MISSION STATEMENT:
CADA, with its many partners, will assist disadvantaged citizens achieve a better quality of life through education, training and economic development.

Vision:
CADA will have the resources to address the needs for current and future generation.
PURPOSE:

Head Start began in 1965 under the Johnson Administration as part of the “War on Poverty.” CADA promotes school readiness for preschool age children from low-income families by providing comprehensive services to children and families. These services and programs include education, health and development screenings, health and safety, social and emotional health, nutrition, social services, transition services, and services for children with disabilities. These services are provided to support the mental, social, and emotional development of the child and their families.

Parents are the child's first and most important teacher. We strive to build relationships to provide support for positive parent-child interaction and family well-being. 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 2018-2019, the CADA Head Start Program was funded for 516 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 2018-2019 was funded for 86 Early Head Start Children; 30 of the slots were home-based slots and 56 were center-based Local Designed slots, were children are center based for the regular school year and home based during the summer. 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 Locally Designed Slots 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
1302.22. Once the child reached 36 months, the parent/guardian had the option of applying for the Early Head Start child to attend Head Start.

**ENROLLMENT STATISTICS:**

<table>
<thead>
<tr>
<th>Center Locations and Funded Enrollment</th>
<th>HS</th>
<th>EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Head Start / HS</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Head Start / EHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CADA at Askewville HS</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CADA at Clara Hearne HS</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>CADA at HCC HS</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Hertford County HS/EHS</td>
<td>104</td>
<td>26</td>
</tr>
<tr>
<td>CADA at Hodgestown Lifetime Learning Center</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CADA at Roanoke Life Center</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Scotland Neck HS/EHS</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Weldon Preschool Blended</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>West Bertie HS</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>White Oak HS/EHS</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Windsor HS/EHS</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Woodland HS/EHS</td>
<td>65</td>
<td>16</td>
</tr>
</tbody>
</table>

Children attend Monday through Friday from 8:15am to 2:45pm with bus transportation provided to some children to and from school. **Transportation is not provided for Early Head Start.**
HEAD START/EARLY HEAD START CENTERS:

**Bertie County**

Askewville Elementary * 5-Stars  
121 Askewville Road  
Windsor, NC 27983  
(252)794-2260

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

CADA at Halifax Community College *5-Stars-NAEYC Accreditation  
100 College Dr.  
Weldon, NC 27890  
252-536-4221

CADA at Hodgestown Lifetime Learning Center *5-Stars  
120 Wyche St.  
Roanoke Rapids, NC 27870  
252-519-0099

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.
**White Oak Head Start/ Early Head Start** *4-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**

**CADA at Roanoke Life Center** *4-Stars*
192 Hill Top Drive
Garysburg, NC 27831
(252) 678-8601

**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
Contact: Sallie Surface, Executive Director
Dianne W. Bynum, Head Start/Early Head Start Director

---

2018-2019 CADA Head Start/ Early Head Start “Parent of the Year”
Ms. Shanee Ross
2018-2019 CADA HS/EHS STATISTICS

Demographics
Total Funded Enrollment: 602
Total Children Served: 669
# 3-4 Year Olds Served: 504
# Pregnant Participants: 5
# Under 1 year: 17
# 1-Year-old: 37
# 2-Year-old: 111
# Kindergarten Bound Children: 207
# English Speaking Children: 661
# Spanish Speaking Children: 6
# European & Slavic Languages Children: 2
Monthly enrollment percentages is the percentage of children enrolled each month compared to the number the funded enrollment of 602. Monthly Attendance Percentage is the average number of children that attends per month. The Percentage should be over 85%, if it falls below 85% we analyze and provide assistance and services to strengthen attendance. Absences for health do not require additional steps.

