



DUPLIN COUNTY SCHOOLS HEAD START PROGRAM

ANNUAL REPORT

2021 - 2022

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WHAT IS HEAD START?

The Head Start program is a comprehensive early childhood education program for low-income children and families that instills confidence, strengthens abilities, and encourages creativity. Children are provided with an environment, experiences, and services that meet their individual needs in the areas of intellectual, physical, social, and emotional growth. This program recognizes that parents are the primary educators of their children and encourages their involvement in many ways. Head Start of Duplin County is operated by Duplin County Schools under the guidance of a six-member Board of Education and Parent Policy Council. During the 2020-21 academic year, Duplin County Schools had the opportunity to receive funding from the Duplin County Partnership for Children (Smart Start), North Carolina Pre-Kindergarten, and Title I to increase the number of four-year-olds served within the county. Each of these funding sources has their own criteria for acceptance; therefore, we call our program Pre-Kindergarten.

VISION

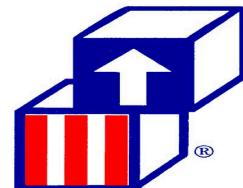
The vision of Duplin County Schools is to become an exemplary school system where all students and staff excel in a globally competitive society.

DUPLIN COUNTY SCHOOLS PRE-KINDERGARTEN PROGRAM
MISSION STATEMENT

The mission of Duplin County Schools is to work collaboratively with the community to prepare all students for career, college, and life success.

- We are committed to providing a quality comprehensive educational program for all families and children throughout the communities we serve.
- We believe the educational process begins at home and we will help parents strengthen their skills on order to fulfill their responsibilities.
- We will empower staff and families to identify needs and develop strengths, values and dreams by building confidence and respect.

We are a network of people working together to enhance family strengths. In Duplin County, Head Start is a center-based program. The 'core' Head Start program operates the center-based option for 7 hours per day, five days a week, August through early June as a single session. Duplin County Schools Head Start program has eleven (11) classrooms at seven sites. Centers range in size from fifteen (15) to thirty-six (36) children. Centers are located on public school property. Head Start participates in the North Carolina State Rated License Program. NC State Child Care licensing is a two component rating system that uses the ECERS-R as the program standards assessment. Duplin County Schools Head Start offers a full-day/full school year program to one hundred seventy-two (172) children. Transportation is available for all of our children.



Head Start sites in Duplin County during the 2021-2022 school year:

- B. F. Grady Pre-K
- Beulaville Pre-K
- Kenansville Pre-K
- North Duplin Pre-K
- Rose Hill-Magnolia Pre-K
- Wallace Pre-K
- Warsaw Pre-K

Head Start program primary service areas:

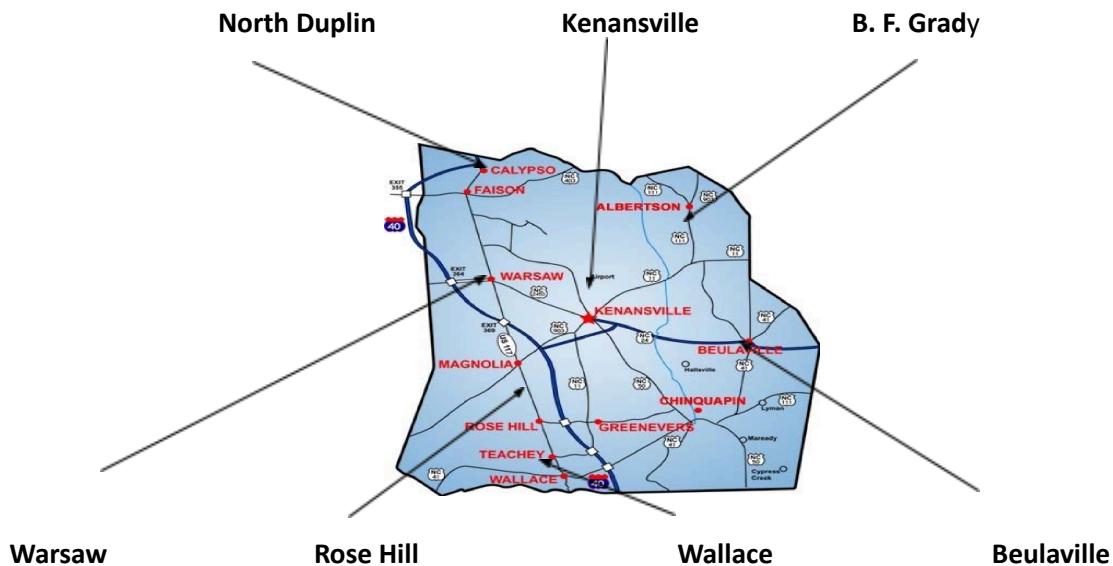
- Leadership and Governance
- Program Management, Planning & Oversight
- Family and Community Engagement
- Quality Child and Family Outcomes

These service areas are the springboard for assuring growth and development of the whole child within the perimeters of their family and community structure.

