



ANNUAL REPORT

2025-2026

Scott County Public School
Head Start



Providing High
Quality Early
Childhood
Education Since
1965

scottcountyheadstart.org

Director: Cindy Raymond

OUR MISSION

SCOTT COUNTY PUBLIC SCHOOL HEAD START

OUR MISSION

***Guiding Low-Income Families
Toward Self-Sufficiency
&
Success in School***

Head Start is an Equal Opportunity Provider

INTRODUCTION

MESSAGE FROM THE DIRECTOR



It is my pleasure to present the 2025–2026 SCPSHS Annual Report. This report provides a comprehensive overview of the Head Start and Early Head Start services provided to children and families throughout our service area during the program year. It highlights program accomplishments and progress towards goals, service area data, child and family outcomes, and key program performance indicators that reflect our continued commitment to providing high-quality early childhood education and family support services.

Throughout the 2025–2026 program year, SCPSHS proudly operated seven Head Start preschool classrooms and four Early Head Start infant and toddler classrooms. Our program remained committed to maintaining high-quality services through highly qualified staff, strong community partnerships, and a continued focus on school readiness and whole-child development.

SCPSHS employed a highly qualified workforce, with 31 of 41 employees holding certifications or degrees, including 9 bachelor's degrees, 2 master's degrees, 3 associate degrees, and 17 professional certifications. In addition, all classrooms maintained full licensure through the Virginia Department of Education (VDOE), with all classrooms meeting state quality rating standards and two classrooms exceeding standards.

This year, our program maintained full enrollment, exceeded our required in-kind match, and sustained an attendance rate above 85%. We proudly served children with diverse needs, including 27% of enrolled children identified with disabilities, and supported 51 children in successfully transitioning to kindergarten.

SCPSHS also remained committed to supporting children's overall health and development. During the year, staff completed and followed up on 16 dental referrals, 33 hearing referrals, 16 vision referrals, and supported 10 children receiving behavioral health services.

Our annual child outcome data demonstrated meaningful growth across developmental domains. Head Start children made strong gains in Language, Literacy, and Communication, as well as Creative Arts. Early Head Start children also demonstrated significant growth, particularly in Approaches to Learning, Physical Development and Health, and Social and Emotional Development.

The accomplishments highlighted throughout this report reflect the dedication, compassion and collaboration of our staff, families, policy council, governing body, and community partners. Together, we remain committed to continuously strengthening services and supporting children's school readiness.

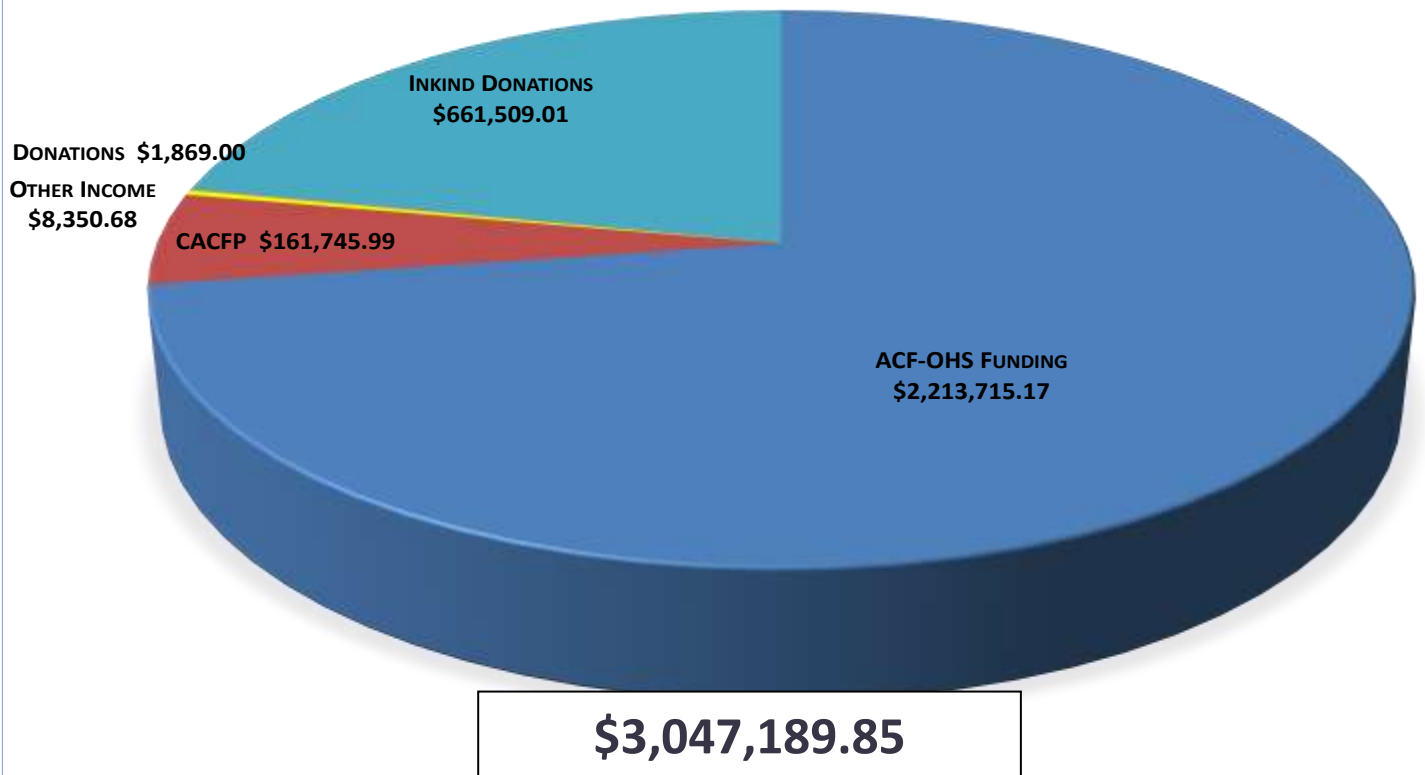
Cindy Raymond, Director
Scott County Public School Head Start

HEAD START FUNDING SOURCES & EXPENDITURES

Date: January 1, 2025 – December 31, 2025

HEAD START FUNDING SOURCES

■ ACF-OHS FUNDING ■ CACFP ■ OTHER INCOME ■ DONATIONS ■ INKIND DONATIONS



HEAD START EXPENDITURES

Personnel	\$ 1,331,195.20
Fringe	\$ 490,301.98
Travel	\$ 10,139.38
Supplies	\$ 268,426.58
Contractual	\$ 61,333.84
Equipment	\$ 53,144.59
Inkind Expenses	\$ 661,509.01
Other	\$ 162,684.33
TOTAL EXPENSES	\$ 3,038,734.91

FINANCIAL AUDIT STATEMENT OF ACTIVITIES

In accordance with the Single Audit Act, a comprehensive review of the Head Start program's financial performance and federal compliance is included in the Scott County Virginia Comprehensive Annual Financial Report. This report is available on Scott County's website at www.scottcountyva.com

FOCUS AREA 2 MONITORING REVIEW

(Conducted: April 24, 2023 – April 28, 2023)

The **Focus Area 2** Federal Monitoring Review was conducted from 4/24/2023-4/28/2023. The monitoring review team looks systematically and holistically across all of the program services and functions for the demonstration of the program's abilities to track progress and performance, use data to drive results, and make corrections and adjustments as needed. This is a hybrid review being both on-site and virtual over a span of 5 days. A Focus Area 2 is conducted at least once every 5 years. Below are the monitoring report results from this review.



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 oclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. David Templeton

Scott County Public School Head Start

305 Legion Street

Weber City, VA 24290

From: Responsible HHS Official

Date: 05/30/2023

Mr. Khari M. Garvin

Director, Office of Head Start

From April 24, 2023 to April 28, 2023, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Scott County Public School Head Start Head Start and Early Head Start programs. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Mr. Desmond Clayton, Acting Regional Program Manager

Mr. John Ferguson, Chief Executive Officer/Executive Director

Mrs. Cindy Raymond, Head Start Director

Mrs. Cindy Raymond, Early Head Start Director

PROGRAM GOVERNANCE

As Grantee, the Scott County School Board is legally and fiscally responsible for the oversight of quality services for Head Start children and families. The School Board meets the first Tuesday of each month. Minutes are available at www.scottschools.com

A Policy Council, made up of current parents and other community individuals is established to assist in the governance process.

