the work. One such client is a single disabled father of two autistic children in Carbondale who purchased an older home that was in need of extensive work. Upon SLHDA's audit, we discovered that the house needed extensive work to make the house safe, there was zero heat in the second floor where the kids slept, windows were not probably sized, doors and electrical wiring were unsafe, the back foundation of house was unsafe and had to be knocked down and rebuilt in order for the family to remain in the house, the heating system was not efficient, the roof was leaking, there were no gutters and water was pouring into the basement. Upon working with both Lackawanna County Children and Youth and Lackawanna County Economic Development Department, SLHDA partnered with them to help fix these issues using private funding, utility LIURP, and DOE funding to address the issues at the house and weatherize the home. Because of these funding sources coming together, the family was able to stay in the house and the children were not removed from the dad's custody. SLHDA and LC Children and Youth put the family in a hotel room for the holidays while the foundation was rebuilt and a new heating system was added that prevented the family from freezing and keeping them together during the holidays.

Since the deferral work was addressed under private funding sources, both DOE and UGI approved him for Weatherization services, thus providing air sealing, insulation, plumbing, and other measures to help make his house more energy efficient. Although this job proved to be a lost cause at first, the funding provided by DOE and UGI made it possible to find community partners to help keep him and his children together in their house.

"Because of these funding sources coming together, the family was able to stay in the house and the children were not removed from the dad's custody."

-Jim Wansacz

Jim Wansacz , SLHDA Weatherization Director

TEFAP provides for the regular distribution of commodities throughout Lackawanna County. TEFAP commodities are received by the Commonwealth of Pennsylvania from the United States Department of Agriculture and distributed by local pantries and through mass distribution at pre-determined and advertised pick-up points. Signatures of self-declared eligibility are maintained by SLHDA for all recipients. There are 14 distribution sites that are continually rotated during the year. The following is a listing of all sites that have active agreements with SLHDA through December 2018.

- Throop Civic Center
- Bread Basket of NEPA (7 locations)
- Covington Garage- Daleville
- Delaware Tower Apartments- Scranton
- Friends of the Poor- Scranton
- Geneva House- Scranton
- Hill Neighborhood Association- Scranton
- Jefferson Township Lions Community Center- Mt. Cobb
- Mainstream Revival- Carbondale
- Meals on Wheels
- North Pocono Independent Fire Company- Madisonville
- Salvation Army- Scranton
- Spring Brook Fire Company
- United Neighborhood Center- Scranton

In 20118 TEFAP distributed 8,590 cases of food containing 187,566 pounds of food to approximately 2263 individuals.

8,590
Cases of
Food

187,566
Pounds of
Food

2,263
People
Served

Community Services Block Grant (CSBG)

SLHDA is an umbrella agency for a number of federal, state and locally funded programs with funds from the PA Department of Community and Economic Development (DCED).   During 2018, SLHDA's Department of Community Services directly supported Lackawanna County residents of low income, indirectly supported contractual obligations for sub-contracted services and was a source of administrative support for all Agency departments in fulfilling the requirements of the Community Services Block Grant (CSBG).

SLHDA's Department of Community Programs is responsible for all phases of the Community Services Block Grant including grant writing and data collection, analysis and reporting for all Agency programs.   CSBG funding provides the leverage needed to access other funds and administer those programs.

During 2018, access to a 6 unit apartment building was obtained from low to moderate income families and a 4 bedroom house is being renovated to be offered for sale to first time home buyers.

A disabled single father with two special needs children purchased a house that had numerous issues including electrical, plumbing, heating, and a foundation in disrepair. By involving a local church in the City of Carbondale, Lackawanna County Economic Development, SLHDA, UGI, and the Department of Energy; the home was repaired and renovated. Thanks to a total community effort the family now has a comfortable and safe housing place to call home.

Community Impact 2018

SLHDA, Inc. used Federal, State, and local funds as well as Foundation Grants to support its operations in 2018. In doing so, SLHDA, Inc. put $18 Million dollars into the local economy through contracts, rents, utility payments, food purchases, salaries and fringe benefits as follows:

Salaries & Fringe Benefits	$ 9,700,971
Subcontracted Services/Program Participants	4,018,849
Weatherization – Material Supplies	384,598
Food & Consumable Supplies	935,802
Facility Costs & Lease Improvements	1,017,291
Equipment $ Equipment Maintenance	117, 889
Professional Consulting Service	309,857
Insurance	48,014
Vehicle Maintenance	31,178
Meetings, Conferences & Travel	645,511
Office Expenses	354,750
Staff Training & Development	365,297
Advertising & Marketing	4,605
Administrative Expense	101,563
Computer Expenses	12,932
Total Budget	$ 18,049,107

Grants Awarded 2018

SLHDA was awarded $25,000 from PPL to create mobile stem classrooms for the Head Start Program.

SLHDA carried over $5,925 for the Veterans Resource Coalition to conduct Veteran "Stand Downs"

SLHDA's Weatherization Program was awarded $54,000 for Weatherization deferrals by City Scranton Community Services Block Grant (CSBG).

SLHDA's Weatherization Program carried over $48,223 for Home Rehabilitation by Lackawanna County Economic Development.

SLHDA's Weatherization Program carried over $200,000 for Weatherization deferrals from the Harry and Jeanette Weinberg Foundation.

SLHDA's Weatherization Program carried over $28,154 for furnace repair/replacement by Lackawanna County Economic Development Program.

SLHDA's Weatherization Program carried over $3,000 for Weatherization Home Repair by the Schautz Foundation.

SLHDA was awarded $10,000 from the Scranton Area Foundation to conduct Veterans Work Orientation Week.

SLHDA was awarded $30,978 from CSBG Discretionary to create programming to address the opioid crisis in Lackawanna County

Scranton Lackawanna Human Development Agency, Inc.

Committed to the belief that everyone has the ability to succeed!

"The best way to find yourself is to lose yourself in the service of others."

---Mahatma Gandhi