

# Choanoke Area Development Association of NC, Inc.

## 2015 – 2016 Head Start/Early Head Start

### Annual Community Report



**“To assist low income citizens achieve self-sufficiency and a better quality of life”**

**CADA Head Start/ Early Head Start Program** is a federally funded, non-profit Child Development Program designed to prepare economically disadvantaged children and their families for success in Kindergarten and in life. CADA is the grantee for Bertie, Halifax, Hertford, and Northampton Counties. The CADA Head Start/ Early Head Start Program provide individualized care and guidance to embrace/support children of all races. Head Start and Early Head Start are programs for all children who qualify under the federal program guidelines.

**For 2015-2016, the CADA Head Start Program** was funded for **533 Head Start** children and provided comprehensive child development services for eligible children between the ages of 3-5 years old, regardless of race, sex, creed, color, national origin or disability/special needs condition. To be eligible, a child must have been 3-years old to 4-years old on or before August 31 of the program year, and the family must have provided information to meet the other eligibility requirements such as family income.

**The CADA Early Head Start Program for 2015-2016** was funded for **86 Early Head Start** Children; **30 of the slots were home-based slots and 56 were center-based slots**. CADA Early Head Start provided comprehensive child development services for eligible infants, toddlers up to age 3 and expectant families. Early Head Start (EHS) offered home-based and center-based services. To be eligible for center-based, a child had to be at least 17 months. Our home-based component consisted of weekly home visits and **socializations at least 2 per month per Early Head Start performance standard 1306.33**. Once the child reached 36 months, the parent/guardian had the option of applying for the Early Head Start child to attend Head Start.

## A) Fiscal Year- 2015-2016 Budgets

**The CADA Head Start Program** received \$4,279,767 from a grant through the Administration of Children and Families US Department of Health and Human Services, for the operation of the program for 2015-2016. CADA was required to provide and did provide a non-federal match (in-kind) of \$1,069,942. We also received \$47,215 for training and professional development. The program costs were budgeted in the following components:

• Personnel		\$2,126,746
• Fringes		\$ 832,092
• Travel		\$ 18,000
• Equipment		\$ 0
• Supplies		\$ 59,580
• Contractual		\$ 580,188
○ Transportation	\$217,850	
○ Blended Services	\$317,100	
○ Nutrition	\$ 24,000	
○ Medical /Dental	\$ 8,000	
○ Consultants	\$ 8,238	
○ Audit	\$ 5,000	
• Other		\$ 359,168
○ Rent	\$118,968	
○ Utilities	\$ 48,000	
○ Telephone	\$ 30,000	
○ Maintenance	\$ 18,000	
○ Insurance	\$ 34,430	
○ Vehicle	\$ 8,000	
○ Field trip / Parent Activities	\$ 8,000	
○ Subscription/ Publications	\$ 1,000	
○ Substitutes	\$ 15,555	
○ Other	\$ 77,215	
• Indirect Costs		\$ 303,993
<b><u>Total Budget</u></b>		<b>\$ 4,279,767</b>



### **Family Engagement/Male Involvement**

**The CADA Early Head Start Program** received \$1,024,187 from a grant through the Administration of Children and Families US Department of Health and Human Services, for the operation of the program for 2015-2016. Our required non-federal share (in-kind) was \$256,047. We also received \$24,241 for training and professional development. The program costs were budgeted in the following components:

• Personnel		\$ 608,286
• Fringes		\$ 220,239
• Travel		\$ 2,000
• Supplies		\$ 21,519
• Contractual		\$ 9,000
○ Consultants		
• Other		\$ 76,827
○ Rent / Utilities	\$ 32,400	
○ Telephone	\$ 7,200	
○ Insurance	\$ 2,792	
○ Vehicle	\$ 2,694	
○ Parent Activities	\$ 1,000	
○ Other	\$ 30,741	
• Indirect Costs		\$ 86,316
<b><u>Total Budget</u></b>		<b><u>\$ 1,024,187</u></b>