Policy Council meetings are held the third Thursday of each month.

Minutes are available for review at the Head Start Office in Weber City.

Scott County School Board Members (Current)

David M. Templeton (Chair)	District 1
L. Stephen Sallee, Jr	District 2
Daniel Meade	District 3
William "Bill" Houseright	District 4
Patricia Edwards	District 5
Robin Hood	District 6

Scott County Head Start Policy Council Members

Parent Representatives

Duffield 1 Head Start:	Sarah Milone, Harley Lyons
Duffield 2 Head Start:	Amber Cabrera, Laura Elliott
Nickelsville Head Start:	Jordan Ryans, Caitlin Boggs
Shoemaker 1 Head Start:	Kelsie Baker, Angie Walker, Kris Golden (Alternate)
Shoemaker 2 Head Start:	Judy Castle, Heather Gibson, Lakin Stacy, (Alternate)
Shoemaker 4 Head Start:	Nathaniel Penrod (Chair), Amanda Winebarger, Meghann Hill (Alternate)
Weber City Head Start:	Cheyenne Cobb, Katelyn Russell
EHS Duffield:	Haley Starnes, Natasha Statzer (Alternate)
EHS Shoemaker:	Madeline Simcox, Aurora Repass (Alternate)
EHS Weber City 1:	Kelli Tipton
EHS Weber City 2:	Renna Gillenwater, Dahlya Henderson (Alternate)

Community Representatives

Jeff Arrington, Revolutionary Market & Deli
Brandy Johnson, Scott County Department of Social Services
Karla Harris, Scott County Public Library
Nora Murphy, Virginia Department of Health, LENOWISCO District
Austin Penley, Natural Tunnel State Park
Hannah Hayden, AppCAA
Brandi Pettey, Lee County Extension Office
Christie Smith Lawson, Hope House of Scott County
Melissa Smith, Lee County Behavioral Health Services
Amy Statzer, Regional Adult & Career Education Program

To prepare all children for kindergarten, Virginia’s early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. In response to **state law**, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) to measure and help improve the quality of all publicly-funded birth-to-five classrooms and support families to choose quality programming across program types. <https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5>

Duffield 1 & 2 - HS (Scott County Public Schools)

[View on Maps](#)

657 Duff Patt Hwy, Duffield, Virginia, 24244

Ready Region:
Ready Region 1 - Southwest

+276-431-4212

Site Performance

Current Rating Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points:
550 points

Curriculum Points:
100 points

Total Points:
650 points

Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Duffield Early Head Start (Scott County)

[View on Maps](#)

659 Duff Patt Highway, Duffield, Virginia, 24244

Ready Region:
Ready Region 1 - Southwest

+276-431-0141

Site Performance

Current Rating Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points:
565 points

Curriculum Points:
100 points

Total Points:
665 points

Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Nickelsville - HS (Scott County Public Schools)



[View on Maps](#)
11477 Nickelsville Hwy, Nickelsville,
Virginia, 24271

Ready Region:
Ready Region 1 - Southwest

+276-479-2790

Site Performance

Current Rating

Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points:
538 points

Curriculum Points:
100 points

Total Points:
638 points

Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Shoemaker 1 & 2 - HS (Scott County Public Schools)



[View on Maps](#)
231 Bishop St, Gate City, Virginia, 24251

Ready Region:
Ready Region 1 - Southwest

+276-386-2502

Site Performance

Current Rating

Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points:
555 points

Curriculum Points:
100 points

Total Points:
655 points

Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Shoemaker #4 Head Start (Scott County)



[View on Maps](#)
218 Shoemaker Drive, Gate City,
Virginia, 24251

Ready Region:
Ready Region 1 - Southwest

+276-386-7283

Site Performance

Current Rating

Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points:
470 points

Curriculum Points:
100 points

Total Points:
570 points

Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

VQB5 – VIRGINIA'S QUALITY MEASUREMENT AND IMPROVEMENT SYSTEM

Shoemaker Early Head Start 1 and 2 (Scott County)



[View on Map](#)
327 Bishop Street, Gate City, Virginia, 24251

Ready Region:
Ready Region 1 - Southwest

+276-366-2850

Site Performance

Current Rating Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Exceeds Expectations

Interactions Points: 605 points	Curriculum Points: 100 points	Total Points: 705 points
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Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.



Weber City Head Start Center (Scott County)



[View on Map](#)
307 Legion Street, Weber City, Virginia, 24290

Ready Region:
Ready Region 1 - Southwest

+276-690-2460

Site Performance

Current Rating Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Exceeds Expectations

Interactions Points: 601 points	Curriculum Points: 100 points	Total Points: 701 points
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Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Weber City Early Head Start 1 & 2 (Scott County)



[View on Map](#)
303 Legion St, Weber City, Virginia, 24290

Ready Region:
Ready Region 1 - Southwest

+276-690-2682

Site Performance

Current Rating Previous Rating(s)

Site Performance 2024-2025

VQB5 Quality Rating:
Meets Expectations

Interactions Points: 539 points	Curriculum Points: 100 points	Total Points: 639 points
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Interactions

Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.



COMMUNITY NEEDS ASSESSMENT

The purpose of the Community Needs Assessment is to gather comprehensive data and insights about the community. The assessment aims to understand the specific needs, strengths, and resources of the community. Data collected is used to develop or refine program goals to ensure that Head Start is tailored to meet the community's unique need.

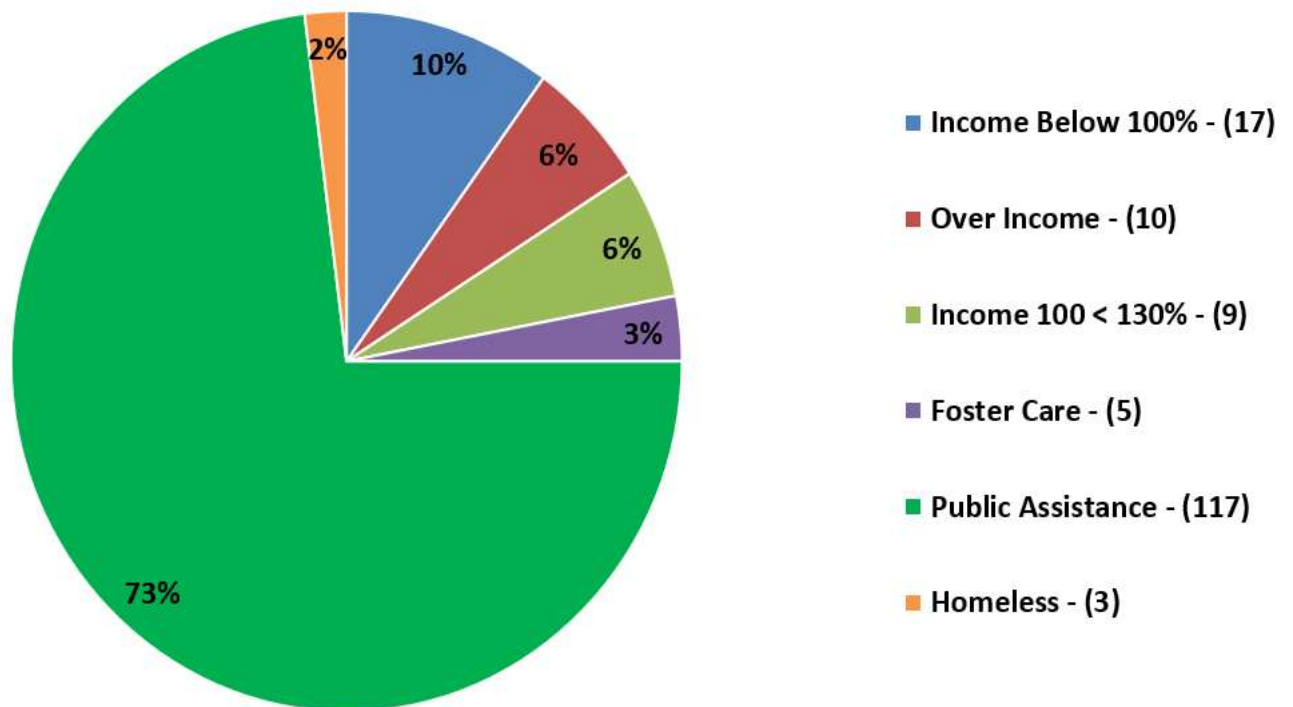
By conducting a thorough community needs assessment, Scott County Public School Head Start can better serve children and families, promoting school readiness, and overall well-being.