During the 2021 - 2022 program year, Duplin County Schools Head Start served 180 families.

The following map depicts the center locations and number of children funded in each.

Duplin County Schools Head Start Program Facilities, Service Area, and Recruitment Area



<u>Site</u>	<u>Number Served</u>	
A. B. F. Grady	(2 classrooms) 30	Service Area: All of Duplin County
B. Beulaville	(1 classroom) 15	
C. Kenansville	(1 classroom) 14	Recruitment Area: All of Duplin County
D. North Duplin	(2 classrooms) 31	
E. Rose Hill-Magnolia	(1 classroom) 18	
F. Wallace	(2 classrooms) 34	
G. Warsaw	(2 classrooms) 30	

Head Start Performance Indicators

Funded Enrollment ---172

Total Number Served – 172

Family Information

Total Number Served – 178

Enrollment (by Ethnicity)

Hispanic or Latino Origin	84
Non-Hispanic or Non-Latino origin	94

Enrollment (by Race)

American Indian or Alaska Native	36
Asian	0
Black or African American	62
Native Hawaiian or Pacific Islander	4
White	72
Biracial/Multi-racial	4
Other	0
Unspecified	0

Enrollment (by Primary Language)

English	103
Spanish	72
Other	3

Income below 100% of Poverty	142
Receipt of Public Assistance	2
Status as Foster Child	1
Status as Homeless	0

Two Parent Families	78
Single Parent Families	96

Education Levels

Advanced or BA/BS	13
AA, vocational or some college	21
High School or GED	82
Less than high school graduate	58

Employment Status

Families	
Two parent/single parent	
At least one employed	58
Neither employed	25

Military	0
Veteran	2

Over Income	17	Fathers participating	82
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Services Provided to Families

Emergency/Crisis Management Intervention such as meeting immediate needs for food, clothing or shelter	35
Housing Assistance such as subsidies, utilities, repairs, etc.	6
Mental Health Services	34
English as a Second Language Training	8
Adult Education such as GED programs and college selection	36
Job Training	11
Child Abuse and Neglect services	8
Child Support Assistance	7
Health Education	11
Assistance to families of incarcerated individuals	2
Parenting Education	27
Number of families that received at least one service	84

Health/Disabilities Services

Children with health insurance	160
Number enrolled in Medicaid and/or Chip	153
Number enrolled in state-only funded insurance	0
Number with private health insurance	7
Number with other health insurance not listed	0
Number of children with no health insurance	18
Number of children with ongoing source of continuous, accessible health care	173
Children up to date on a schedule of Preventive and Primary Health Care	173
Children diagnosed/receiving medical treatment for chronic condition	8
Children completing dental exams	169
Children with up-to-date or all possible immunizations:	173
Children receiving Mental Health Service	0
Children with a disability	20
Speech	9
Developmental Delay	10
Visual Impairment	0
Autism	1

Staff Qualifications

Number of Teachers with BA/BS in Early Childhood Education, B-K or Preschool Certification	11 (100%)
Number of Assistant Teachers with AA in Early Childhood Education or related field	11 (100%)
Number of Family Services Staff with High School Diploma or higher	8 (100%)

Total Number of Children Served by Duplin County Schools

Funded Enrollment 172 Actual Enrollment 178

Federal Review of Duplin County Schools Head Start Program

The most recent monitoring review conducted by the Office of Head Start occurred from April 30, 2021 to May 3, 2022. The Program Review thoroughly evaluated Duplin County Schools Head Start program's effectiveness in delivering services to children and families and the Agency's performance compared to Federal Performance Standards. In 2019, the program participated in the Classroom Assessment Scoring System (CLASS) Review. Extensive professional development, coaching, and support provided in the 4 years between the Spring 2014 CLASS Review and the Spring 2019 CLASS Review, resulted in significant score increases in each Domain.

