



Choanoke Area Development Association of NC, Inc.



CADA Head Start /Early Head Start Annual Community Report 2019-2020

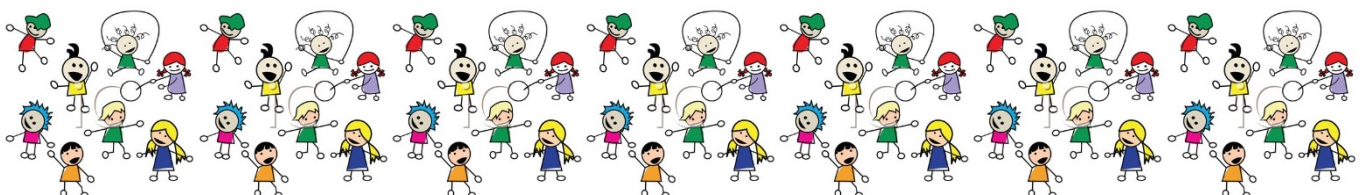
120 Sessoms Drive
Rich Square, NC 27869
(252) 539-4155

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 2019-2020, 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 2019-2020 was funded for 86 Early Head Start Children; 30 of the slots were home-based slots and 56 were center-based Local Designed slots, where 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:

Center Locations and Funded Enrollment

*Head Start /HS

Early Head Start / EHS

	HS	EHS
CADA at Askewville HS	13	
CADA at Clara Hearne HS	32	
CADA at HCC HS	45	
Hertford County HS/EHS	104	26
CADA at Hodgestown Lifetime Learning Center	18	
CADA at Roanoke Life Center	30	
Scotland Neck HS/EHS	32	16
Weldon Daycare Blended	14	
Weldon Preschool Blended	45	
West Bertie HS	31	
White Oak HS/EHS	66	8
Windsor HS/EHS	28	20
Woodland HS/EHS	58	16

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 to all address, and 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 * 4-Stars

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

Weldon Daycare *5-Stars

1505 Washington Ave.
Weldon, NC 27890
(252) 536-2409

Weldon Pre-School * 5-Stars

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

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



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2019-2020 CADA HS/EHS STATISTICS

Demographics

Total Funded Enrollment: 602

Total Children Served: 664

3-4 Year Olds Served: 503

Pregnant Participants: 6

Under 1 year: 11

1-Year-old: 47

2-Year-old: 103

Kindergarten Bound Children: 206

English Speaking Children: 658

Spanish Speaking Children: 10

European & Slavic Languages Children: 2



Monthly enrollment percentages is the percentage of children enrolled each month compared to the number of 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.

Head Start Monthly Enrollment Percentages	
September	78.68%
October	92.44%
November	94.19%
December	100%
January	100%
February	100%
March	100%
April	100%
May	100%
*Early Head Start % for the year	99.71%

Head Start / Early Head Start Combined Monthly Attendance Percentages	
September	88.02%
October	83.90%
November	79.21%
December	79.28%
January	80.53%
February	77.06%
March	79.93%
April	%
May	%
*June	%

EDUCATION OUTCOMES
CADA EARLY HEAD START/ Head Start
TEACHING STRATEGIES GOLD ASSESSMENT
Program Wide
Child Outcomes Report
End of Year Comparison
2019-2020
TEACHING STRATEGIES GOLD ASSESSMENT

HOW DOMAINS ARE MEASURED DURING ASSESSMENT

DOMAIN	HOW DOMAINS ARE MEASURED
Social Emotional	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.
Physical	Measured by a child's ability to control the use of large and small muscles
Language	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
Literacy	Measured by a child's ability to communicate, comprehend, and apply knowledge.
Cognitive	Measured by a child's ability to find multiple solutions by using reasoning skills
Mathematics	Measured by a child's ability to use activity and routines to count, compare, relate, pattern and problem solve.

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.

EARLY HEAD START 2019-2020 END OF YEAR
TEACHING STRATEGIES GOLD ASSESSMENTS
COMPARISON RESULTS

Figure 1 (Birth to 12 Months)

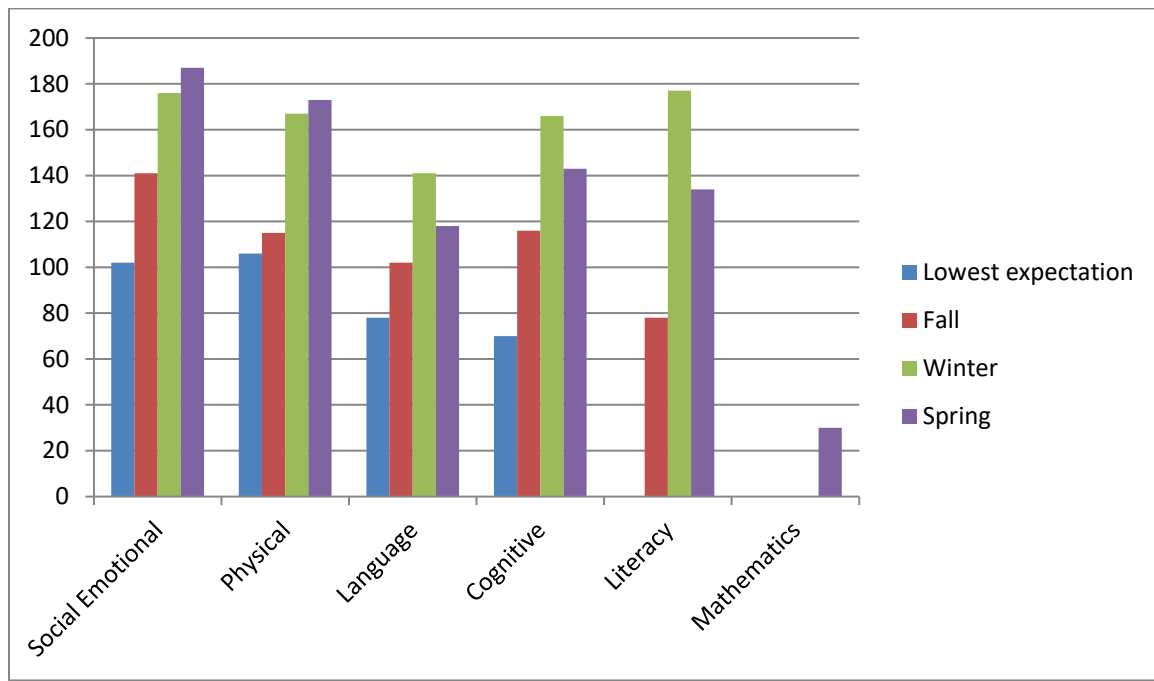


Figure 2.(13 to 24 Months)

