



**Child Development**  
**Annual Public Report**  
*2021-2022*

# Enrollment

## Eligibility & Enrollment

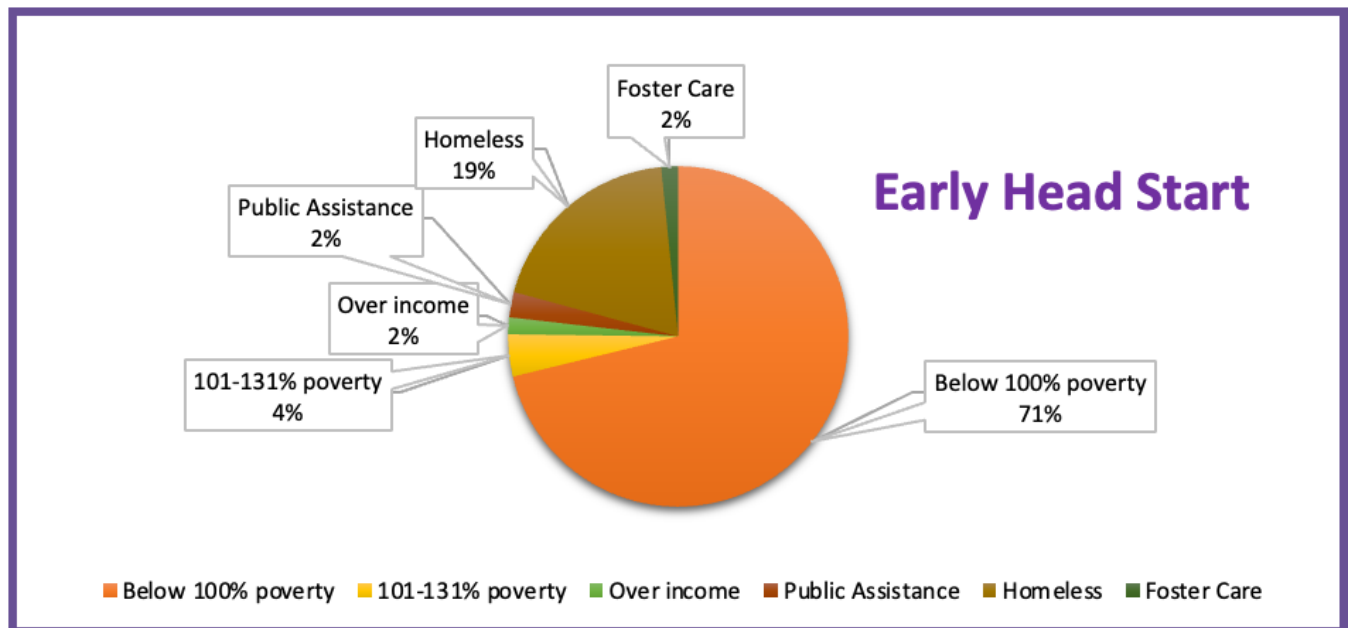
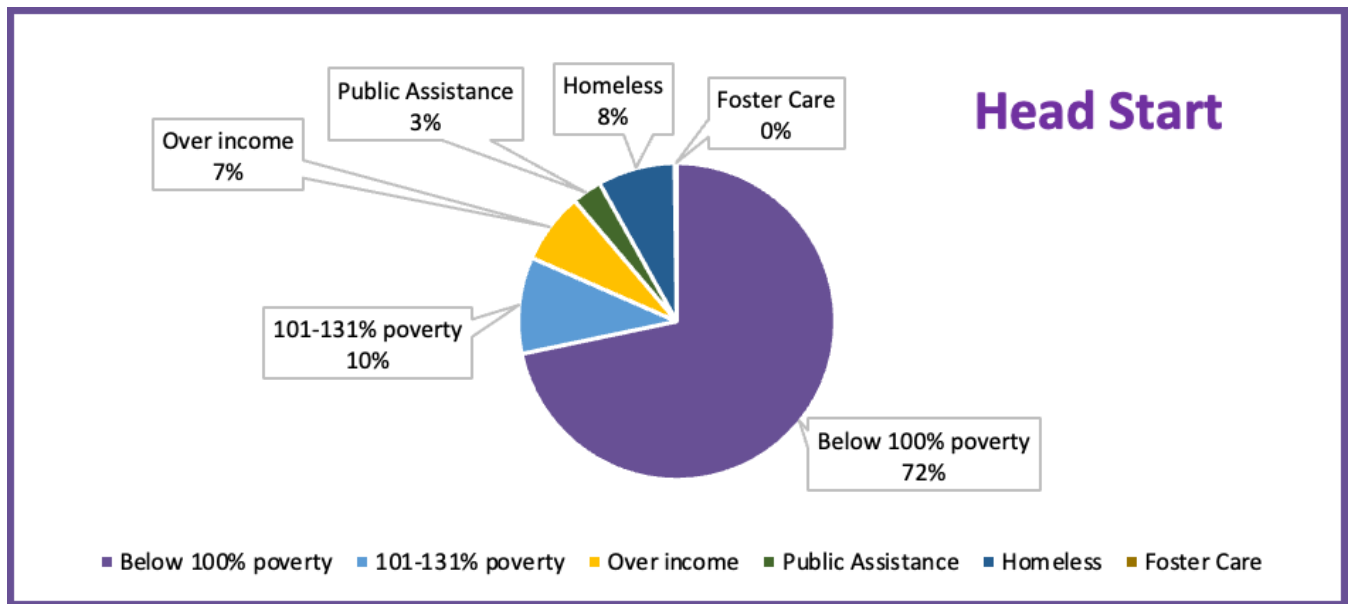
Families interested in the Head Start and Early Head Start programs must meet the eligibility requirements. Eligibility is based on family income at or below the federal poverty guidelines. Families with other situations, including homelessness, children in foster care, children with disabilities, or receiving supplemental security income or Temporary Assistance for Needy Families, are eligible.