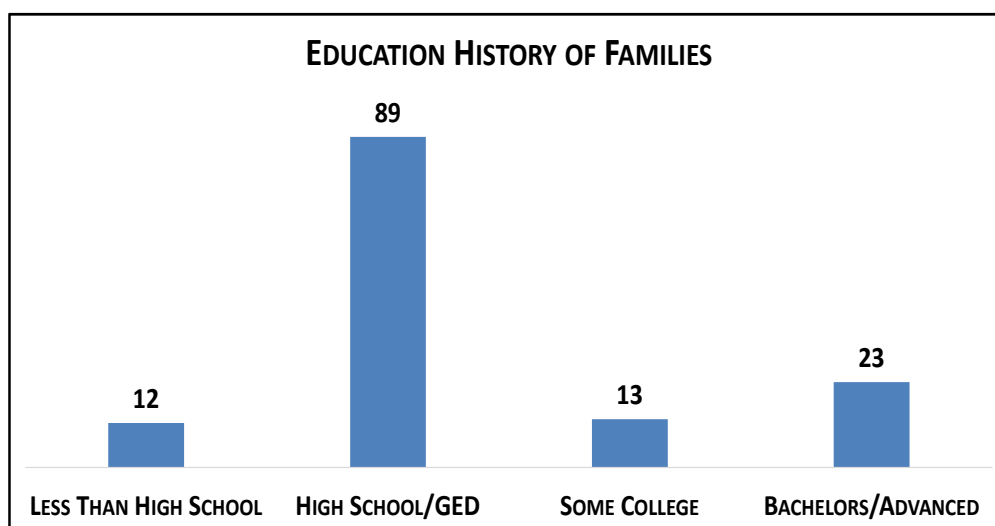
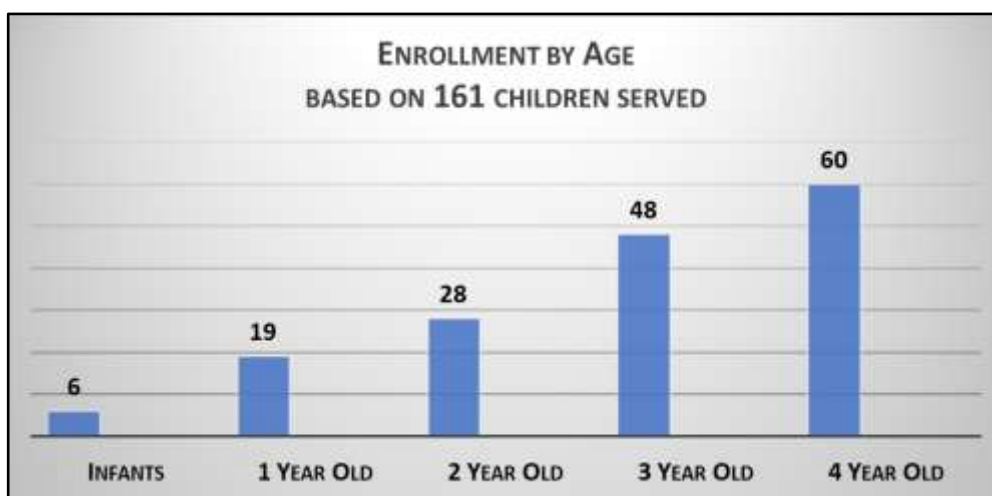
Scott County Public School Head Start's Community Needs Assessment 2024 can be reviewed by scanning the QR code provided.



	HEAD START
Funded Enrollment	137
Average Monthly Enrollment	137
Average Monthly Attendance	85%
Total Number of Children Served	161
Total Number of Families Served	137
Two Parent Families	63
Single Parent Families	74
Children Transitioned from EHS to HS	6
Total Number of Volunteers	382

**HEAD START ENROLLMENT BY ELIGIBILITY
BASED ON 161 SERVED**

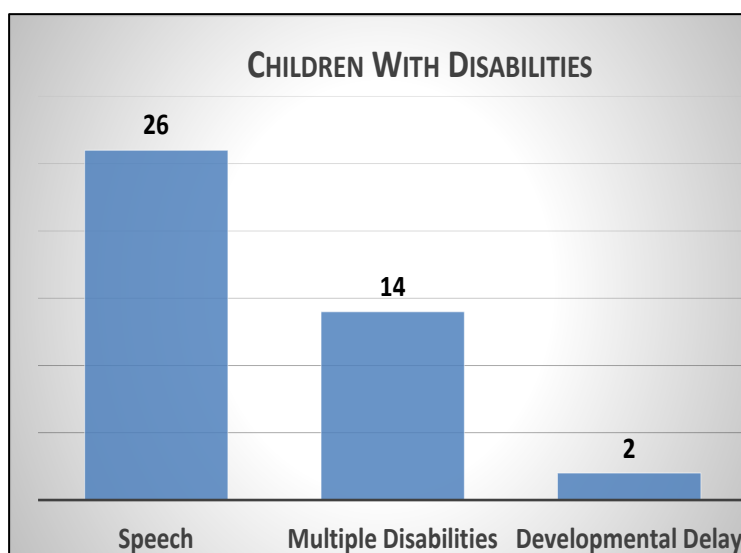




Head Start must ensure at least 10% of total funded enrollment is filled by children with special needs. During the 25-26 school year SCPSHS served 27% with disabilities.

Individualized Education Plans (IEP's) were developed and implemented for:

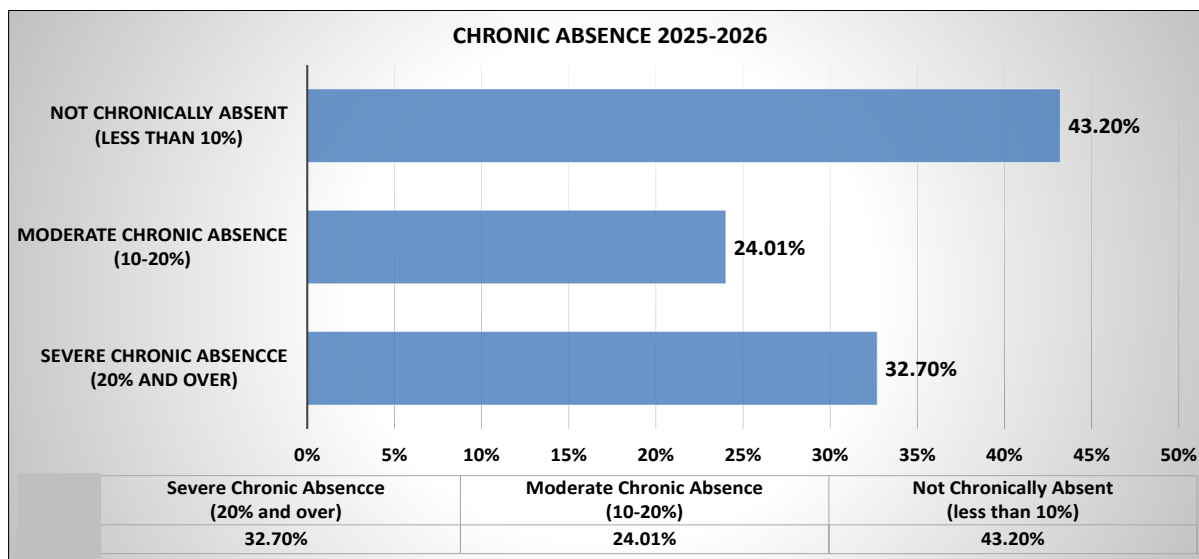
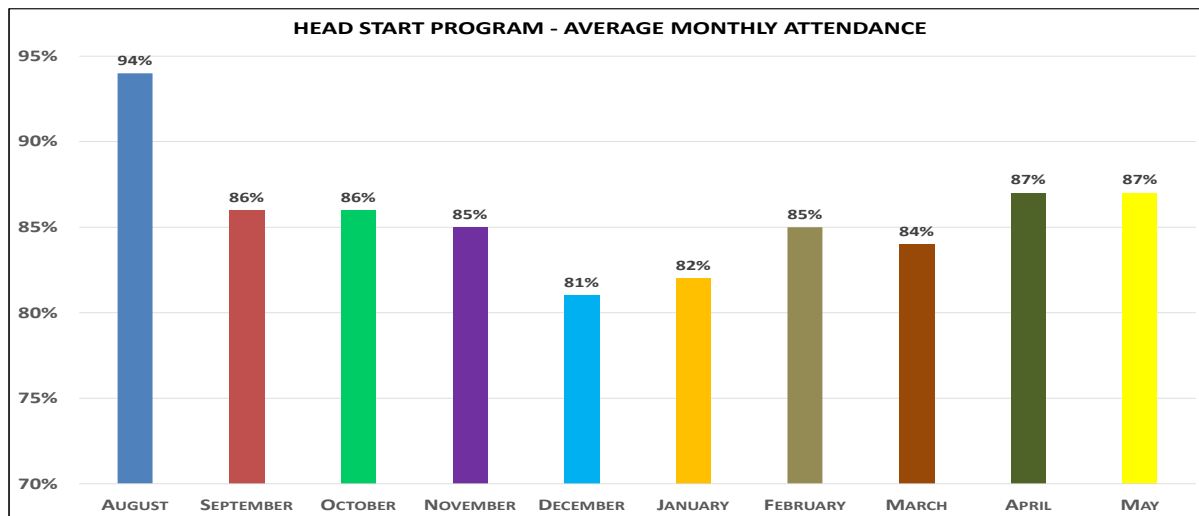
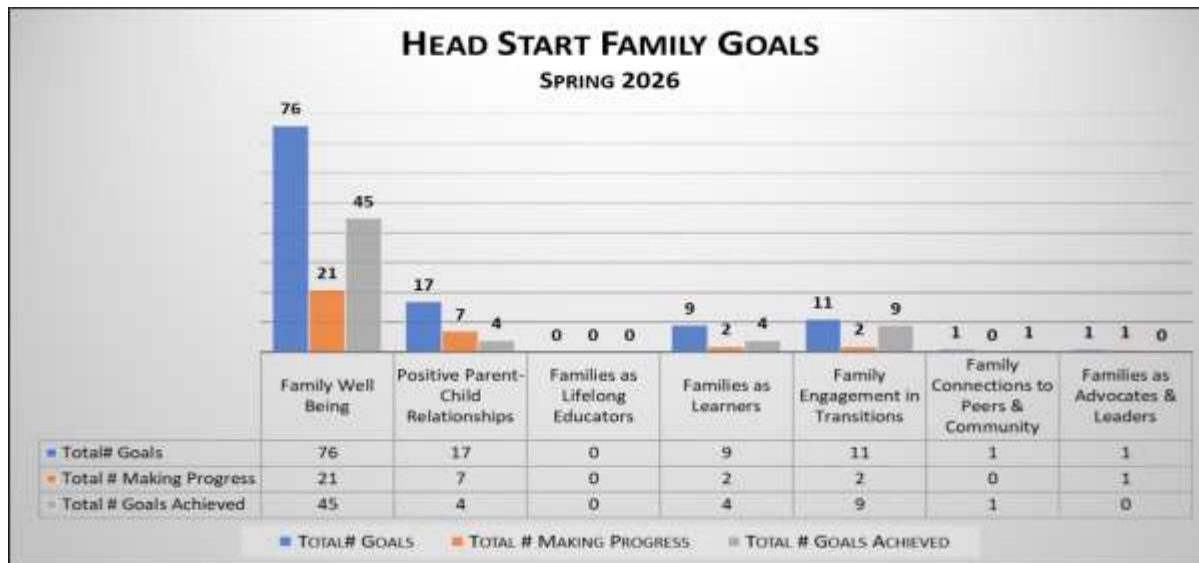
- ◆ Speech or Language Impairments – 26
- ◆ Multiple Disabilities - 14
- ◆ Developmental Delays - 2



FAMILY SERVICES

The 7 Family Outcomes in the PFCE Framework are:

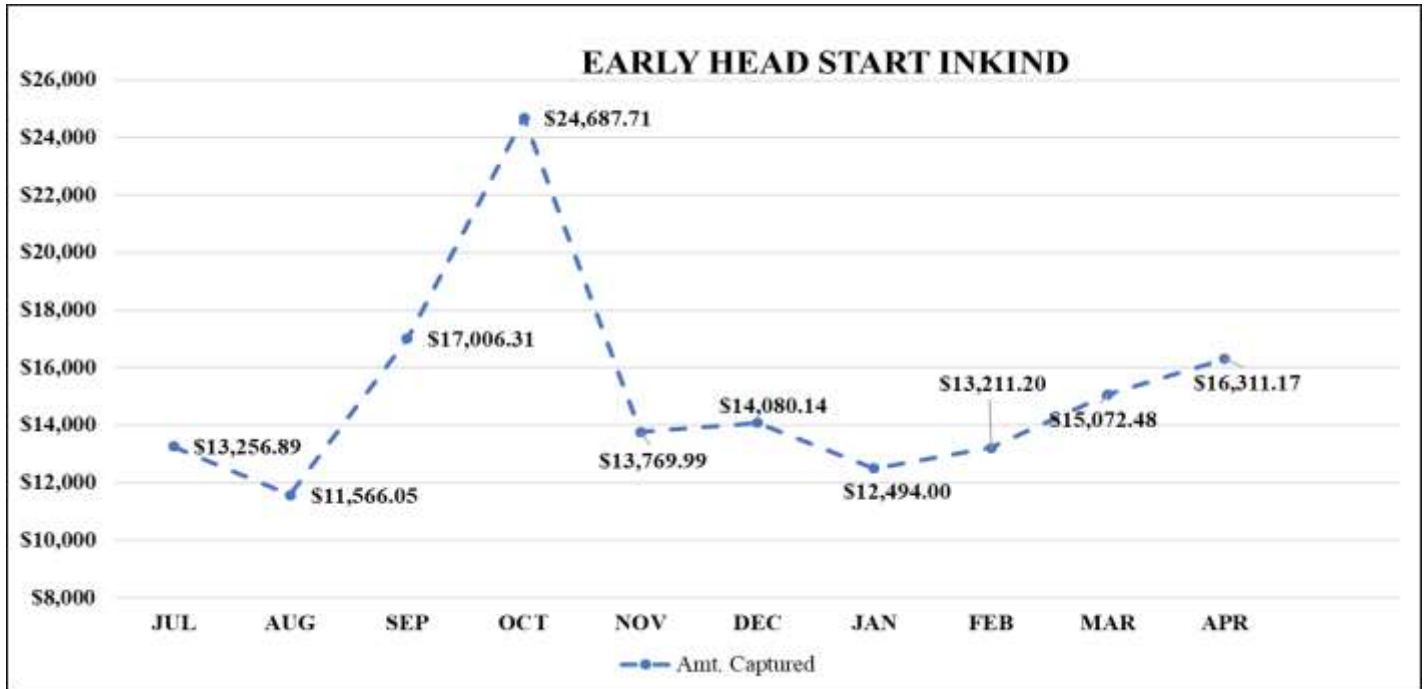
- Family Well-Being
- Families as Lifelong Educators
- Family Engagement in Transitions
- Families as Advocates & Leaders
- Positive Parent-Child Relationships
- Families as Learners
- Family Connections to Peers & Community