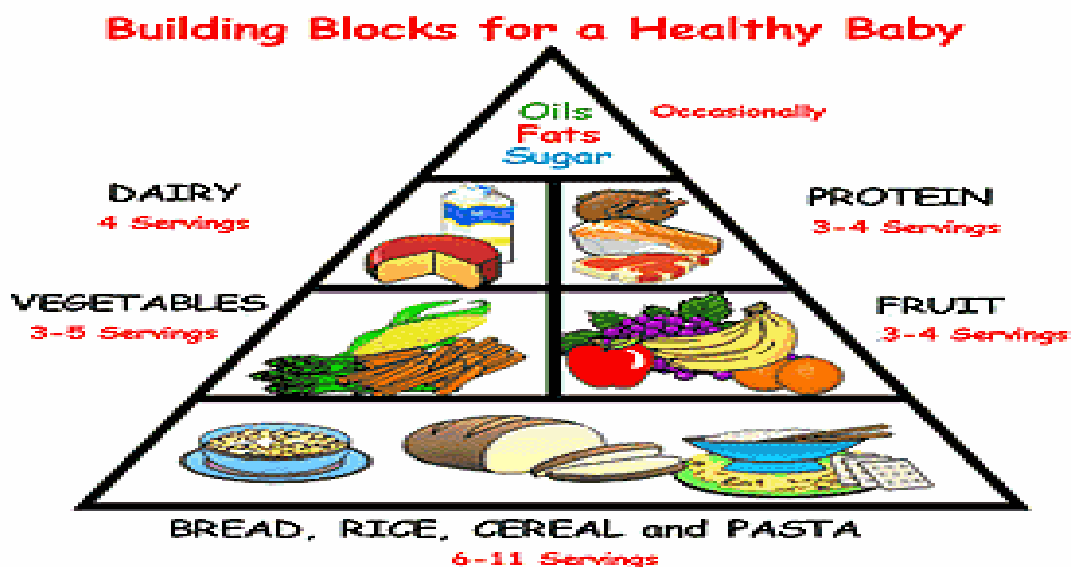
The CADA Head Start Program collaborated with **NCPRE-K Program** and received \$129,550 in funding to expand/enhance services for 48 children in three (3) NC Pre-K /Head Start class housed in Five Star Centers in Northampton and Hertford County. In Northampton County, the collaboration consisted of one (1) classroom of 14 children for which CADA received subsidies. In Hertford County, the collaboration consisted of two (2) classroom of 17 children each for which CADA received subsidies. The total number of children served was 48 and the funds received for NC Pre-K by CADA was \$129,550. The children dually enrolled in Head Start and NCPRE-K classes received twenty additional days of services.

The **Child and Adult Care Food Program (CACFP)** is a program that is provided by the United States Department of Agriculture. The purpose of CACFP is to improve the nutritional quality of meals served to children in child care centers and child care homes, and adults in day care. The program improves the nutritional quality of meals and snacks in three ways.

1. Setting requirements for the kind and amount of food to be served.
2. Providing money (reimbursement) to eligible programs and providers for meals that meet requirements.
3. Requiring periodic training and monitoring for staff in participating organizations.

As greater numbers of young children are in child care, this program becomes more important in helping to assure that infants, toddlers, and young children are served nutritious meals and snacks as part of a healthy lifestyle.

Through this program, CADA was reimbursed an established percentage for every meal (breakfast and lunch) and every snack that we served to enrolled children. For 2015-2016, we received a total of \$312,408 in subsidies for meals/snacks served to enrolled children.