<table>
<thead>
<tr>
<th>Head Start Monthly Enrollment Percentages</th>
<th>Head Start / Early Head Start Combined Monthly Attendance Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>96.71%</td>
</tr>
<tr>
<td>October</td>
<td>96.71%</td>
</tr>
<tr>
<td>November</td>
<td>99.42%</td>
</tr>
<tr>
<td>December</td>
<td>100%</td>
</tr>
<tr>
<td>January</td>
<td>100%</td>
</tr>
<tr>
<td>February</td>
<td>100%</td>
</tr>
<tr>
<td>March</td>
<td>100%</td>
</tr>
<tr>
<td>April</td>
<td>100%</td>
</tr>
<tr>
<td>May</td>
<td>100%</td>
</tr>
<tr>
<td>*Early Head Start 100% for the year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>88.86%</td>
</tr>
<tr>
<td>October</td>
<td>84.37%</td>
</tr>
<tr>
<td>November</td>
<td>83.25%</td>
</tr>
<tr>
<td>December</td>
<td>80.02%</td>
</tr>
<tr>
<td>January</td>
<td>82.27%</td>
</tr>
<tr>
<td>February</td>
<td>81.35%</td>
</tr>
<tr>
<td>March</td>
<td>79.70%</td>
</tr>
<tr>
<td>April</td>
<td>82.91%</td>
</tr>
<tr>
<td>May</td>
<td>78.01%</td>
</tr>
<tr>
<td>*June</td>
<td>78.64%</td>
</tr>
</tbody>
</table>
EDUCATION OUTCOMES
CADA EARLY HEAD START/ Head Start
TEACHING STRATEGIES GOLD ASSESSMENT
Program Wide
Child Outcomes Report
End of Year Comparison
2018-2019
TEACHING STRATEGIES GOLD ASSESSMENT
HOW DOMAINS ARE MEASURED DURING ASSESSMENT

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>HOW DOMAINS ARE MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>Measured by how children develop and demonstrate positive interactions and relationships with adults and other children. It also measures the ability of children to recognize and regulate emotions, attention, impulses, and behavior.</td>
</tr>
<tr>
<td>Physical</td>
<td>Measured by a child’s ability to control the use of large and small muscles</td>
</tr>
<tr>
<td>Language</td>
<td>Measured by a child’s ability to utilize language and to express their wants and needs as well as to understand what is being spoken by others</td>
</tr>
<tr>
<td>Literacy</td>
<td>Measured by a child’s ability to communicate, comprehend, and apply knowledge.</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Measured by a child’s ability to find multiple solutions by using reasoning skills</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Measured by a child’s ability to use activity and routines to count, compare, relate, pattern and problem solve.</td>
</tr>
</tbody>
</table>
**Program Goal:** Children are assessed during the fall, winter and spring checkpoints in order to determine program wide and individual results. The program’s ultimate goal is that the program-wide results, as well as the children’s individual results, meet or exceed the widely held expectations. In order to meet the expectations, the following results must be achieved:

- The program wide/ individual results must **show progress** between checkpoints
- The results must **fall at least within** or exceed the widely held expected range

The areas of domains being assessed at each checkpoint include social emotional, physical development, language, cognitive, literacy and mathematics.

---

*No spring assessment was performed for “Birth to 12 Months” due to children transitioned age to the next age group. The lowest expectation for literacy and mathematics is zero for children birth to 12 months.*
Figure 2. (13 to 24 Months)

Figure 3- 25 to 36 Months
COMPARATIVE ANALYSIS

Fall Analysis:
During the fall 2018 assessment, all EHS age groups were within the expected range program-wide. The birth – 12 month age group exceeded the expectations in social emotional, cognitive and literacy domains program-wide. The 13 to 24 month age group exceeded expectations in physical and literacy domains program-wide.

Winter Analysis:
Birth – 12 Months (home-based)
Social emotional decreased but were above the expected range, literacy and math results decreased from the fall, however they still were within the expected range. Physical showed an increase that put them above the expected range. Language showed an increase and is within the expected range. Cognitive remains above the expected range.

13-24 Months of Age (center and home-based)
Social emotional, physical, language, cognitive, literacy and mathematics all showed a decrease in results; however they all still were within the expected range.

25-36 Months of Age (center and home-based)
Social emotional, literacy and mathematics all showed an increase, however they still were within the expected range, physical, language and cognitive show a decrease but they all still were within the expected range.

Spring Analysis:
Birth – 12 Months (home-based)
There were no children in this age group enrolled for the spring assessment; therefore there were no results provided.

13-24 Months of Age (center and home-based)
Social emotional showed an increase in results and continued to be within the expected range. Physical, language, cognitive, literacy and mathematics all show a decrease in results, however they still were within the expected score range.

**There were no children in the birth – 12-month age group, nor the preschool age group during the spring assessments. Children that were 36 months or older had transitioned to Head Start during this assessment period. Absentees during the winter due to sickness and other reasons played a vital role in the decrease in scores for the spring assessments.**
Teaching Strategies GOLD is a developmentally appropriate assessment that utilizes 38 objectives within 9 developmental areas to prepare children for kindergarten. Below are the focus areas that show data from fall, winter and spring assessments for 3 and 4 year old.