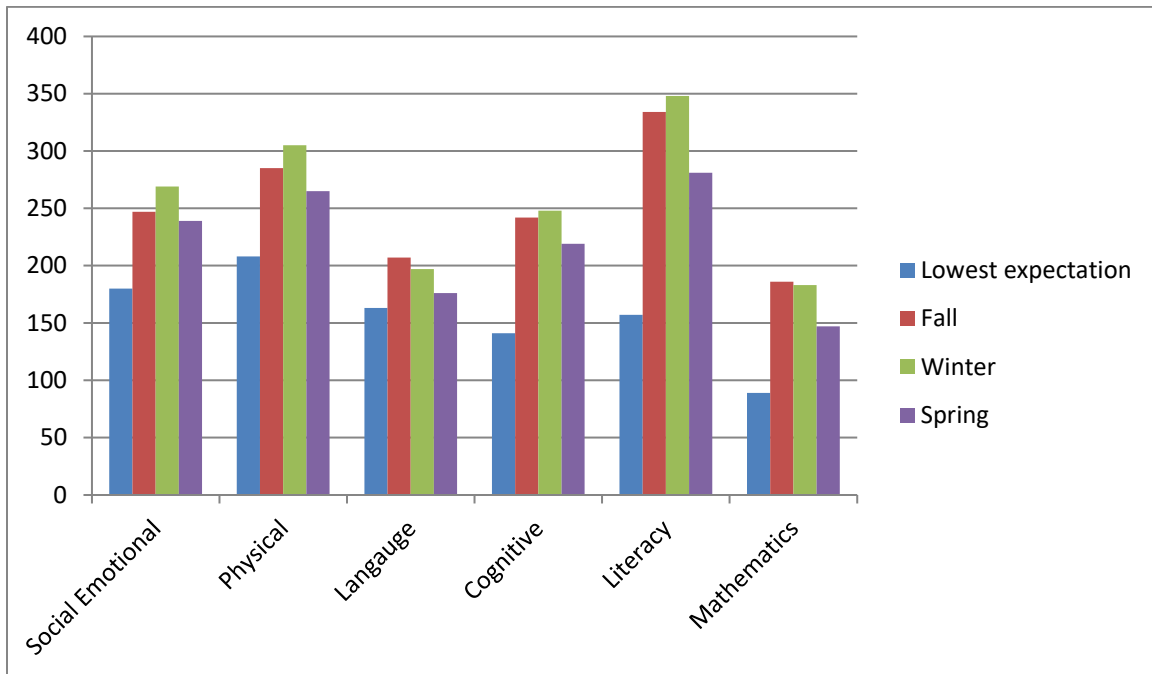
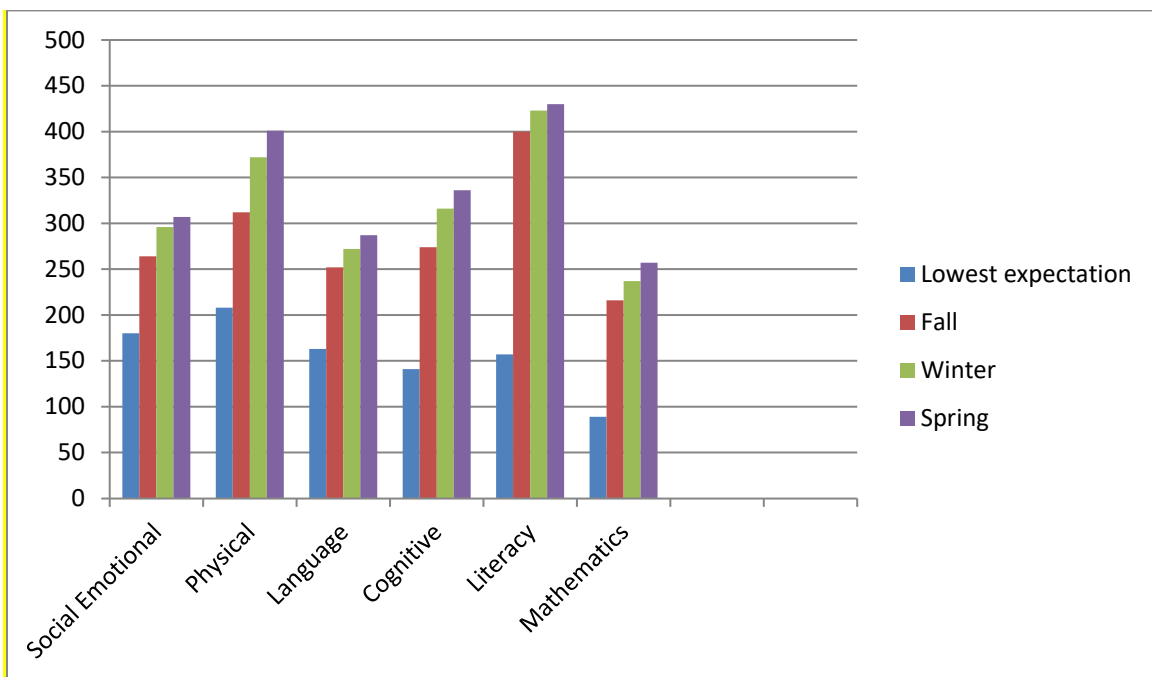


Figure 3- 25 to 36 Months



COMPARATIVE ANALYSIS

Program-Wide Fall Analysis:

During the fall 2019-2020 school year assessment:

- the birth –12 month age group fell within the widely held expected results in social emotional, physical, language, cognitive, literacy and mathematics domains.
- the 13 month- 24-month age group fell within the widely held expected results in social emotional, physical, language, cognitive, literacy and mathematics domains.
- the 25 month –36-month age group fell within the widely held expected results in social emotional, physical, language, cognitive, literacy and mathematics domains.

All age groups, during the fall, fell at least within the widely held expected results in each domain (social emotional, physical, language, cognitive, literacy, mathematics) program-wide.

Program-Wide Winter Analysis:

During the winter 2019-2020 school year assessment:

- the birth –12-month age group showed an increase in social emotional, physical, language and math and fell within the widely held expected results. Cognitive and literacy showed an increase and exceeded the widely held expected results.
- the 13 month- 24-month age group showed an increase in social emotional, physical and cognitive and fell within the widely held expected results. Literacy also showed an increase and therefore fell above the widely held expected results. There was a decrease in language (10 points) and math (03 points), however they still remained within the widely held expected results.
- the 25 month –36-month age group showed an increase in social emotional, physical, language, cognitive, literacy and math and all fell within the widely held expected results.

All age groups fell at least within the widely held expected results in each domain (social emotional, physical, language, cognitive, literacy, mathematics) program-wide.

Program-Wide Spring Analysis:

Note- during the spring analysis the children were home during the COVID-19 crisis and are receiving “distant learning”. “Distant learning” is a teaching process that is a combination of weekly activities, screenings, home visits/ parent conferences via telephone, zoom and face time in order to teach activities that teachers develop and provide to the parents per the individual child’s developmental goals.