## **HEAD START/EARLY HEAD START CENTERS:**

### **Bertie County**

#### **West Bertie Head Start \* 5-Stars**

3734-B Governors Road  
Kelford, NC 27847  
(252)344-2433

#### **Windsor Head Start \*5-Stars**

191 Cooper Hill Road  
Windsor, NC 27983  
(252) 794-5519

### **Halifax County**

#### **Clara Hearne Preschool \*5-Stars**

731 Cedar Street  
Roanoke Rapids, NC 27870  
252-519-7700

#### **Halifax Community College \*5-Stars**

100 College Dr.  
Weldon, NC 27890  
252-536-4221

#### **Hodgestown Lifetime Learning Center \*5-Stars**

120 Wyche St.  
Roanoke Rapids, NC 27870  
252-519-0099

#### **Royal Learning Academy Center \*4-Stars**

108 Kirkland St.  
Littleton, NC 27850  
252-586-7529

#### **Scotland Neck Head Start/Early Head Start \* 5-Stars**

913 Junior High School Road.  
Scotland Neck, NC 27874  
(252) 826-4412

#### **Weldon Pre-School \* 5-Stars**

805 Washington Ave.  
Weldon, NC 27890  
(252) 536-0294

**White Oak Head Start/ Early Head Start \* 5-Stars**

390 Fishing Creek Road

Enfield, NC 27823

(252) 445-4231

**Hertford County**

**Hertford County Head Start/Early Head Start Child Development Center\*5-Stars**

215 West Modlin Rd.

Ahoskie, NC 27910

(252) 209-8569

**Northampton County**

**Central Elementary School \* 5-Stars**

9742 NC Hwy 305

Jackson, NC 27845

(252)-534-3381

**Woodland Head Start/Early Head Start \* 5-Stars**

505 W. Main Street

Woodland, NC 27897

(252) 587-1108

**CADA Administration Office**

**PO Box 530**

**120 Sessoms Dr.**

Rich Square, NC 27869

(252) 539-4155 [ssurface@nc-cada.org](mailto:ssurface@nc-cada.org)

Contact: Sallie Surface, Executive Director

Dianne W. Bynum, Head Start/Early Head Start Director

**B) Services Provided – Head Start**

- |                                      |        |
|--------------------------------------|--------|
| • Funded Federal Enrollment -        | 533    |
| • *Total Number of Children Served – | 565    |
| • Average Monthly Attendance –       | 85.1 % |
| From September – June                |        |

**\*Served number of children is higher than funded enrollment due to turnover with children who enrolled but did not complete the program year.**

**Eligibility – Head Start****Number of Children**

- Income below 100% of poverty – 479
- Receipt of Public Assistance – 22
- Foster Children – 4
- Homeless Children – 4
- Over income – 56

*Ten (10) percent of children served may be over income if child has special needs or if waiting list has been exhausted.*

**Services Provided – Early Head Start****Number of Children**

- Funded Federal Enrollment – 86
  - Home-Based 30
  - Center-Based 56
- \*Total Number of Children Served – 124
- Average Monthly Attendance – 84.8%

\*If the monthly average daily attendance rate falls below 85 percent, an EHS program operating a center-based option must assess the cause of the absenteeism. If the absenteeism is due to illness or other well-documented reasons, then the program does not need to take any special action.

**\* Total number served is higher than the funded enrollment due to children who exited program prior to the end of the program year and were replaced.**

**Eligibility – Early Head Start****Number of Children**

- Income below 100% of poverty – 111
- Receipt of Public Assistance – 6
- Foster Children – 0
- Status as Homeless – 0
- Over income – 7

**C) Audits and Reviews**

Our last annual agency financial audit was completed in March 2015 for fiscal year June 30, 2014 with no findings of material noncompliance.

**CLASS (Classroom Assessment Scoring System)**

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher child interactions that are linked to positive child

outcomes and later achievement. CLASS assesses interactions between children and teachers in three broad domains of classroom quality:

- Emotional Support,
- Classroom Organization, and
- Instructional Support.