Duplin County Schools Head Start – Self Assessment

An annual self-assessment is completed as part of our internal ongoing monitoring process. Duplin County Schools staff, program management staff, and parents use the Head Start Self-Assessment Toolkit to determine the effectiveness of our service delivery across several content areas and our adherence to Program Performance Standards. The self-assessment revealed no deficiencies or areas of non-compliance.

Independent Audit

Our most recent fiscal audit is available for review at the Duplin County Board of Education, 314 North Main Street, Kenansville, North Carolina 28349, Monday through Friday between the hours of 8:00 a. m. to 5:00 P.M. The audit has been approved by the Duplin County Board of Education.

Public Funds Received

Duplin County Schools Head Start program is funded by the U. S. Department of Human Services, Administration for Children and Families, Office of Head Start and NC Pre-Kindergarten Funds (state funds) that constitute the required non-federal share (in-kind).

Funds Received	Federal Expenditures	Non-Federal Share
Federal Head Start Program Account 4122	\$1,418,961	\$359,735
Federal Head Start Program Account 4120	\$19,977	
North Carolina Pre-Kindergarten (State)	\$ 795,188	

Budgetary Expenditures – HEAD START BUDGET

ANNUAL GRANT AWARD FOR 2021-2022 \$ 1,438,938

FISCAL BUDGET

PERSONNEL	\$1,365,800
FRINGE BENEFITS	\$354,306
TRAVEL	\$1,772
SUPPLIES	\$11,708
CONTRACTUAL	\$25,180
OTHER	\$8,550
T/TA	\$19,977
MATCHING FUNDS OR NON-FEDERAL SHARE	\$359,735

Enrollment – Recruitment, Selection, Eligibility, Attendance

The Duplin County Schools Head Start program maintained full enrollment throughout the 2021-2022 program year. Selection of children to enroll was made utilizing the selection criterion policy approved by the Policy Council. The use of this criterion assured the most needy or at-risk children were given the opportunity to participate in Head Start.

Recruitment of families continued year-round and occurred through various mediums, including pre-kindergarten/kindergarten registration.

Families submitting applications were deemed eligible for Head Start by two factors: age and income. Head Start must follow the Poverty Guidelines at 100% to determine a family income eligible. The second factor in determining is age (children age four (4) by August 31st).

Duplin County Schools Head Start program is required to take attendance daily. Excuses are collected for days absent from school. The average attendance for 2021-2022 by month appears below.

- August 2021 94.46%
- September 2021 89.30%
- October 2021 90.53%
- November 2021 90.13%
- December 2021 87.27%
- January 2022 88.14%
- February 2022 90.38%
- March 2022 89.46%
- April 2022 90.31%
- May 2022 88.31%

AVERAGE PERCENTAGE FOR THE 2021 - 2022 SCHOOL YEAR (October – May): 89.39%

CURRICULUM/CHILD OUTCOMES

The Head Start staff uses the *Creative Curriculum Fifth Edition* as the curriculum of choice in the classroom. The *Creative Curriculum* provides a framework for the social, emotional, and cognitive development of children. The classroom schedule is designed to align with *Creative Curriculum* guidelines to assure a variety of teacher-directed versus child-directed activities. Also, the curriculum allows for a combination of activities throughout the day including small groups, large groups, table time, reading time, music time, movement time, gross motor time (indoor and outdoor), and free choice time.

TRANSITIONING HEAD START STUDENTS INTO KINDERGARTEN

In preparation for a child's transition to kindergarten, every teacher and family specialist are required to follow a timeline for transition into kindergarten throughout the whole year. This timeline includes providing children with activities to develop more self-sufficient skills, reading books about kindergarten to share similarities and differences, and drawing pictures and dictating stories of their expectations of kindergarten, along with other activities appropriate to students' needs. Teachers and family specialists provide assistance to our parents during kindergarten registration and provide information to parents about school support services. Children visit kindergarten classrooms and participate in school tours the last month of school. Finally, teachers, family specialists, and kindergarten teachers provide a presentation on "What to Expect in Kindergarten" at the end of the year to all parents.

HEAD START NUTRITION AND HEALTH

Nutrition is an integral part of the Head Start program. Meals and snacks are served to meet at least one third of the child's daily nutritional needs. Classroom cooking activities are also provided to enhance learning and to focus on healthy eating habits.

Head Start emphasizes preventive care and early detection of health problems. In collaboration with parents and community partners, each child's health status is determined through a variety of health and developmental screenings. Program staff coordinate with community agencies to assist parents who need help obtaining medical and dental services.