During the spring assessments

- birth –12-month age group showed an increase from the winter assessment in social emotional, physical, and math and fell within the widely held expected results for the spring. Cognitive, literacy and language showed a decrease from the winter but still fell within the widely held expected results for the spring.

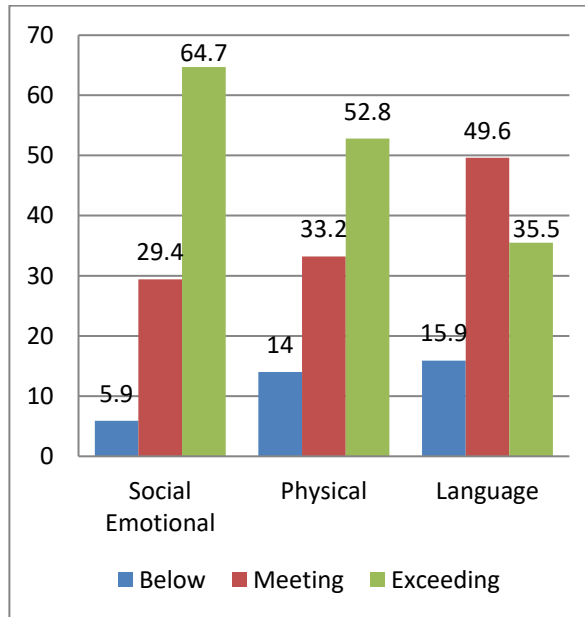
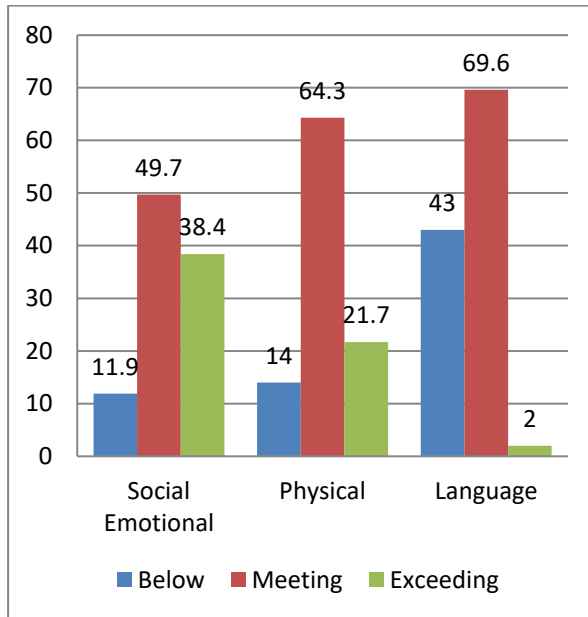
- the 13 month- 24-month age group showed a decrease from the winter assessment in social emotional, physical, cognitive, language and literacy but still fell within the widely held expected results for the spring.
- the 25 month –36-month age group showed an increase from the winter assessment in social emotional, physical, language, cognitive, literacy and math and all fell within the widely held expected results for the spring.

All age groups, program-wide, fell at least within the widely held expected results for the spring in each domain (social emotional, physical, language, cognitive, literacy, and mathematics).

School Readiness 2019-2020

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.

2019-2020 Comparative Report for Three Year Olds



Widely Held Expectations for:

Social Emotional-Bottom (300), Top (396), Average (385)

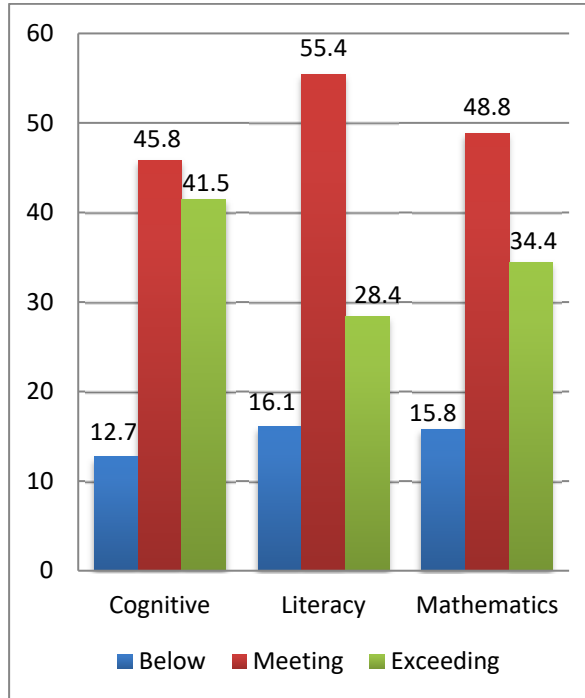
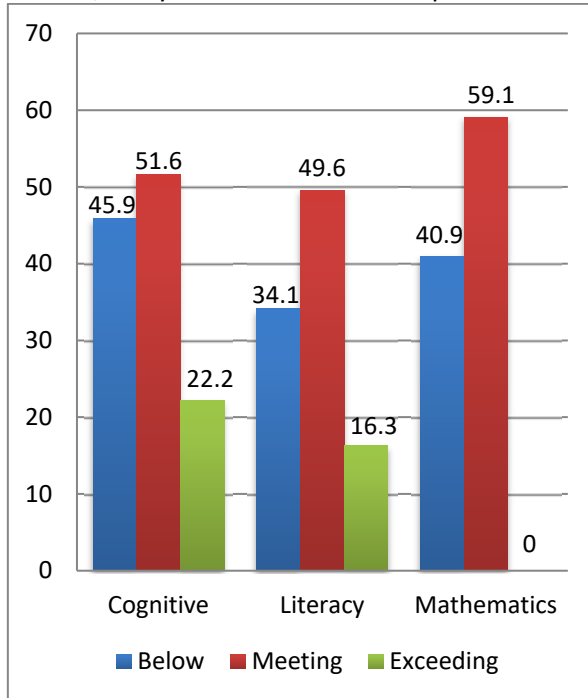
Physical - Bottom (378), Top (555), Average (460)

Widely Held Expectations for:

Social Emotional-Bottom (300), Top (396), Average (446)

Physical - Bottom (378), Top (555), Average (571)

Head Start/ Early Head Start Annual Report 2019-2020



Widely Held Expectations for:

Cognitive - Bottom (340), Top (480), Average (344)

Literacy - Bottom (438), Top (596), Average (461)

Mathematics - Bottom (269), Top (390), Average (355)