The Office of Head Start believes that the domains of quality measured by CLASS remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

**CADA Early Head Start is also evaluated by ITERS (Infant – Toddler Environmental Rating Scale)**, an assessment tool that a professional observer uses that is designed to assess group programs for children from birth to 2 ½ years of age and scores them on the quality of services they observe is being provided. Total scale consists of 39 items that are in 7 subdivisions:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff

**CADA Head Start is evaluated by ECERS (Early Childhood Environmental Rating Scale)**, an assessment tool that a professional observer uses that is designed to assess group programs for preschool-kindergarten aged children from 2 through 5 years of age and scores them on the quality of services they observe that is being provided. Total scale consists of 43 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff

The North Carolina star rated license was established in 1999 to better delineate the quality of childcare in the state and ultimately to improve the quality of childcare available. The NC Department of Health and Human Services Division of Child Development awards the star rated license to child care facilities and family childcare homes based upon total points earned for program standards, staff education levels, and compliance history with child care regulations. One component of the program standards requirements necessary to score 3, 4 or 5 points in this area is an assessment utilizing observational instruments of global quality (ITERS, ECERS-R, FDCRS, & SACERS). To receive three points in program standards a facility must score at least



4.0 on the appropriate instrument in each classroom evaluated within a facility; four points requires an average of 4.5 in each classroom, and five points requires an average of 5.0 in each classroom (**all scores are based on a 7-point scale**) with 1 being the lowest and 7 being the highest. The University of North Carolina at Greensboro in collaboration with other state institutions of higher education is responsible for the statewide implementation of the assessment process for the star rated license.

For Program year 2015-2016, Clara Hearne Head Start and White Oak Head Start / Early Head Start Center went through the Early Childhood Environment Rating Scale (ECERS) Assessment. The centers maintained their Five Star Ratings the highest rating for the NC Child Care Licensure. Clara Hearne received an ECERS score of 5.95 and White Oak Head Start received 5.40.

CADA Head Start / Early Head Start facilities are also monitored by NC Daycare licensure and local health departments, etc to ensure compliance with health and safety requirements.

### **Child Development**

#### **D) Medical and Dental Exams**

• Children Receiving Medical Exams – Head Start –	565
• Children Receiving Dental Exams – Head Start –	554
• Children Receiving Medical Exams – Early Head Start –	122
• Children who are up-to-date on preventive oral care–Early Head Start–	122

**Numbers may be larger than funded enrollment due to some enrolled children exiting program during year and other children enrolling.**

#### **E) Health and Nutrition Services**

#### **Meals Served**

Children	158,741
Adults	<u>19,597</u>
Total Number of meals served:	178,338

#### **F) Developmental screenings for 2015 -2016**

#### **Number of Children**

Brigance	465
ASQ -EHS	<u>120</u>
Total developmental screening	585

#### **G) Parent Involvement Activities**

Throughout the 2015-2016 Program Year, parents in our program had various opportunities to participate in the following activities:

- Policy Council and Governing Board
- Monthly Parent Meetings
- Classroom Activities
- Luncheons
- Family Fun Day
- Parent/Teacher Conferences
- Take Home Activities
- Workshops and Trainings
- Home Visits
- Socializations (Early Head Start Home-Base)
- Parent evaluations/ surveys
- Field trips
- Resource fairs
- EITC program
- Family self-sufficiency activities

Children's Art





## 21<sup>st</sup> CADA Annual Community Resource Fair

### 54 Years of Service

#### H) Family Information (Self-reported by families at enrollment)

<u>Category</u>	<u>Number of Children and Expectant Families Served</u>
<b>Primary Language</b>	
• English	677
• Spanish	11
• Asian	1
<b>Expectant Families</b>	2
<b>TANF Families</b> (Temporary Assistant to Needy Families)	28
<b>Race</b>	
• White	28
• Black	629
• American Indian or Alaska Native	4
• Bi-racial / Multi Race	16

- Other 1

### **Ethnicity**

- Hispanic 11

### **Other Family Characteristics**

- Receiving WIC 467
- Single Parent Families 513
- Employed 226
- Unemployed 410
- In School or Training 387
- Less Than High School 30
- High School or GED 542
- Some College 26
- Bachelor degree 20

### **I) Family Services Provided**

- Crisis Intervention 47
- Housing Assistance 11
- Health Education 636
- Parenting Education 636
- Adult Education 16
- Job Training 60