- At the end of the enrollment year, 173 participants were up-to-date on all childhood immunizations.
- At the end of the enrollment year, 160 children had medical insurance.
 - * Medicaid - 153
 - * Private Insurance - 7
 - * No Insurance - 18
- During the 2020-2021 school year, 169 children completed routine dental exams.

HEAD START SERVICES FOR CHILDREN WITH DISABILITIES

The program offers a minimum of 10 percent of the available slots to children with diagnosed disabilities. Our staff is trained by and works closely with the Pre-school Disabilities Coordinator to provide services to disabled children while providing them with integrated, developmentally appropriate early childhood experiences within the Head Start classroom. Classroom staff plans routines, activities and experiences that are consistent with the full range of services and activities Head Start children with disabilities have, without calling undue attention to the disability of an individual child. Necessary modifications are made to facilitate the child's integration into the classroom experience. A licensed speech and language pathologist does speech screenings. Specialists in Early Childhood Education work closely with the teachers and provide intervention suggestions.

Disability Category	Number Identified
Speech/Language Impairment	9
Developmental Delays	10
Visual Impairment	0
Autism	1
TOTAL	20

HEAD START FAMILY & COMMUNITY PARTNERSHIP

Head Start is committed to building strong partnerships with our families. This enables our program to effectively assist parents with identifying their strengths, needs and goals. Once these have been established, program staff is able to provide assistance, information, services and referrals to parents so that they can access appropriate services.

The Duplin County Schools Head Start Program maintains and seeks to build partnerships with a wide variety of community agencies on an ongoing basis. Collaboration is the key factor for working with agencies sharing a common goal of meeting the needs of families. Community partnership building is essential for our program to successfully guide families through the many layers of systems they often face. Community partnerships enable us to link families to appropriate and necessary services.

The Family and Community Partnerships service area provides a vehicle for parents and community to assist in gathering the in-kind match for Head Start. Listed below are some of the activities during the 2020-2021 program year.

Parent Meetings

Policy Council Meetings

Open House/Orientations

At-Home Activities

Health Activities

Nutrition Activities

Field Trips

Parents and community members are encouraged to participate and volunteer in several areas of the program. Due to COVID-19 restrictions, parent participation was primarily virtual. Some types of parent activities over the past year include: parent orientation sessions, parent meetings and online training.

HEAD START PARENT INVOLVEMENT

An essential part of every Head Start program is the involvement of parents in education, program planning and operations. Families are invited to participate at all levels of the program. Parents participate in monthly parent workshops and some serve as members of the Policy Council. The Head Start Parent Policy Council is comprised of representatives from each site. The Policy Council meets monthly to discuss performance standards, budgets, approval/disapproval of policies and procedures specifically to Head Start Performance Standards. In addition, each Family Specialist conducts several workshops at parent meetings centered on various topics chosen by the parents. Head Start families are also provided information and programs on nutrition, child growth and development, health, mental health, policy council training, ESL classes and other topics of interest.

From the very first meeting with the family, parents are provided opportunities to be involved with the program. Parents attended virtual parent meetings and served on the Policy Council. In the classroom, parents consistently supported the program by communicating regularly with the staff, by sharing ideas, and by reinforcing learning at home.

As the child's first and most important teacher, all parents have an important role in the program. We reach out to the parents for whom English is their second language to help them feel included in activities and meetings by providing interpreters and culturally sensitive activities.

MENTAL HEALTH

A Mental Health professional works with staff and parents to encourage children to express their feelings, develop self-confidence and get along with others. Psychological and social services are provided to children and their families. Staff identified students' needs through in-house referrals and, if necessary, families are referred to other community agencies.

ABOUT OUR PROGRAM STAFF

During the 2021-2022 program year, Duplin County Schools employed twenty-two (22) child development staff positions, eight (8) Family Specialists staff, and a Mental Health Specialist to administer and deliver services in Head Start.

All Head Start teachers hold a BA/BS in Education and B-K or Pre-School add-on certification. All teacher assistants hold an Associate's Degree. Family Specialists have Associate Degrees or high school diploma.

Readiness

Our program utilizes an intentional curriculum with quality teachers who create opportunities for learning that keep the children and their parents engaged in the learning process. Our goal is to develop a seamless transition between our program and Kindergarten in order to ensure a positive start to each Pre-Kindergarten child's K-12 school career, which will not only help the children become better students, but also help the adults in their lives make better decisions about their future.