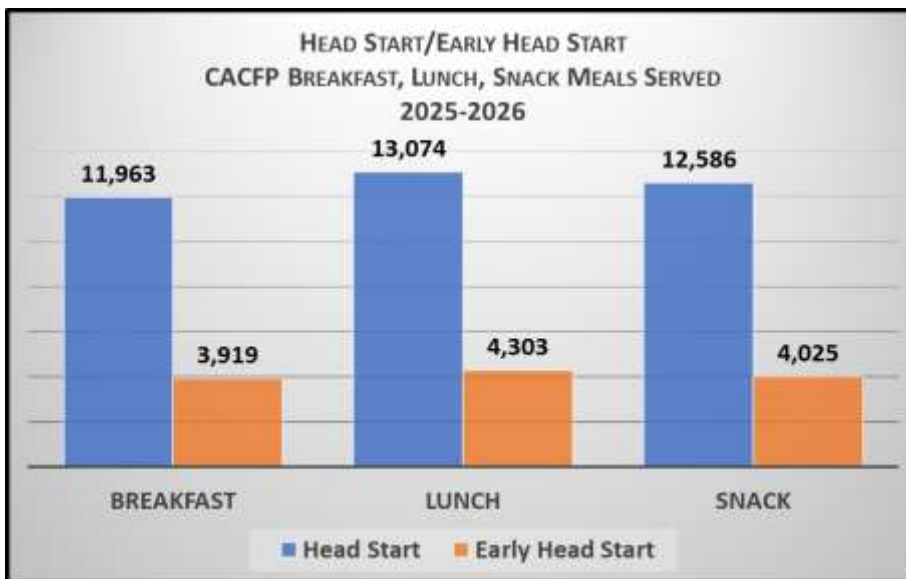
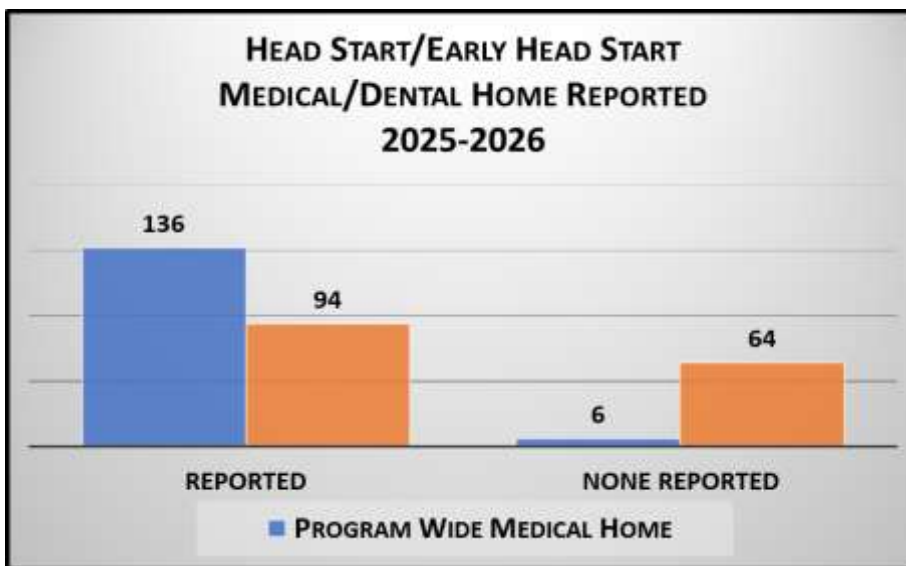
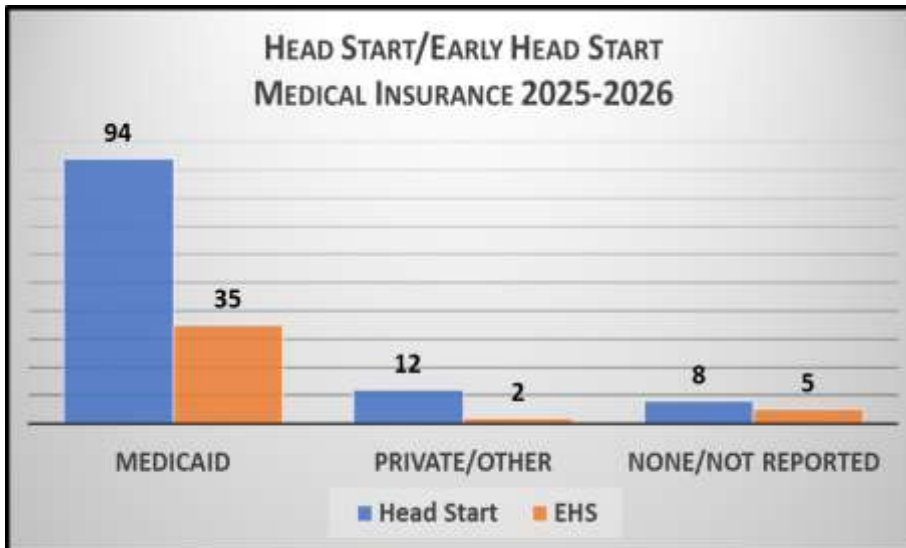
FAMILY ENGAGEMENT

Throughout the year, parents are given the opportunity to participate in their child's learning environment through parent-child activities. Each activity relates to the six kindergarten readiness standards: mathematical thinking, language and literacy, creative arts, approaches to learning, science, and social studies. In addition to hands-on activities, parents are also provided take home kits with instructions on how to extend the child's learning experiences and engage in parent-child interactions at home.