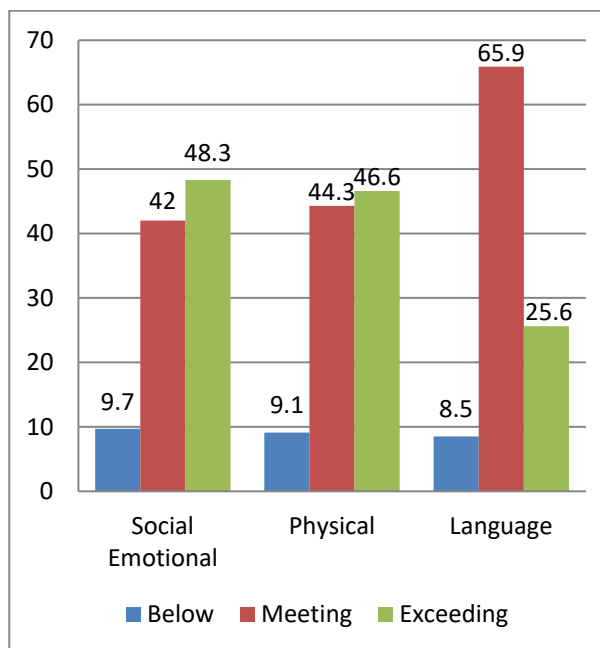
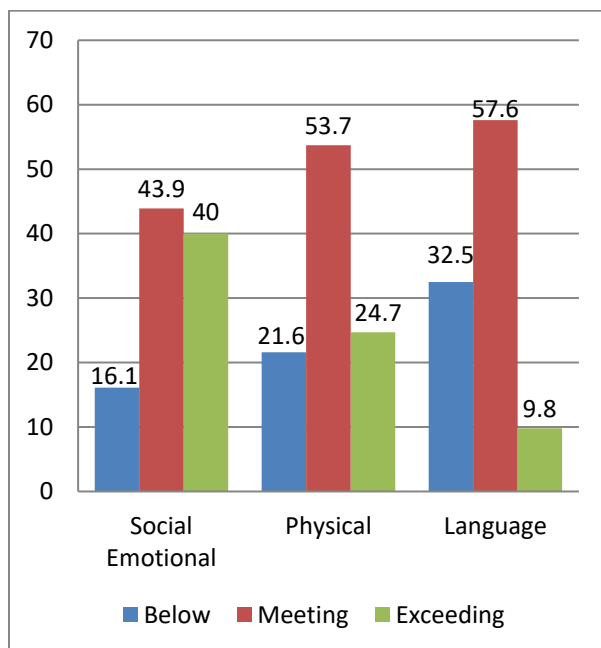
Widely Held Expectations for:

Cognitive - Bottom (340), Top (480), Average (478)

Literacy - Bottom (438), Top (596), Average (529)

Mathematics - Bottom (269), Top (390), Average (355)

2019-20 Comparative Report for Four Year Olds



Widely Held Expectations for:

Social Emotional - Bottom (300), Top (396), Average (396)

Physical - Bottom (376), Top (555), Average (470)

Language - Bottom (295), Top (443), Average (337)

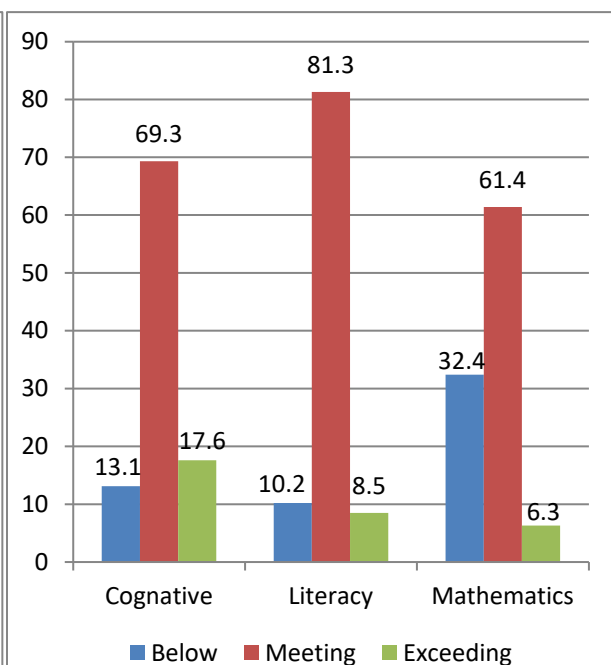
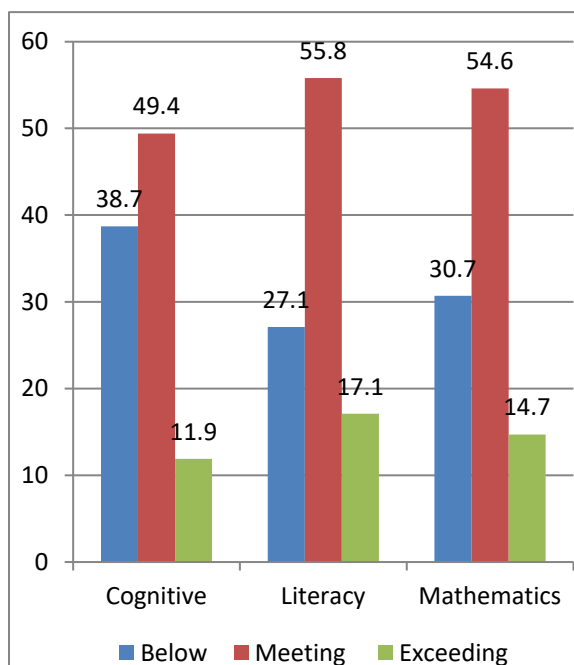
Widely Held Expectations for:

Social Emotional - Bottom (371), Top (472), Average (486)

Physical - Bottom (488), Top (702), Average (679)

Language - Bottom (371), Top (549), Average (503)

Head Start/ Early Head Start Annual Report 2019-2020



Widely Held Expectations for:

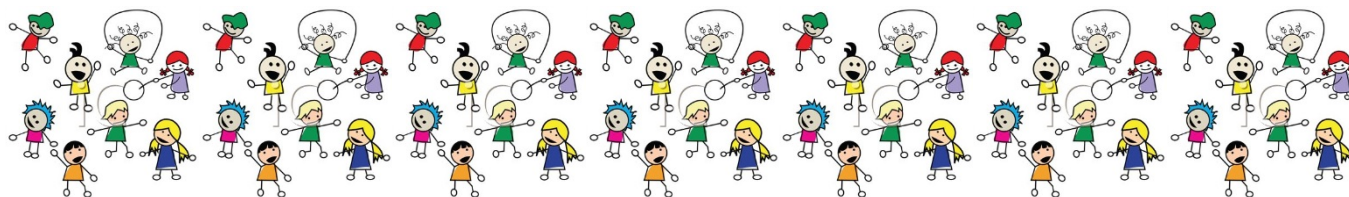
Cognitive - Bottom (340), Top (480), Average (385)
 Literacy - Bottom (438), Top (596), Average (486)
 Mathematics - Bottom (269), Top (350), Average (310)