### **J) Transportation**

- Transportation provided for children 422
- Number of buses leased 0

### **K) Children with Special Needs**

- Head Start—IEP (Disabilities Identified IEP's for Head Start Only) 56
  - Speech Impairment 49
  - Developmental Delay 7
- Early Head Start—IFSP 13

### **L) Teachers Credential**

- Teachers with advanced degrees in Early Childhood Education 10
- Teachers with Baccalaureate Degrees in Early Childhood Education 20
- Teachers with Associate Degrees in Early Childhood Education 18

- Teachers with Child Development Associates 1
- Teachers enrolled in a higher education programs 3

## M) Kindergarten Preparation

### Kindergarten Preparation

Head Start staff is committed to making the transition from Head Start to Kindergarten as successful as possible. In order to facilitate this transition, teachers used the **Creative Curriculum** in their classrooms. This curriculum provided continuity between Head Start and Kindergarten and tools that allowed teachers to individualize lessons for each child, ensuring that each child was appropriately challenged, which in turn, allowed each child to learn to his or her fullest potential.

We also maintained open communication and cooperation with parents, early intervention programs, and the local school districts. Parents were encouraged to be fully involved in this transition process. Teachers conducted two home visits during the year to assist each parent/guardian set and assess educational goals for the enrolled Head Start child. Parents were provided with information pertaining to kindergarten registrations and orientations.

## N) School Readiness



### School Readiness Activity

The Office of Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. **The Head Start/ Early Head Start approach to school readiness** ensures that children are ready for school, families are ready to support their children's learning, and schools are ready for children. CADA Head Start / Early Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development in Physical, Cognitive and Social and Emotional Development that are essential to preparing children for school.

CADA's Head Start and Early Head Start programs have established school readiness goals that articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning that will improve school readiness for kindergarten in children ages birth through preschool. The goals reflect:

- Language and Literacy Development
- Cognition and General Knowledge
- Approaches to Learning
- Physical well-being and Gross/Fine Motor Development
- Social and Emotional Development

These goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services. They have been aligned with the Head Start Child Development and Early Learning Framework, NC foundation for Early Learning and Development, and NC Common Core for Kindergarten. Children enrolled in the Head Start Program showed growth in all areas of development.

CADA Head Start and Early Head Start have also established a school readiness committee that consists of local school systems, community partners such as Smart Start, HS/EHS parents, and CADA staff. The committee meets at least three times annually and as often as needed to get input on the school readiness plans.





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**Early Head Start**  
**Teaching Strategies Gold Assessment Results**

**Spring End of Year 2015-2016**

**Program-Wide**

**Widely Held Expectations**

<b>Domain</b>	<b>Outcomes 1 – 2 year of age</b>	<b>#Children Met(M)  # Children not Met (NM)</b>	<b>Domain</b>	<b>Outcomes 2 – 3 year of age</b>	<b>#Children Met(m)  # Children not Met (nm)</b>
<b>Social Emotional Expected Score 387-494</b>	<b>415.5</b>	<b>M-1  MN-1</b>	<b>Social Emotional Expected Score 458-546</b>	<b>504.2</b>	<b>M-16  NM-5</b>
<b>Physical Expected Score 399-466</b>	<b>389</b>	<b>M-0  NM-2</b>	<b>Physical Expected Score 455-543</b>	<b>509</b>	<b>M-20  NM-1</b>
<b>Language Expected Score 410-492</b>	<b>327</b>	<b>M-0  NM-2</b>	<b>Language Expected Score 469-554</b>	<b>493</b>	<b>M-14  NM-7</b>
<b>Cognitive Expected Score 377-465</b>	<b>327.5</b>	<b>M-0  NM-2</b>	<b>Cognitive Expected Score 543-540</b>	<b>463.4</b>	<b>M-13  NM-8</b>
<b>Literacy Expected Score 408-444</b>	<b>386.5</b>	<b>M-1  NM-1</b>	<b>Literacy Expected Score 470-530</b>	<b>476</b>	<b>M-12  NM-9</b>
<b>Mathematics Expected Score 441-491</b>	<b>390.5</b>	<b>M-1  NM-1</b>	<b>Mathematics Expected Score 483-557</b>	<b>409.3</b>	<b>M-11  NM-10</b>