*Number of children and families served in the program*

Program	Served
Head Start	456
Early Head Start	125
Total	581

Families	HS	EHS
Two Parents/Guardians	105	17
Single Parent/Guardian	324	97
Total	429	114

# Type of Eligibility



# Health Services

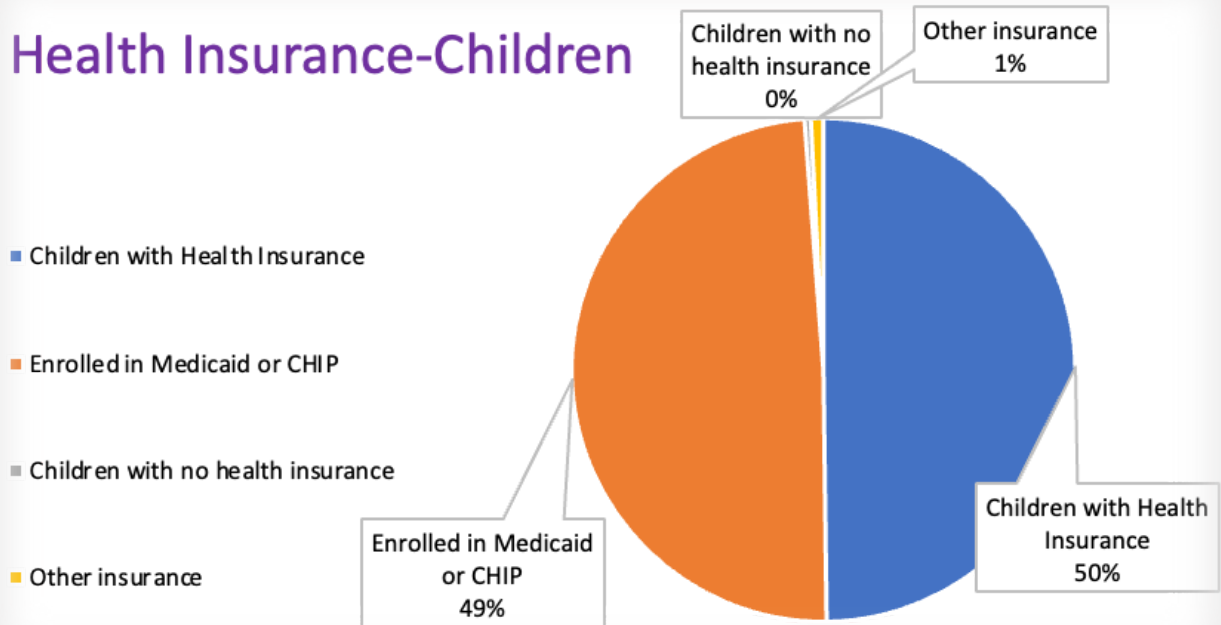
Children and families in the program must obtain mandated physical examinations, immunizations, and hearing, vision, and dental screenings. When problems are identified families are assisted with further evaluations and treatments. Families learn about the importance of healthy lifestyles and preventive health care through newsletters and social media platforms.