Widely Held Expectations for:

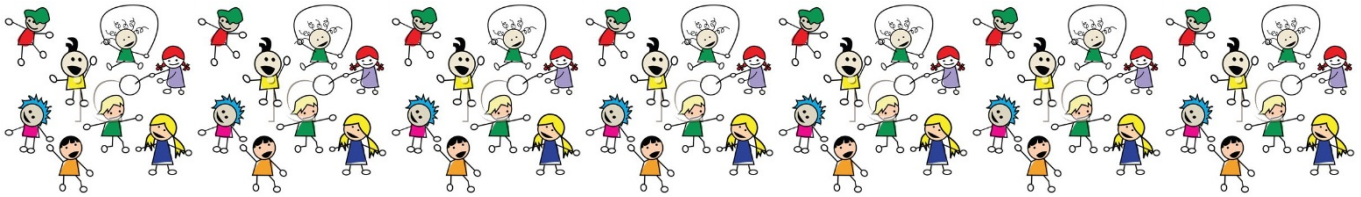
Cognitive - Bottom (431), Top (619), Average (517)
 Literacy - Bottom (529), Top (711), Average (619)
 Mathematics - Bottom (383), Top (504), Average (407)

2019-2020

This Comparative Report for Widely Held Expectation for the three and four year olds indicated continued growth in all domains for Fall, Winter, and Spring throughout the school year. The domains include the following developmental domains: social/emotional, physical, language, cognitive, literacy, and mathematics.



Head Start/ Early Head Start Annual Report 2019-2020



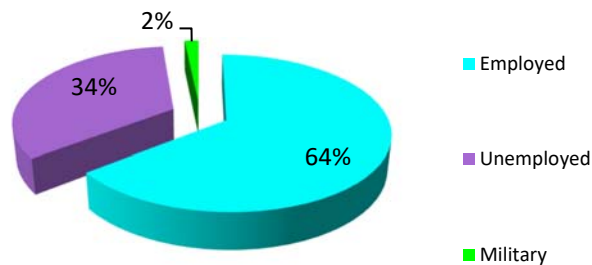
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Family Engagement 2019 -2020

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:

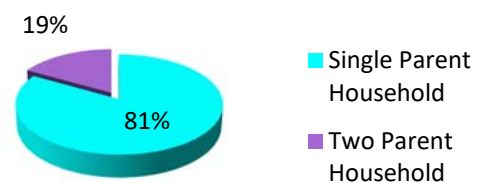
Parent Employment Status



- Family Goal Setting
- Home Visits
- Parent-Teacher Conferences

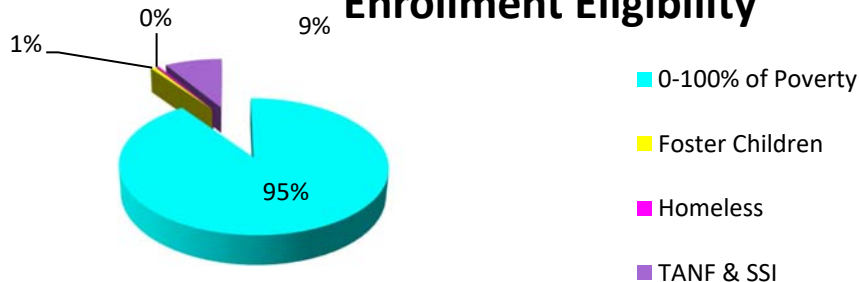
- Family Engagement Calendars
- Volunteer Opportunities

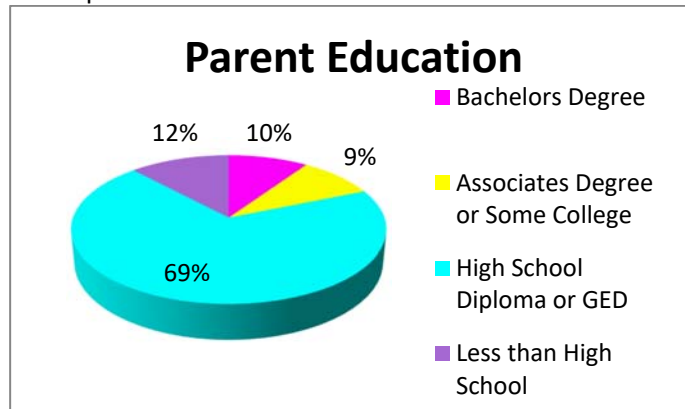
Families Served: 605



- Parent Meetings and Trainings
- Mother/Child Activities
- Responsible Fatherhood
- Policy Council