**Early Head Start**  
**Teaching Strategies Gold Assessment Results**  
**Spring End of Year 2015-2016**

**Program-Wide \**

<b>Domain</b>	<b>Outcomes 3 Year Old - Preschoolers</b>	<b># Children Met (M) # Children Not Met ( NM)</b>
<b>Social Emotional Expected Score 516-614</b>	<b>584.6</b>	<b>M-8 NM-1</b>
<b>Physical Expected Score 512-617</b>	<b>604</b>	<b>M-8 NM-1</b>
<b>Language Expected Score 524-639</b>	<b>620.1</b>	<b>M-7 NM-2</b>
<b>Cognitive Expected Score 519-634</b>	<b>600.8</b>	<b>M-8 NM-1</b>
<b>Literacy Expected Score 530-610</b>	<b>569.1</b>	<b>M-8 NM-1</b>
<b>Mathematics Expected Score 545-621</b>	<b>538.3</b>	<b>M-6 NM-3</b>

**Analysis**

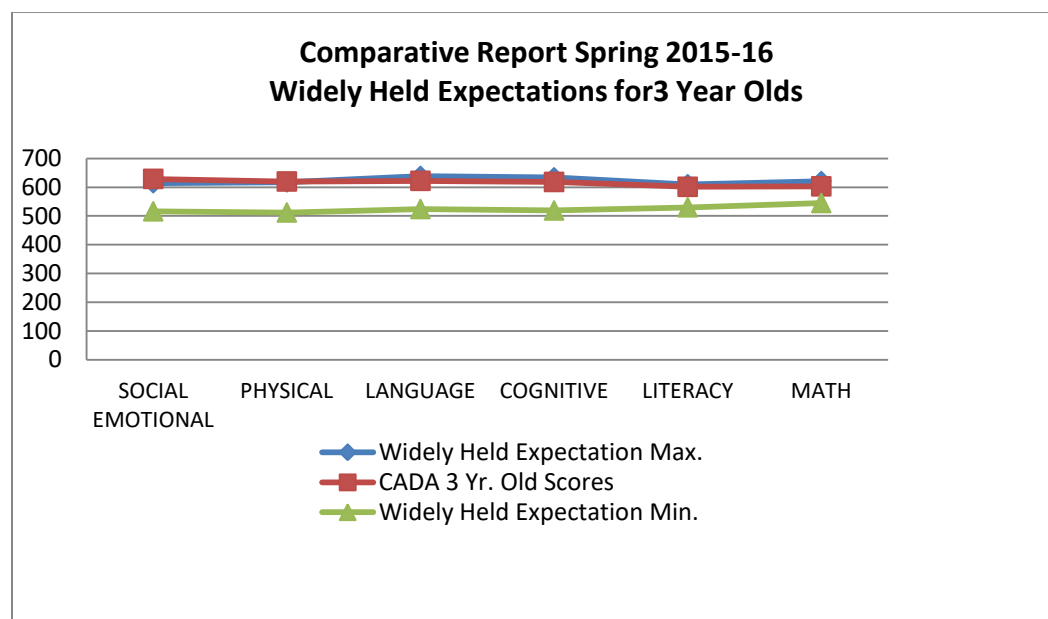
**Ages 1-2 Years** –Children this age are often not getting the reinforcement they need in the home environment and many have not been in other child care environments to receive the early literacy foundation they need. Progress has been made by many of the children in different domains although they may still fall below the widely held expectations.

**Ages 2-3 Years** –Major contributing factors to children this age being below their expected results at the end of a school year are: (a) fact that they enroll late in the school year and have little or no literacy reinforcement in the home and (b) Early Head Start being their first contact with a learning environment other than home. Progress has been made by many of the children in different domains although they may still fall below the widely held expectations.