### Social Emotional

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
<td>33.3</td>
<td>14.3</td>
<td>11.9</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>52.4</td>
<td>35.7</td>
<td>19.1</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>47.6</td>
<td>52.4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### Physical

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
<td>73.8</td>
<td>26.2</td>
<td>0</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>38.1</td>
<td>38.1</td>
<td>11.9</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>50</td>
<td>47.6</td>
<td>35.7</td>
</tr>
</tbody>
</table>
2018-19 Comparative Report for Three Year Olds
This year's Comparative Report for three year olds indicated continued growth in all domains throughout the school year. The domains include the following developmental domains: social/emotional, physical, language, cognitive, literacy, and mathematics.

The results for three year olds that are meeting and exceeding in each developmental level is as follows:

- Emotional /Social Domain – 80.9
- Physical Domain – 83.3
- Language Domain – 83.3
- Cognitive Domain – 71.4
- Literacy Domain – 85.7
- Mathematics Domain – 88.1

These scores have met and/or exceeded the school readiness goal of 80% for this program year with the exception of cognitive development which has an 8.6% deficit. This indicates a focus point for goal setting for 2019-20 program year.
2018-19 Comparative Report for Four Year Olds

Social Emotional

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
<td>67.6</td>
<td>23.1</td>
<td>13</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>9.3</td>
<td>41.7</td>
<td>36.1</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>25</td>
<td>33.3</td>
<td>50.9</td>
</tr>
</tbody>
</table>

Physical

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
<td>71</td>
<td>22.4</td>
<td>12.2</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>42.1</td>
<td>37.4</td>
<td>20.6</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>56.1</td>
<td>31.8</td>
<td>35.2</td>
</tr>
</tbody>
</table>

Language

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
<td>70.8</td>
<td>26.4</td>
<td>21.7</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>50</td>
<td>32.1</td>
<td>44.3</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>44.3</td>
<td>17.9</td>
<td>34</td>
</tr>
</tbody>
</table>

Cognitive

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018-19</th>
<th>Winter 2018-19</th>
<th>Spring 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Below</td>
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<td>22.2</td>
<td>19.4</td>
</tr>
<tr>
<td>Percentage Meeting</td>
<td>40.7</td>
<td>38</td>
<td>45.4</td>
</tr>
<tr>
<td>Percentage Exceeding</td>
<td>35.2</td>
<td>21.3</td>
<td>19.4</td>
</tr>
</tbody>
</table>
Teaching Strategies Gold Summary for 2018-19 School Year

This year’s Comparative Report for four year olds indicated continued growth in all domains throughout the school year. The domains include the following developmental domains: social/emotional, physical, language, cognitive, literacy, and mathematics.

The results for four year olds that are meeting and exceeding in each developmental level is as follows:

- **Emotional /Social Domain** – 87
- **Physical Domain** – 87.9
- **Language Domain** – 78.3
- **Cognitive Domain** – 80.6
- **Literacy Domain** – 99.1
- **Mathematics Domain** – 82.3

These scores have met and/or exceeded the school readiness goal of 80% for this program year with the exception of language development which has a 1.7% deficit. This indicates a focus point for goal setting for 2019-20 program year.
Family Engagement 2018 -2019

Head Start emphasizes the importance of the parent as the child’s first teacher; therefore, Family Engagement opportunities are vital within CADA Head Start / Early Head Start. We incorporate the Family and Community Engagement Framework into our Family School Readiness Plan to ensure a strong foundation of support for the family and child. This builds the relationship between parents and children, parents, children, and school, and parents and community.

Parent Engagement Activities:

- Family Goal Setting
- Home Visits
- Parent-Teacher Conferences
- Family Engagement Calendars
- Volunteer Opportunities
- Parent Meetings and Trainings
- Mother/Child Activities
- Responsible Fatherhood
- Policy Council

Parent Employment Status

- Employed: 31%
- Unemployed: 68%
- Military: 1%

Families Served: 617

- Single Parent Household: 19%
- Two Parent Household: 81%

Enrollment Eligibility

- 0-100% of Poverty: 95%
- Foster Children: 8%
- Homeless: 1%
- TANF & SSI: 0%

Parent Education

- Bachelors Degree: 13%
- Associates Degree or Some College: 7%
- High School Diploma or GED: 5%
- Less than High School: 75%
HEALTH OUTCOMES 2018-2019

Medical, Dental, Vision, Hearing, and Social-Emotional Screenings are provided to children. Support is provided to ensure all necessary health requirements are up to date and any treatment is needed is obtained. Monitoring and support are provided to ensure health skills are learned and maintained.
Special Services

Support and referrals are provided to assist with any needs identified for disabilities and mental health.