Enrollment Eligibility

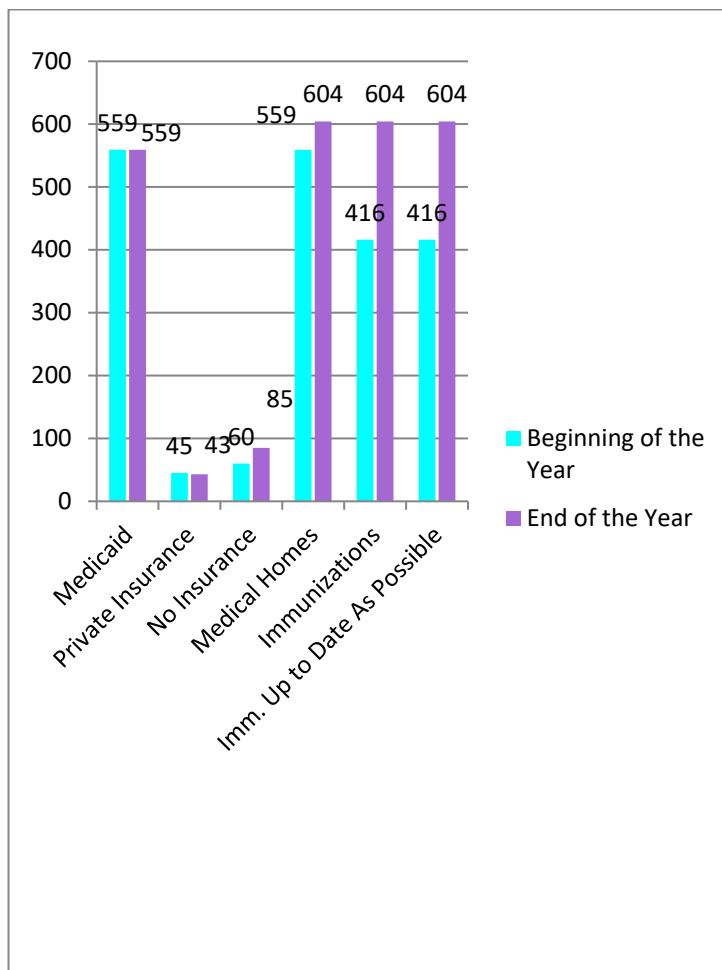




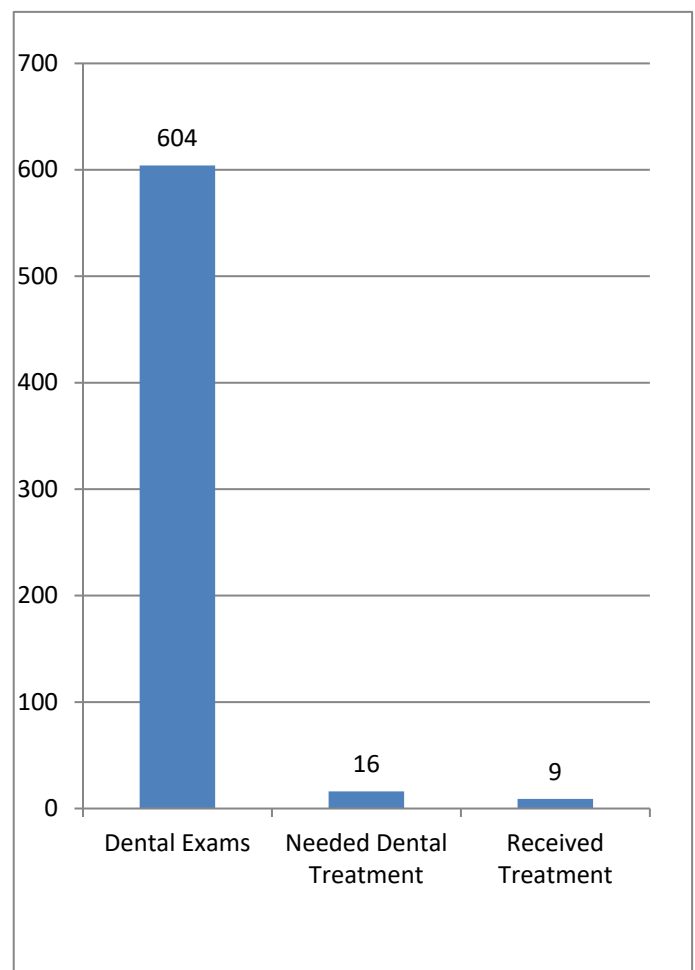
HEALTH OUTCOMES 2019-2020

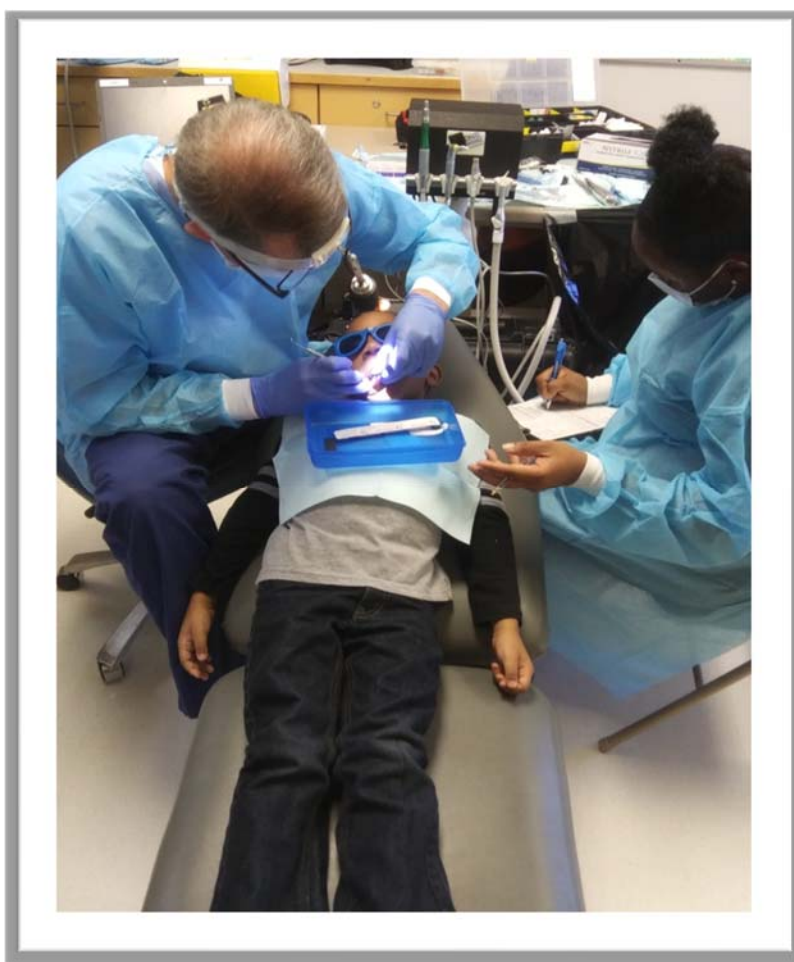
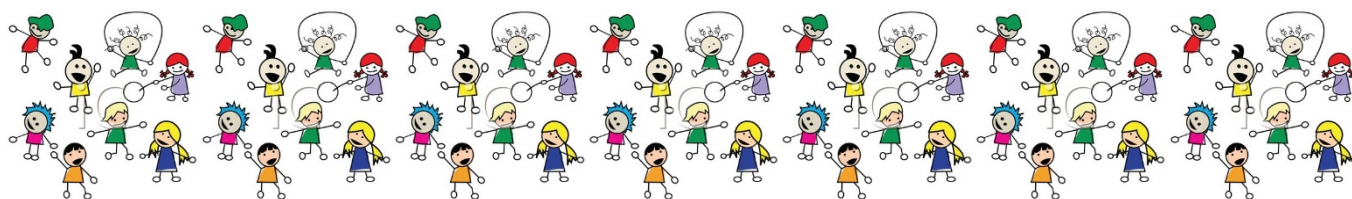
Medical, Dental, Vision, Hearing, and Social-Emotional Screenings are provided to children. Support is provided to ensure all necessary health requirements are up to date and any treatment is needed is obtained. Monitoring and support are provided to ensure health skills are learned and maintained.