The Health Advisory Committee ensures local health service providers, clinics, and pediatric offices are informed of Head Start and Early Head Start requirements and share up-to-date community resources and services.

The Health and Nutrition component has developed a partnership with the WSSU nursing department. The nursing students support completing health screenings and contacting pediatrician offices to follow up on physical examinations and immunization documentation.

Health Status	HS	EHS
Children up-to-date on a scheduled age-appropriate preventive and primary health care according to the state EPSDT schedule for well-child care	296	118
Children up-to-date on immunizations	412	118
Children who meet state's guidelines for an exemption from immunization	12	1
Children who received dental exams	264	47
Disabilities Services	29	1
Mental Health Consultation	10	4

## Health Insurance-Children



## Parent Family Community Engagement

Family Services Child Development Head Start & Early Head Start believes the parent is the child's primary educator and the most important influence on the child's life. Therefore, all interactions with families reflect this commitment to partnership.

The Parent Family Community Engagement (PFCE) Framework has seven outcomes to guide in planning meaningful and intentional activities, events, and experiences to promote positive parent-child interactions, family well-being; families as life-long learners, families as learners, families engaged in transitions, connections to peers and community and as an advocate and leader.

To accomplish these goals, the staff will support parents in the:

- Improvement of the child's health and physical abilities, including appropriate steps to correct or provide services for their present physical and mental well-being, to enhance every child's access to an adequate diet and the family's attitude toward future health care and physical abilities
- Enhancement of children's cognitive and language development by providing at-home activities and offering the children experiences outside of the learning environment;
- Establishing patterns, routines, and expectations of success for the child will create a climate of confidence for present and future learning efforts and overall development.
- positive parent-child interactions by offering classroom, and center activities and parent training on child development, and mental wellness
- Development of promoting self-confidence, spontaneity, curiosity, self-regulation, and self-image, which will support the child's social and emotional development; (our Mental Health Consultants provided additional support)

#### Family Engagement Events:

- Monthly Policy Council Meetings (virtual)
- Monthly Parent Center Committee Meetings (in-person)
- Fall Festivals (in-person)
- End of Year Celebrations (in-person)

# School Readiness

FSCD utilizes the Teaching Strategies Gold to measure the impact of our teaching curriculum. The ongoing assessment instrument allows teachers to track children's progression throughout the program year at three checkpoints (fall, winter, and spring).

FSCD program's approach to school readiness means that children are ready for school, families are willing to support their children's learning, and schools are prepared for children. FSCD School Readiness goals depict the knowledge and skills for all children to be successful in school and life.

The School Readiness goals will address the five essential child development domains and appropriately reflect the children's age from birth to five.

- Approaches to Learning and Play
- Social-Emotional Development
- Cognitive
- Language & Literacy
- Perceptual, Motor, Physical, and Health Development

The goals appropriately reflect the ages of children from birth to five. They are defined as the widely held expectations of children's status and progress aligned with the Teaching Strategies Gold assessment instrument, HS Child Development and Early Learning Framework, and NC Foundations for Early Learning Development for preschool and infants/toddlers.