Head Start Served 57 children with an Individual Education Plan (IEP). 43 or 75% had speech impairment and 1 or 2% was autism, 1 or 2% was hearing impairment, and 12 or 21% Developmental Delay.

Early Head Start served 15 children with an Individual Family Service Plan (IFSP). 15 or 17% were diagnosed as developmentally delayed.
Head Start 2018-2019 Budget

Funding Sources:

- DHHS/ACF/OHS: $4,386,025
- TTA: $52,478
- Non Federal Funding: $89,232
- USDA/CACFP: $284,724
- Value of non-cash In-Kind: $1,109,627

Expenditures from Cash Funding Sources:

- Personnel: $2,285,876
- Fringes: $884,815
- Travel: $18,000
- Equipment/Supplies: $42,159
- Food/Nutrition: $284,724
- Contractual: $575,953
- Other: $351,418
- Indirect Cost: $369,514
- Total: $4,812,459

Early Head Start 2018-2019 Budget

Funding Sources:

- DHHS/ACF/OHS: $1,036,204
- TTA: $24,241
- USDA/CACFP: $71,181
- Value of non-cash In-Kind: $265,112

Expenditures from Cash Funding Sources:

- Personnel: $598,108
- Fringes: $223,329
- Travel: $2,000
- Equipment/Supplies: $46,000
- Food/Nutrition: $71,181
- Contractual: $16,987
- Other: $77,426
- Indirect Cost: $96,595
- Total: $1,131,626
A) Fiscal Year- 2018-2019 Budgets

The CADA Head Start Program received $4,527,735 from a grant through the Administration of Children and Families US Department of Health and Human Services, for the operation of the program for 2018-2019. CADA was required to provide and did provide a non-federal match (in-kind) of $1,109,627. Included was $52,478 for training and professional development. The program costs were budgeted in the following components:

- Personnel $2,285,876
- Fringes $884,815
- Travel $18,000
- Supplies $42,953
- Contractual $575,721
- Food/Nutrition $284,724
- Other $351,418
- Indirect Costs $369,514

**Total Budget** $4,812,459
The CADA Early Head Start Program received $1,060,445 from a grant through the Administration of Children and Families US Department of Health and Human Services, for the operation of the program for 2018-2019. Our required non-federal share (in-kind) was $265,112. Included in OHS funding is $24,241 for training and professional development. The program costs were budgeted in the following components:

- Personnel $ 598,108
- Fringes $ 223,329
- Travel $ 2,000
- Supplies $ 46,000
- Food/Nutrition $ 71,181
- Contractual $ 16,987
  - Consultants
- Other $ 77,426
  - Rent / Utilities $ 38,100
  - Insurance $ 2,792
  - Vehicle $ 3,193
  - Parent Activities $ 9,100
  - Other T&TA $ 24,241
- Indirect Costs $ 96,595

Total Budget $ 1,131,626
The CADA Head Start Program collaborated with **NC PRE-K Program** and received $89,232 in funding to expand/enhance services for 49 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) classrooms of 18 and 17 children each for which CADA received subsidies The total number of children served was 49 and the funds received for NC Pre-K by CADA was $89,232. 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 2018-2019, we received a total of $355,904 in subsidies for meals/snacks served to enrolled children.

**Audit Review**

An audit was conducted in March 2019. It was determined that the financial statements present fairly, in all material respects and the changes in net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. It was determined that the agency complied with the types of compliance requirements that could have a direct and material effect on each of its major federal programs. The audit did not identify any material weaknesses or internal controls deficiencies.
**Community Partners**

Area Businesses and Churches

Area Physician and Dentist

BB&T Bank

CADA Programs

Cardinal Innovation

Child Care Providers

Chowan University

Cooperative Extension Service

County Governments for Bertie, Halifax, Hertford, Martin, and Northampton Counties

Departments of Social Services

East Carolina University

ECU Dental School

Elizabeth City CDSA

Elizabeth City State University

Greenville CDSA

Halifax Community College

Halifax Regional Medical Center

Health Departments

MAO Transportation

NC Pre-K

NC Work Centers

PNC Bank
Public Libraries

Public School Systems

Red Barn Market

Roanoke Chowan Community College

Rocky Mount CDSA

Shaw University

Smart Start Partnerships

Smiles

Southern Bank

Trillium Health Resources

Vidant Bertie Hospital

Vidant Roanoke-Chowan Hospital

Women, Infant and Children (WIC)