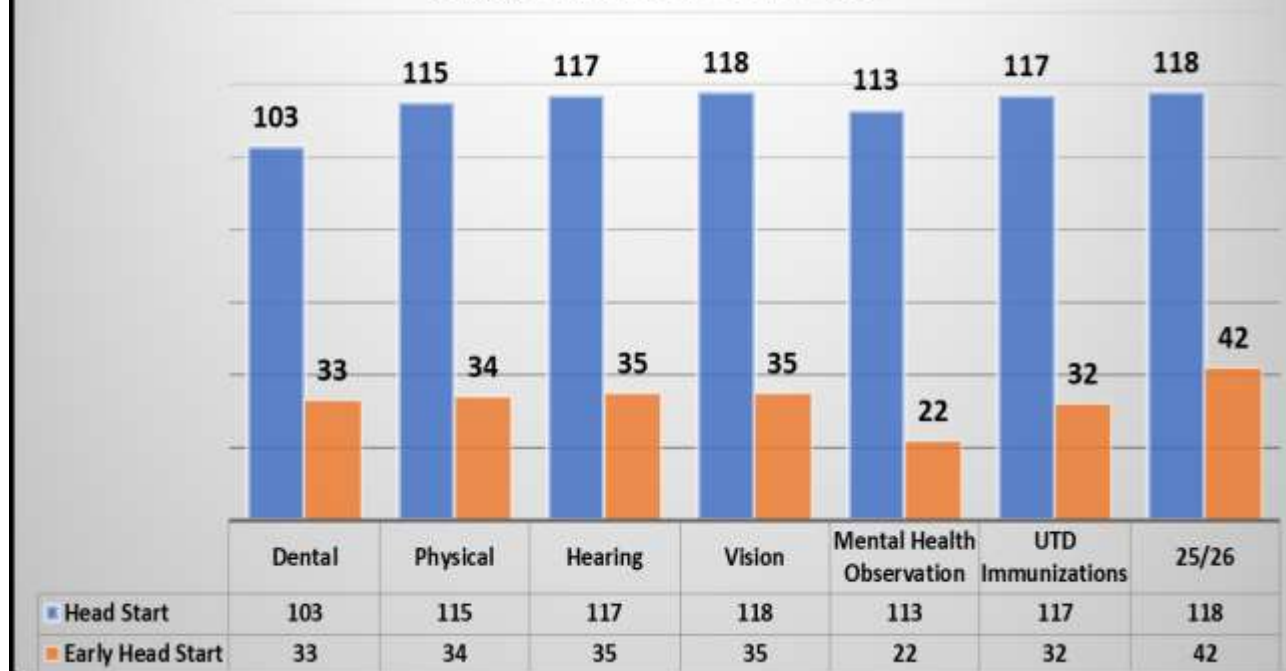
INKIND TREND ANALYSIS



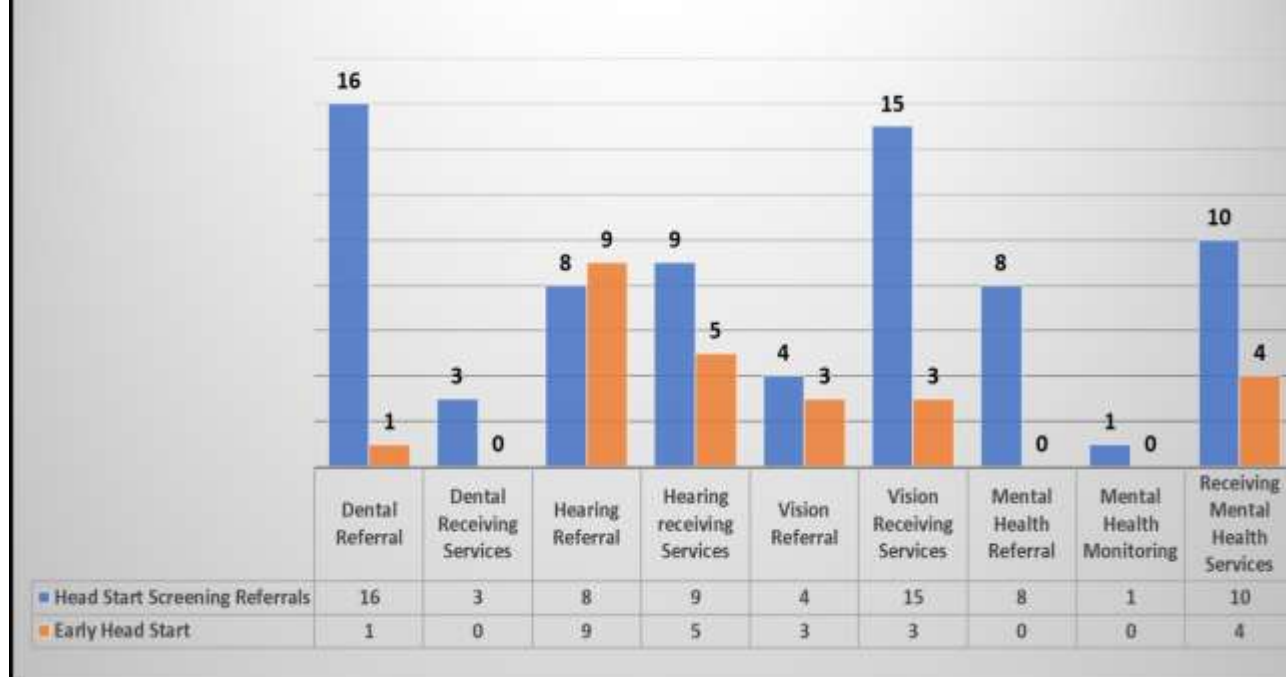
HEALTH SERVICES

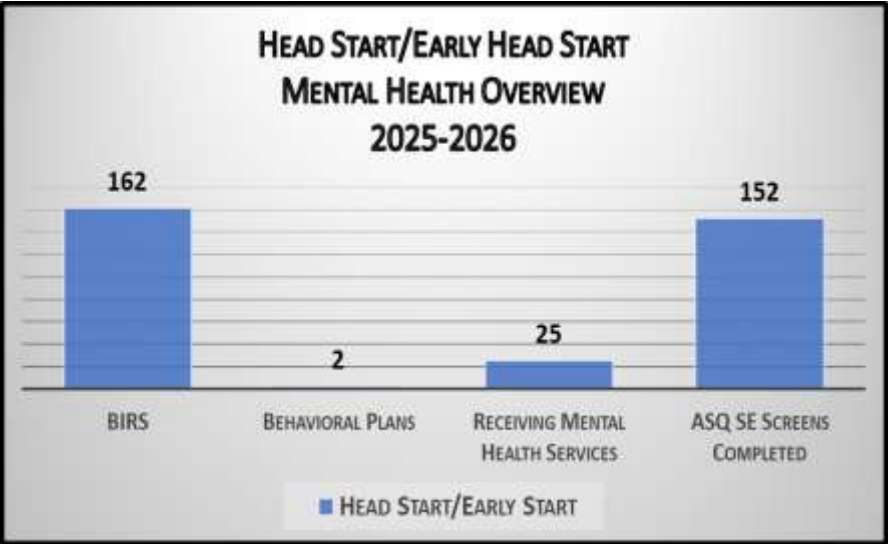
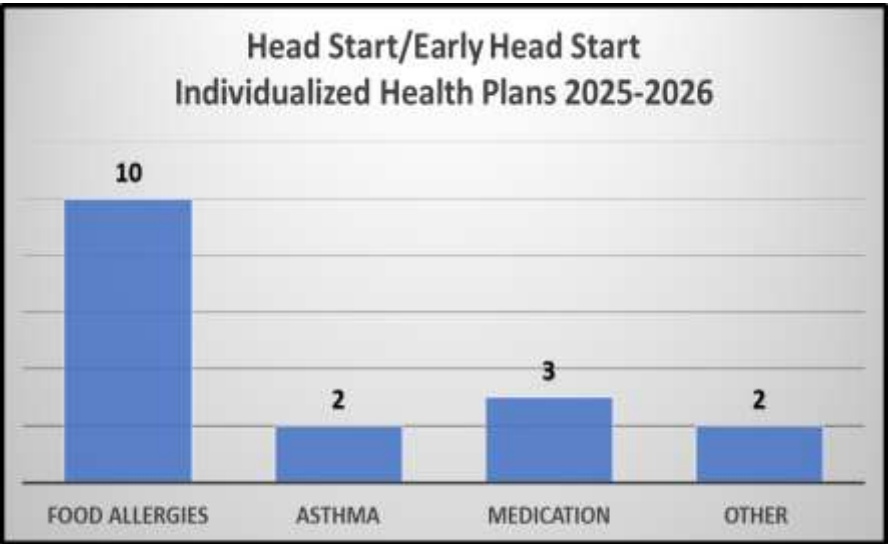
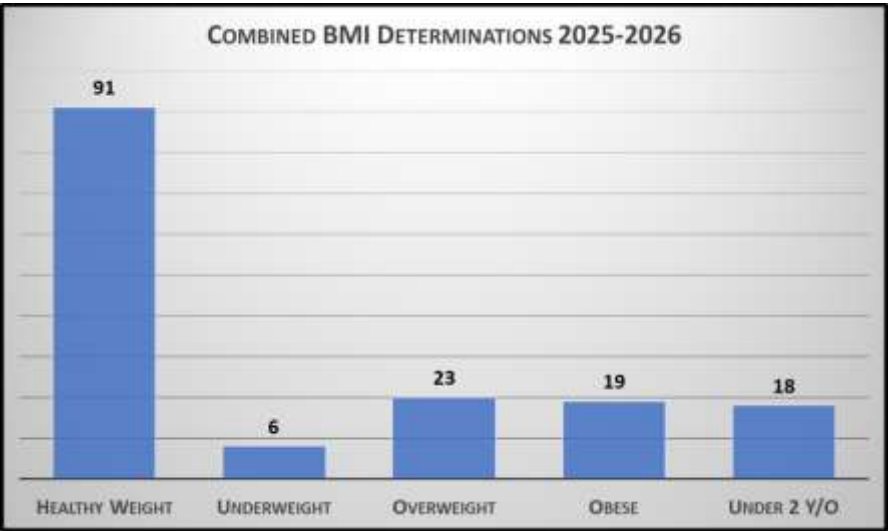


HEAD START/EARLY HEAD START HEALTH SCREENINGS 2025-2026



HEAD START/EARLY HEAD START SCREENING REFERRALS 2025-2026





TRANSITION TO KINDERGARTEN

It is the philosophy of Scott County Public School Head Start that “A comprehensive and developmentally appropriate learning environment will provide the foundation for successful school and life experience”.

This year, approximately 51 Scott County children transitioned from Head Start to Kindergarten.

In keeping with the philosophy and mission of Scott County Public School Head Start, the program remains committed to providing positive transition experiences.

- ◆ Backpack with Kindergarten Supplies
- ◆ Kindergarten readiness activities
- ◆ Going to Kindergarten book for each family
- ◆ Registration Packet from LEA