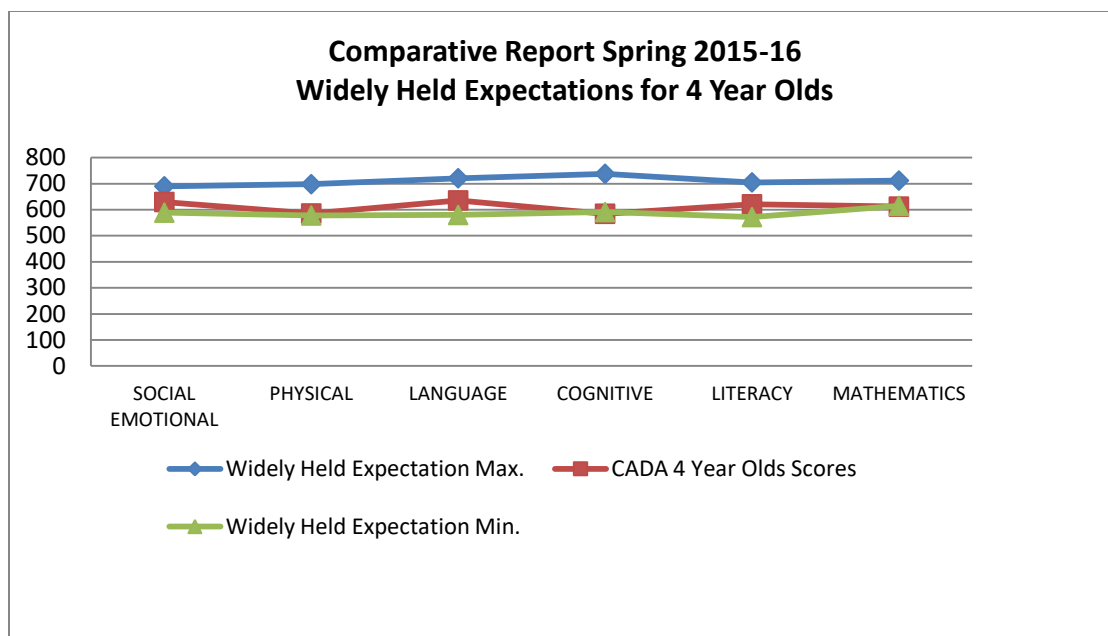
The plan of action is to provide additional training for staff, continue parent involvement, and continued individualization.

### **HEAD START 3&4 YEARS OF AGE CHILDREN COMPARATIVE TSG REPORT**

The spring 2016 Teaching Strategies GOLD Comparative Report indicates that the three year old children in the CADA Head Start Program met the Widely Held Expectation in Physical, Language, Cognitive and Math Domains. They exceeded in the Social Emotional and Literacy Domain.



The spring 2016 Teaching Strategies GOLD Comparative Report indicated that the 4 year old children in the CADA Head Start Program met the Widely Held expectation in all Domains. Moderate scores for this group are due to first year enrollment in the Head Start Program.