# Child Development Outcomes

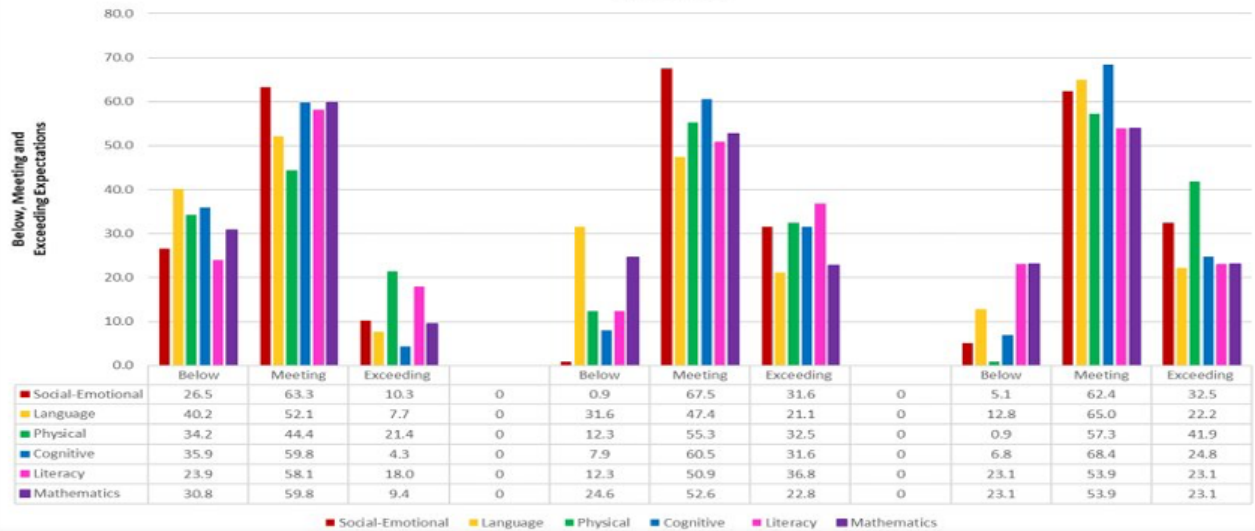
Family Services Inc. utilizes Teaching Strategies Gold (TSG) to measure the impact of our teaching curriculum. The ongoing assessment instrument allows teachers to track children's progression throughout the program year at three checkpoints (fall, winter, and spring).

Teaching Strategies GOLD measures the following domains: social-emotional, gross motor, fine motor, language/literacy, cognitive, mathematics, technology, science, and dual language. Teaching Strategies GOLD is an ongoing observational system for assessing children from birth through kindergarten. It helps teachers observe children in the context of everyday experiences.

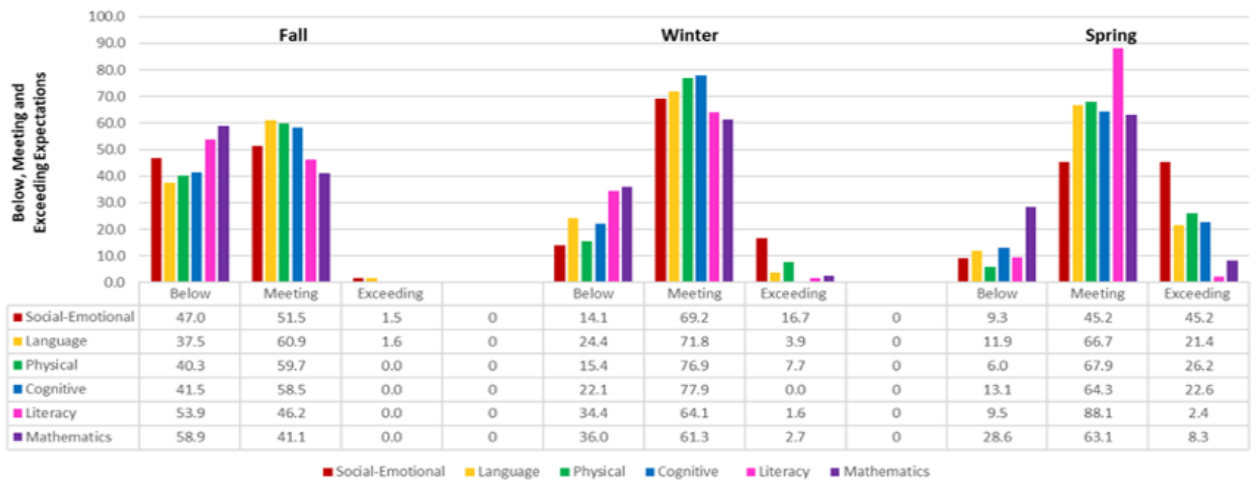
It is based on 38 objectives arranged into a developmental progression that includes predictors of school success and is aligned with the Head Start Early Learning Outcome Framework and the North Carolina Early Learning Guidelines.