TRANSITION FROM EARLY HEAD START TO HEAD START

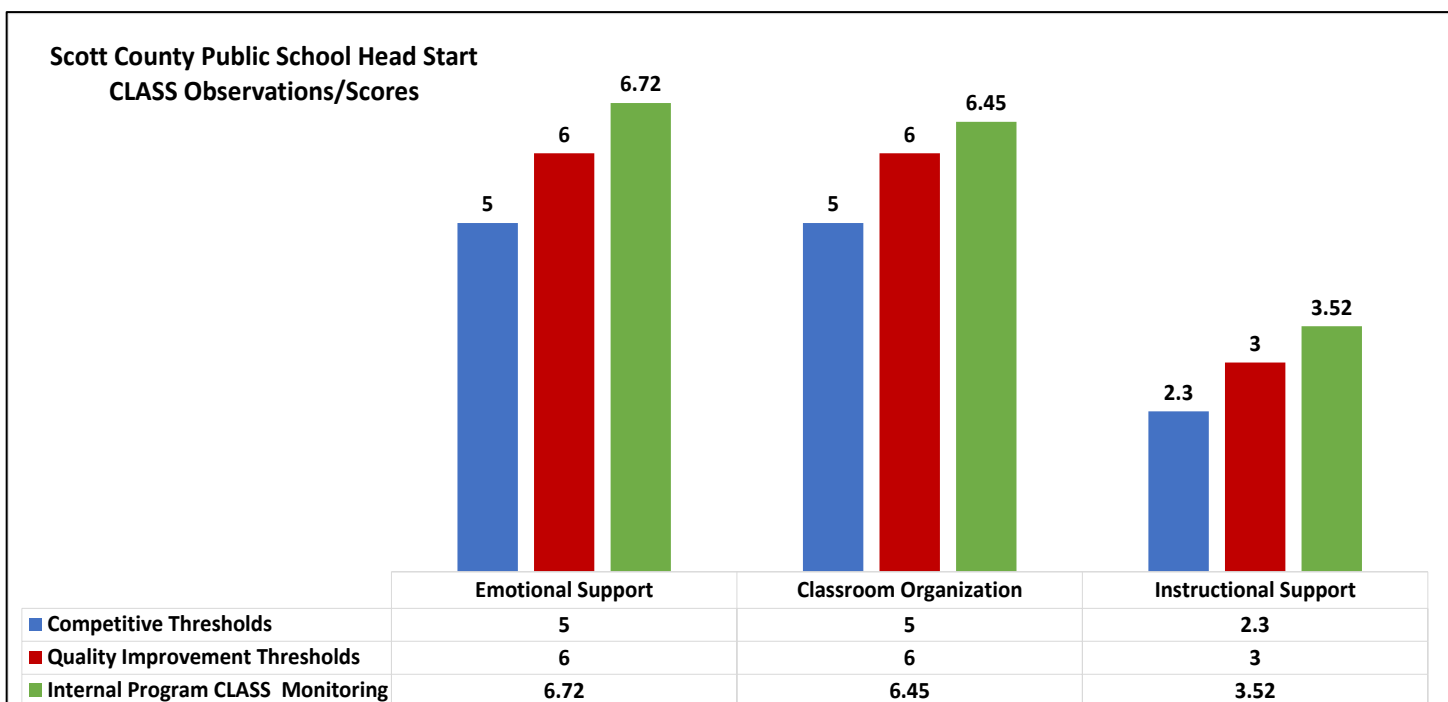
- ◆ Assist with Head Start application process
- ◆ 6 EHS children transitioned to HS classroom
- ◆ Visits the Head Start classroom
- ◆ Transition activities in a Head Start Classroom.
- ◆ Collaboration between the EHS Teacher and HS Teacher for the final and initial home visit
- ◆ Children with IFSP have a scheduled transition meeting with LEA’s Special Education



HEAD START CLASS SCORES

The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool through third grade classrooms. The Office of Head Start has adopted CLASS as the observational tool to monitor classroom quality nationwide. Classrooms are observed and rated on a scale of 1 -7 with 7 being the highest score possible. The following graph compares Scott County Public School Head Start's ongoing monitoring scores to Head Start scores nationwide. Programs across the nation must average a certain score in each domain. This is the competitive threshold level shown in the graph.

- Emotional Support: This domain includes a broad array of classroom processes related to the teacher's ability to support social and emotional functioning in the classroom.
- Classroom Organization: This domain includes a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom.
- Instructional Support: This domain includes a brand array of ways teachers effectively implement the curriculum to support children's cognitive and language development.



Program Performance Summary Report from Office of Head Start

The CLASS Video Pilot Review was conducted 1/18/2023 to 03/04/2023. This review provided an opportunity for the Office of Head Start to use the CLASS tool to observe ten dimensions of teacher-child interactions and measure their level of quality on a seven-point scale. Scores are used to determine quality improvements needed through Training and Technical Support or to trigger competitive refunding applications (DRS). The following table depicts the monitoring scores of Scott County Public School Head Start.

Domain	Score	Quality Threshold	Competitive Threshold
Emotional Support	6.2031	6	5
Classroom Organization	6.1042	6	5
Instructional Support	3.4792	3	2.3

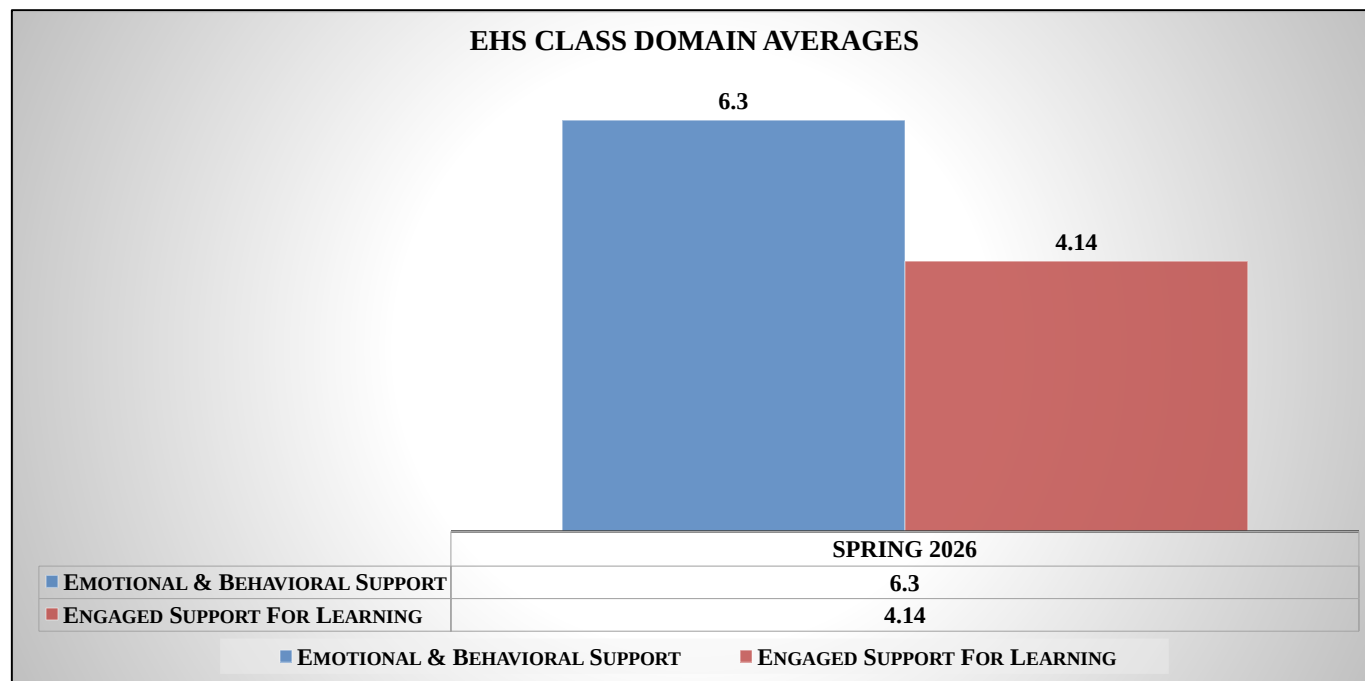
Toddler CLASS Scores for Early Head Start

The Toddler CLASS is a classroom observational assessment scoring tool used by the state's quality and improvement rating system to determine the quality of interactions in a toddler center. Centers are observed in several dimensions of the CLASS and given an overall score of 1-7 in two overarching domains, Emotional Behavioral Support and Engaged Support for Learning. In order to obtain a state quality rating of a 5, the highest of the rating system, a center must score at least a 6.0 or higher in Emotional Behavioral Support and a 4.25 or higher in Engaged Support for Learning.

Emotional and Behavioral Support: This domain reflects the relationship connections between peers and teacher and children. It encompasses the teacher's responsiveness and awareness of children's individual needs, and captures the degree to which the teacher provides activities that reflect children's interests and promote responsibility and independence. It also reflects the teacher's classroom or behavior management strategies.