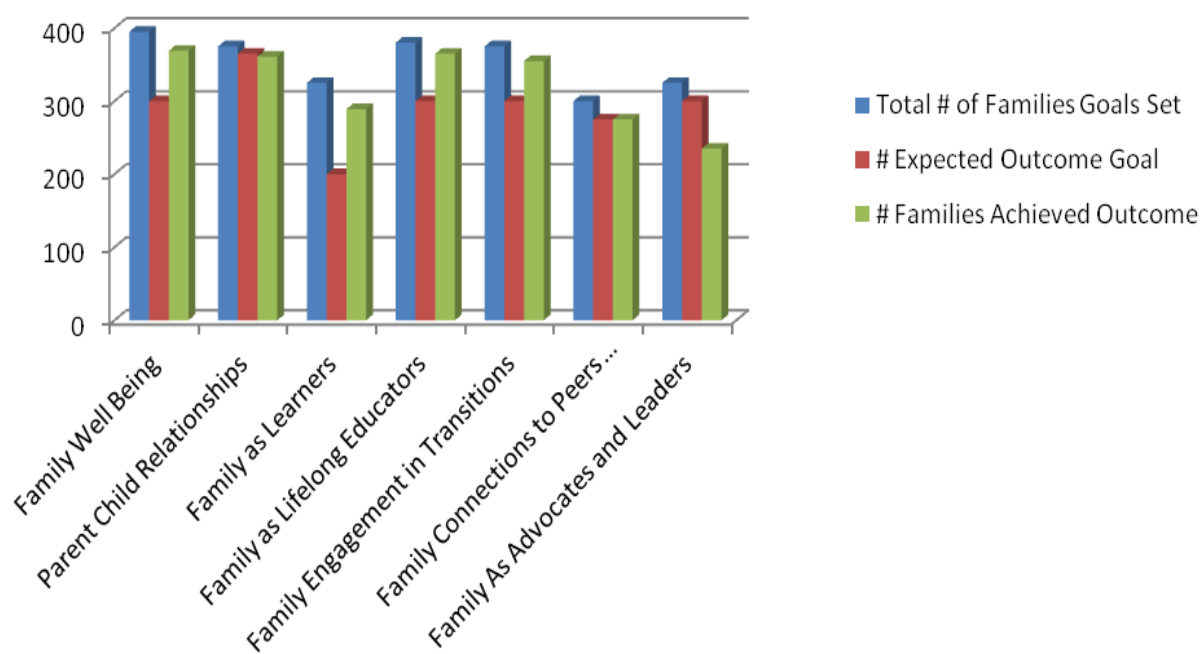
## O) Family Engagement

Through comprehensive case management CADA's Family Service staff utilizes the Parent Family Community Engagement (PFCE) Framework as a means to engage families in developing goals and strategies that promote the following areas: Family Well Being, Positive Parent-Child Relationships, Families as Lifelong Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Family as Advocates and Leaders. The following table shows family outcomes for these areas.

PFCE Target Goal Items	Parent Family Engagement Target Outcome Areas (503 enrolled families)	Total # of Families Goals Set	# Expected Outcome Goal	# Families Achieved Outcome	% Families Achieved Outcome	# Expected Outcome Goal	Year to Date % Family Outcome Goal Achieved
1	Family Well Being	395	300	369	123%	76%	93%
2	Parent Child Relationships	375	365	361	99%	97%	96%
3	Family as Learners	325	200	289	145%	62%	89%

<b>4</b>	<b>Family as Lifelong Educators</b>	<b>380</b>	<b>300</b>	<b>365</b>	<b>122%</b>	<b>79%</b>	<b>96%</b>
<b>5</b>	<b>Family Engagement in Transitions</b>	<b>375</b>	<b>300</b>	<b>355</b>	<b>118%</b>	<b>80%</b>	<b>95%</b>
<b>6</b>	<b>Family Connections to Peers and Community</b>	<b>300</b>	<b>275</b>	<b>275</b>	<b>100%</b>	<b>92%</b>	<b>92%</b>
<b>7</b>	<b>Family As Advocates and Leaders</b>	<b>325</b>	<b>300</b>	<b>235</b>	<b>78%</b>	<b>92%</b>	<b>72%</b>

## CADA Head Start PFCE Family Outcome Report for



## **Partners In-Service**

- **County Governments for Bertie, Halifax, Hertford, Martin, and Northampton Counties**
- **Departments of Social Services**
- **Area Businesses and Churches**
- **MAO Transportation**
- **Choanoke Public Transportation Authority**
- **Health Departments**
- **Women, Infant and Children (WIC)**
- **East Carolina Behavioral Health**
- **Area Physicians and Dentist**
- **Smart Start Partnerships**
- **NC Pre-K**
- **Public Libraries**
- **Public School Systems**
- **Chowan University**
- **Elizabeth City State University**
- **Halifax Community College**
- **Roanoke-Chowan Community College**
- **CADA Programs**
- **JobLinks**
- **Child Care Providers**
- **Shaw University**