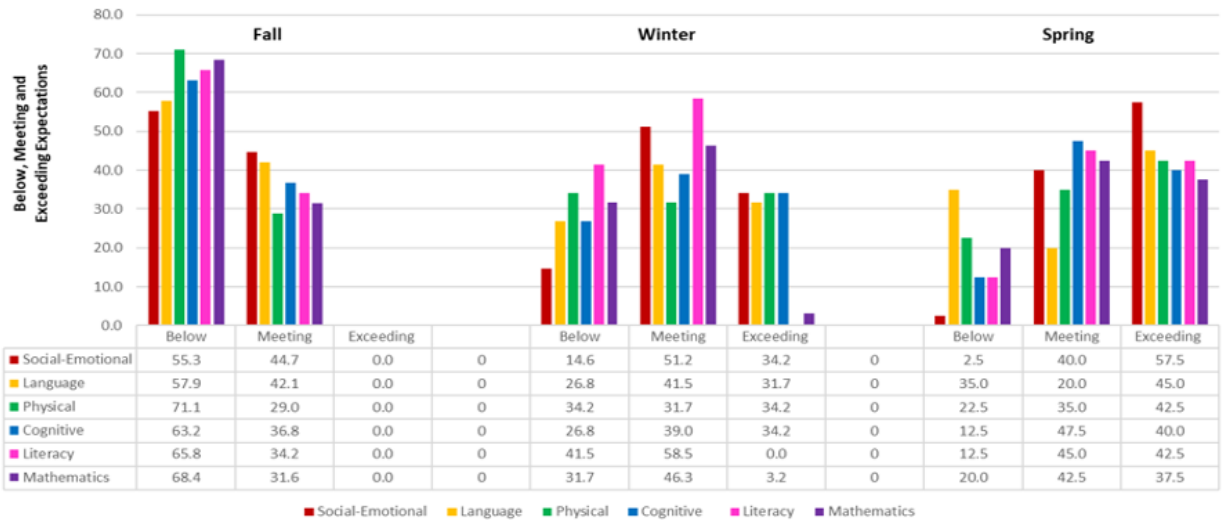
**FSCD and CCPs Early Head Start  
Comparison Performance Data  
2021-2022**