Health Information



Dental Information





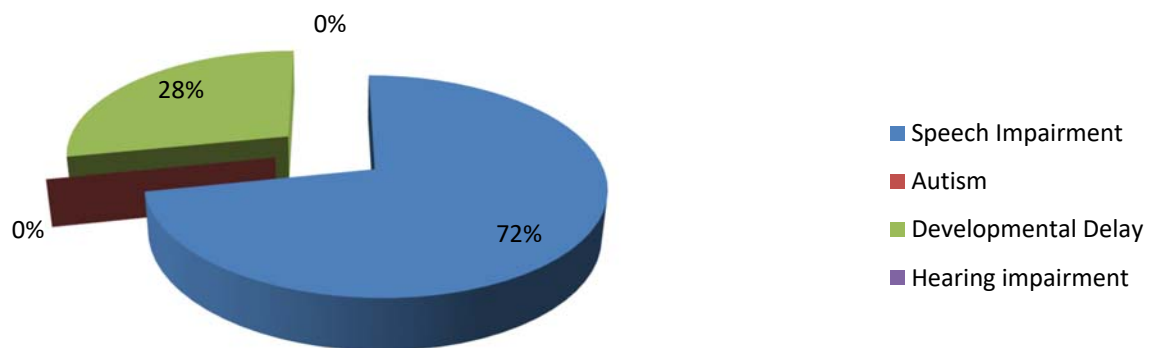


Special Services

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

Head Start Served 39 children with an Individual Education Plan (IEP). 28 or 72% had speech impairment and 11 or 28% Developmental Delay.

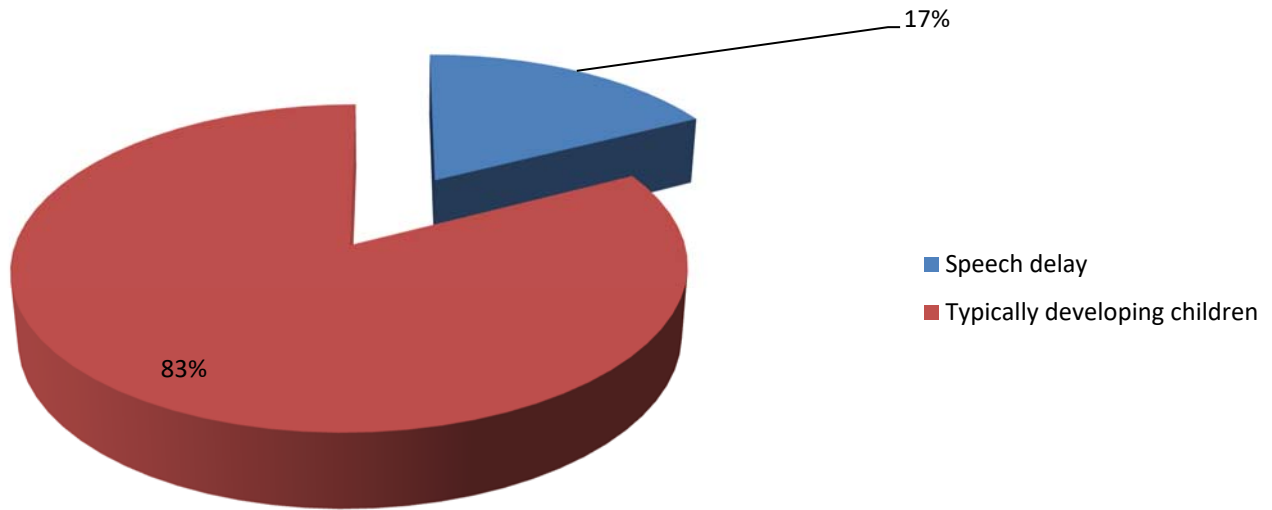
Head Start IEP



Early Head Start served 9 children with an Individual Family Service Plan (IFSP). 100% were

diagnosed as speech.

Early Head Start (IFSP)



Head Start 2019-2020 Budget

Funding Sources:

DHHS/ACF/OHS	\$ 4,516,136
TTA	\$ 52,478
Non-Federal Funding	\$ 139,374
USDA/CACFP	\$ 205,474
Value of non-cash In-Kind	\$ 1,129,034

Expenditures from Cash Funding Sources:

Personnel	\$ 2,320,539
Fringes	\$ 918,404
Travel	\$ 16,000
Equipment/Supplies	\$ 55,515
Food/Nutrition	\$ 205,474
Contractual	\$ 503,921
Other	\$ 263,339
Indirect Cost	<u>\$ 385,940</u>
Total	\$ 4,463,658

Early Head Start 2019-2020 Budget

Funding Sources:

DHHS/ACF/OHS	\$ 1,78,786
TTA	\$ 24,241
USDA/CACFP	\$ 51,368
Value of non-cash In-Kind	\$ 269,697

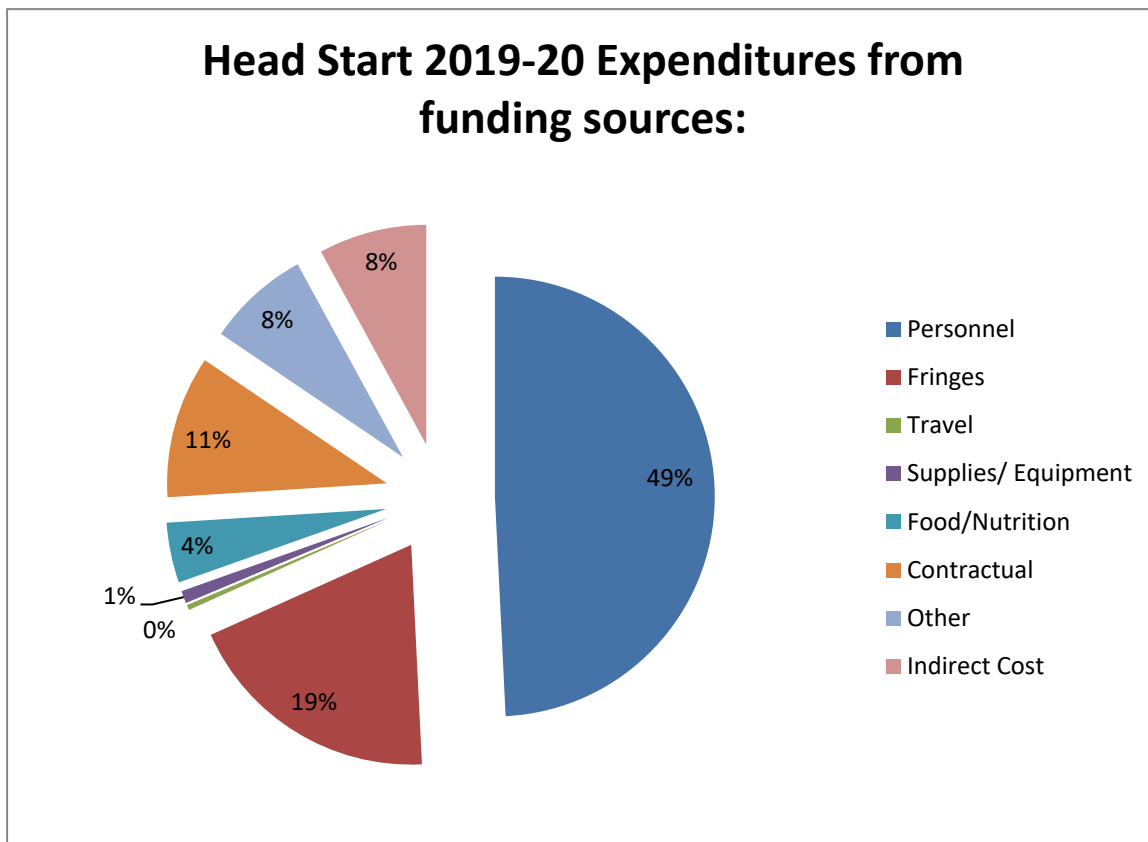
Expenditures from Cash Funding Sources:

Personnel	\$ 628,045
Fringes	\$ 231,489
Travel	\$ 2,000
Equipment/Supplies	\$ 26,000
Food/Nutrition	\$ 51,368
Contractual	\$ 13,491
Other	\$ 75,426
Indirect Cost	<u>\$ 103,753</u>
Total	\$ 1,054,545



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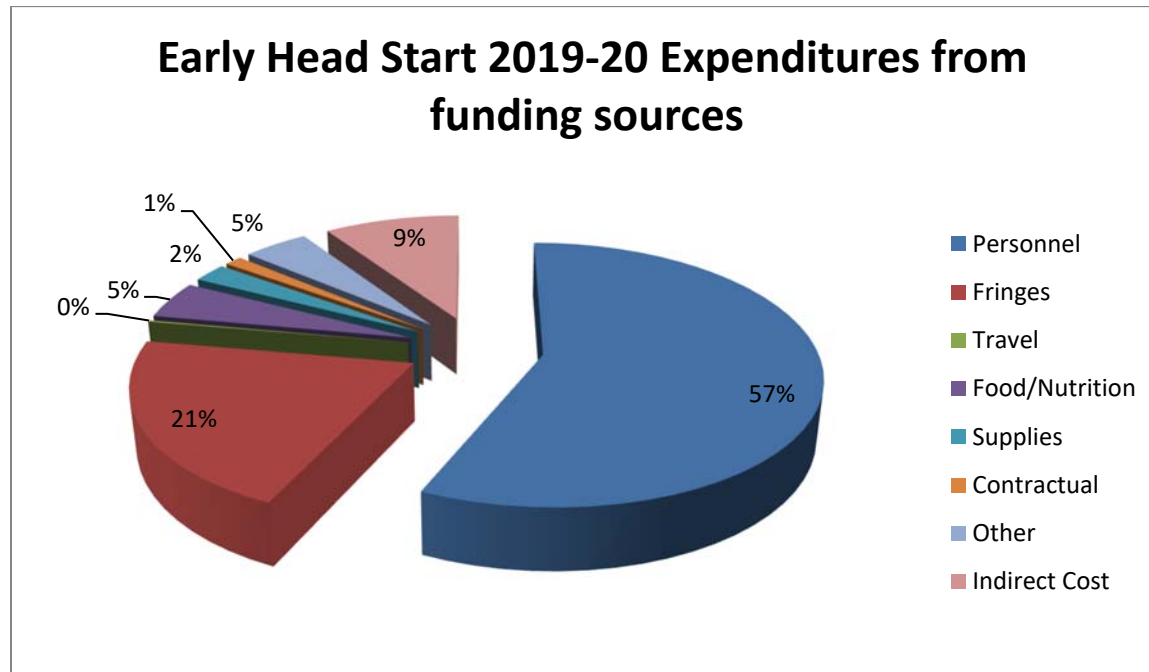
Budgeted Expenses 2019-2020



A) Fiscal Year- 2019-2020 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 2019-2020. 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	\$2,320,539
• Fringes	\$ 918,404
• Travel	\$ 16,000
• Supplies	\$ 54,640
• Contractual	\$ 503,921
• Food/Nutrition	\$ 205,474
• Other	\$ 263,339
○	
• Indirect Costs	\$ 385,940
<u>Total Budget</u>	\$ 4,463,658



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 2019-2020. 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	\$ 628,045
• Fringes	\$ 231,489
• Travel	\$ 2,000
• Supplies	\$ 26,000
• Food/Nutrition	\$ 51,368
• Contractual	\$ 13,491
○ Consultants	
• Other	\$ 77,426
• Indirect Costs	\$ 103,753
<u>Total Budget</u>	<u>\$ 1,078,786</u>

The CADA Head Start Program collaborated with **NC PRE-K Program** and received \$139,374 in funding to expand/enhance services for 47 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 18 children for which CADA received subsidies. In Hertford County, the collaboration consisted of two (2) classrooms of 15 and 14 children each. The total number of children served was 47 and the funds received for NC Pre-K by CADA was \$139,374. 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 2019-2020, we received a total of \$256,842 in subsidies for meals/snacks served to enrolled children.

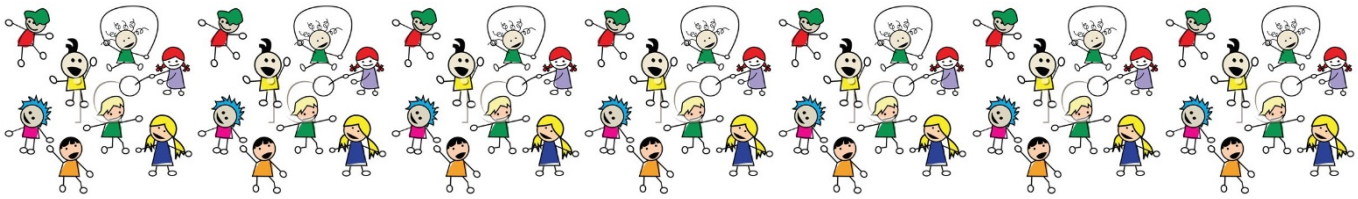
Audit Review

An audit was presented on March 2020. 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

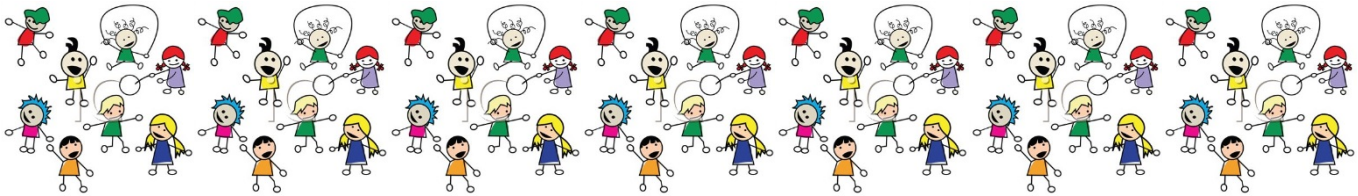


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Community Partners

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)