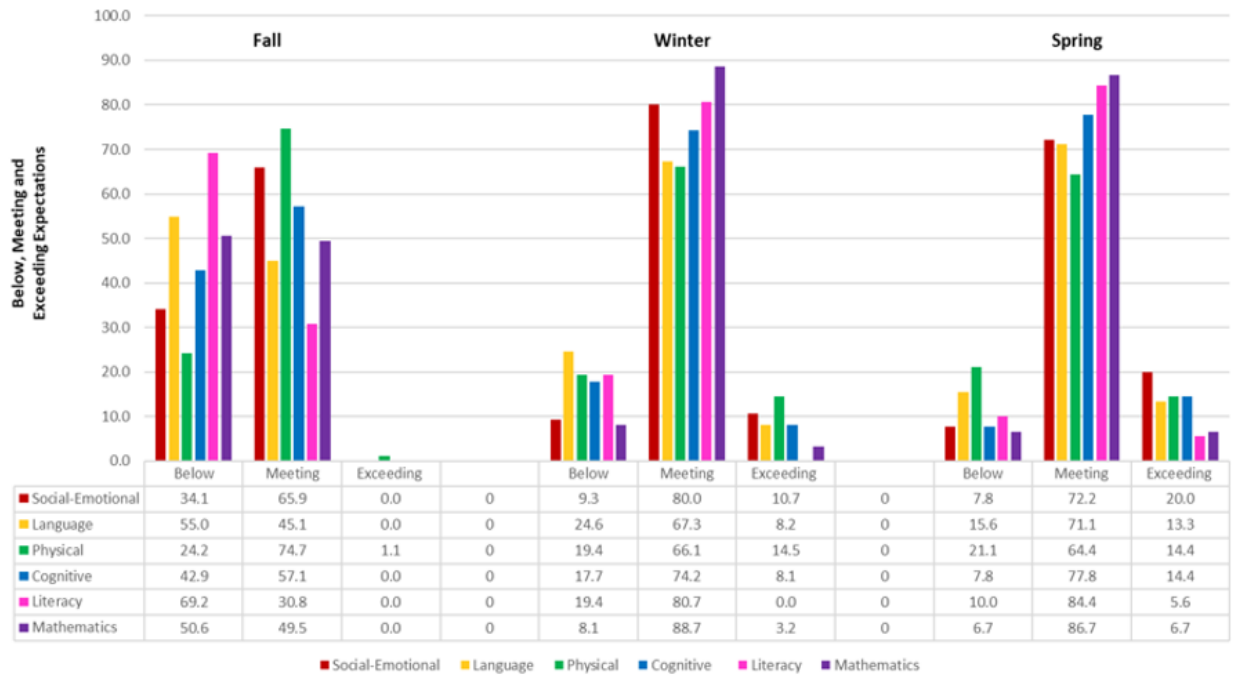
**FSCD Pre-K 4 Year-Olds  
Comparison Performance Data  
2021-2022**



**FSCD 4 Year-Olds  
Comparison Performance Data  
2021-2022**



**FSCD 3 Year-Olds  
Comparison Performance Data  
2021-2022**



# Financial Report

## Head Start

Category	2021-2022		2022-2023
	Budget	Actual	Budget
Personnel	2,429,609	2,318,455	2,284,549
Fringe Benefits	576,547	504,752	565,084
Contracted Classrooms	691,727	698,464	682,493
Rent	530,016	599,886	680,133
Supplies	170,468	78,020	198,957
Contractual	276,700	100,178	190,040
Other	1,353,400	2,008,076	1,890,673
Indirect Cost	593,157	584,596	500,657
Total	6,621,624	6,892,427	6,992,586

## Early Head Start

Category	2021-2022		2022-2023
	Budget	Actual	Budget
Personnel	670,583	852,823	658,267
Fringe Benefits	159,130	217,232	149,414
Contracted Classrooms	1,165,666	1,228,666	1,188,363
Rent	120,193	101,353	254,444
Supplies	67,976	31,562	64,373
Contractual	58,300	34,336	47,960
Other	738,677	499,253	607,833
Indirect Cost	274,158	313,494	267,014
Total	3,254,683	3,278,719	3,237,668

Other Funding Sources	HS	EHS
Smart Start of Forsyth County-NC PreK	\$306,181	\$0
DHSS and Smart Start Vouchers	\$0	\$3,479
USDA CACFP -food program	\$110,002	\$18,120
Other:	\$29,783	\$0
Total:	\$445,966	\$21,599

Non-Federal Share HS	Non-Federal Share EHS
\$1,559,902	\$399,382

# Federal Reviews

## Focus Area One Review

Family Services, Inc. Child Development Focus The Office of Head Start conducted one review occurred January 6, 2020, to January 10, 2020. The review was conducted through interviews with management staff discussing program design and governance structure. Based on the information retrieved, no areas of non-compliance were found.

## CLASS Review

From March 2, 2020, to March 6, 2020, FSCD preschool classrooms were observed using the Classroom Assessment Scoring System (CLASS). The instrument looks at three domains (Emotional Support, Classroom Organization, and Instructional Support) and ten dimensions of teacher-child interactions. The interactions are measured on a seven-point scale.

- Emotional support-6.04
- Classroom Organization-5.67
- Instructional Support-2.69

## Focus Area Two Review

From February 22, 2021, to February 26, 2021, Focus Area 2 was conducted. The review was conducted virtually through telephone interviews, zoom, Teams conversations with staff, parents, the policy council, and the board of directors. Based on the review's outcome, the program had an area of concern.