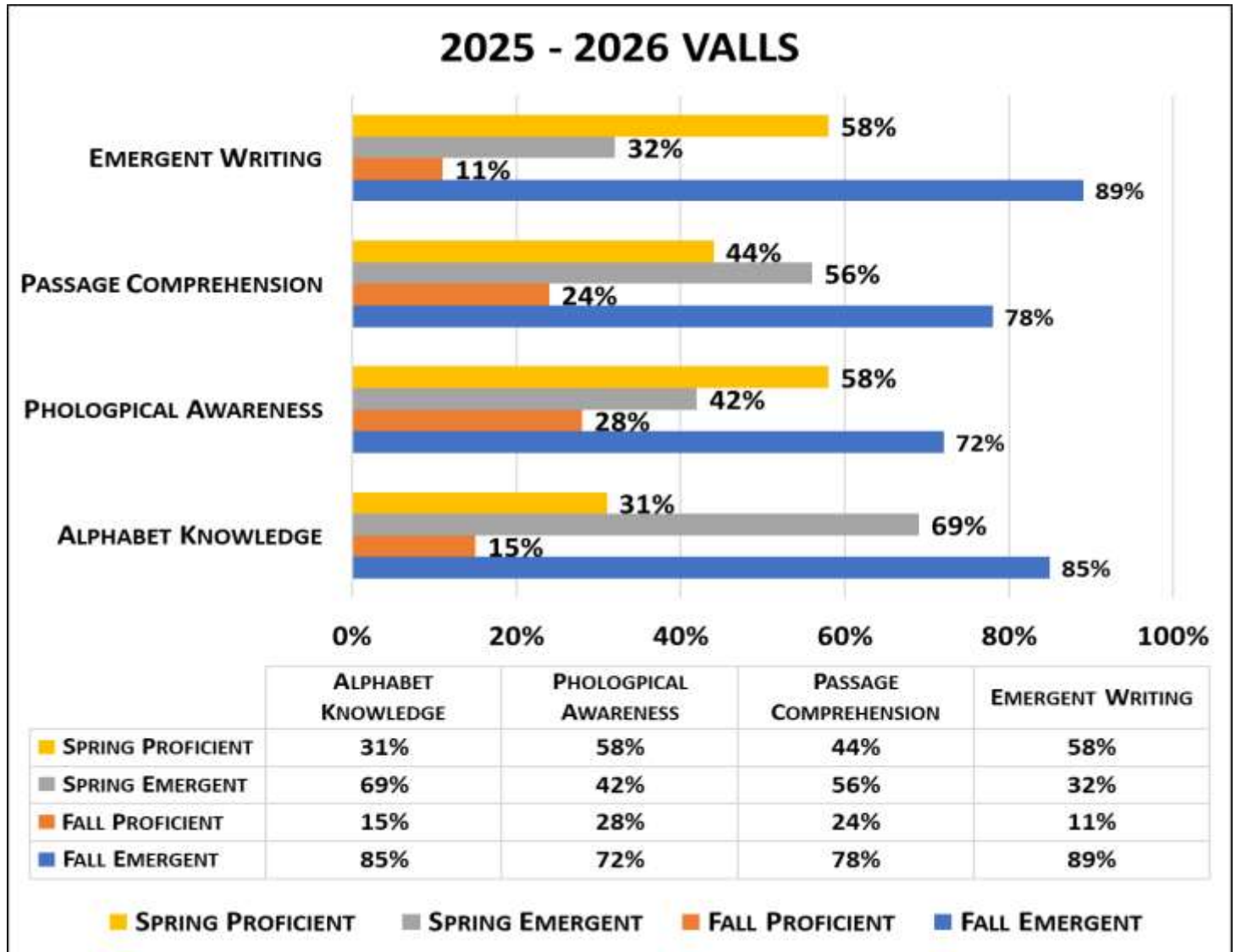
Engaged Support for Learning: This domain considers how well teacher's facilitate activities to support children's learning and development. It also captures how well teachers use real experiences and integrates learning to build on past experiences to foster new learning. It also reflects the teacher's quality of feedback and language usage to promote learning and expand upon children's knowledge and language stimulation.

The graphs reflect the on-going monitoring scores of Scott County Public School Early Head Start's 2025-2026 program year.



VALLS: Pre-K Virginia Language & Literacy Screener- is a screening tool that measures young children's language and literacy development. For 4-year-olds, the screener contains subtests that measure five broad skills, which impact later reading achievement:

- Alphabet Knowledge: knowledge of letter names and letter sounds.
- Phonological Awareness: the ability to play with and hear the sounds of language.
- Language Comprehension: showing understanding of a story by using words (expressive) and by using gestures like pointing (receptive).
- Emergent Writing: ability to write their name.
- Print Concepts: understanding of how print, books, and writing work.
- The screener is completed in the Fall and the Spring.



58 children were assessed during the spring of 2026.
 22 of the children tested are in their 1st year of HS.
 8 of the children tested are in their 3rd year of HS.
 3 of the children tested are in their 5th year of HS.

13 of the children tested have IEPs
 21 of the children tested are in their 2nd year of HS.
 4 of the children tested are in their 4th year of HS.
 0 of the children tested are in their 6th year of HS.

CHILD OUTCOMES 2025-2026

The Virginia Kindergarten Readiness Program (VKRP) offers a comprehensive approach to understanding school readiness by assessing a broad range of essential skills. This assessment system provides valuable insights into both a child's academic abilities and their social-emotional development. Key aspects of the VKRP include:

Comprehensive Assessment: The VKRP complements Virginia's existing literacy assessment (VALLS) by adding crucial measures of mathematics (such as computation, numeracy, patterning, and geometry), self-regulation, and social skills for Pre-Kindergarten students.

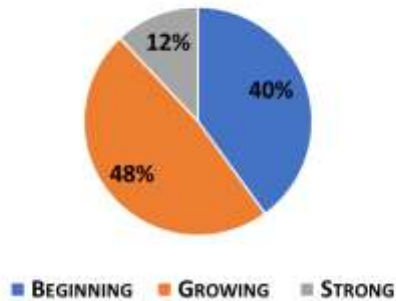
Equal Emphasis on Key Skills: Recognizing that both academic and social-emotional skills are vital for long-term success in school and life, the VKRP places equal importance on these areas.

Program Improvement and Accountability: As a statewide program, the VKRP is designed to guide educational enhancements, demonstrate the effectiveness of program investments, and establish benchmarks to effectively monitor student progress.

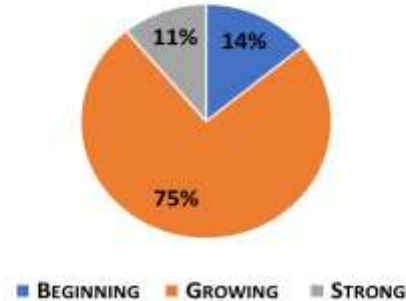
Student scores are determined based on three performance categories: **Beginning**, **Growing**, and **Strong**. These categories represent a child's progress and skill development:

- **Beginning:** The student is starting to develop the foundational skills necessary for success.
- **Growing:** The student is consistently demonstrating skills at the expected level.
- **Strong:** The student is demonstrating a solid understanding and mastery of foundational skills.

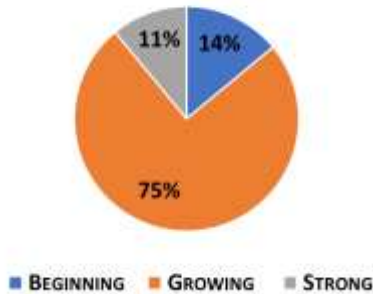
2025-2026 FALL VKRP-MATH



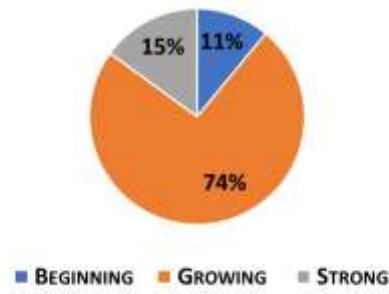
2025-2026 SPRING VKRP - MATH



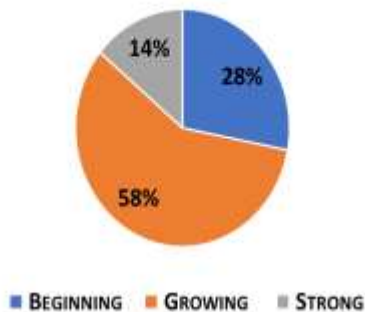
2025-2026 FALL VKRP-SELF-REGULATION



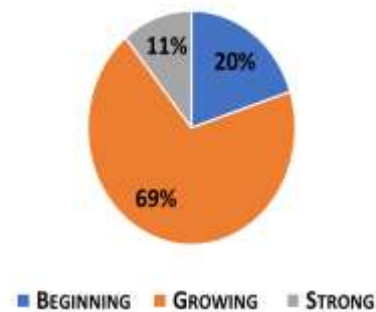
2025-2026 SPRING VKRP-SELF-REGULATION



2025-2026 FALL VKRP-SOCIAL SKILLS



2025-2026 SPRING VKRP-SOCIAL SKILLS



FALL SKILL DEVELOPMENT BANDS

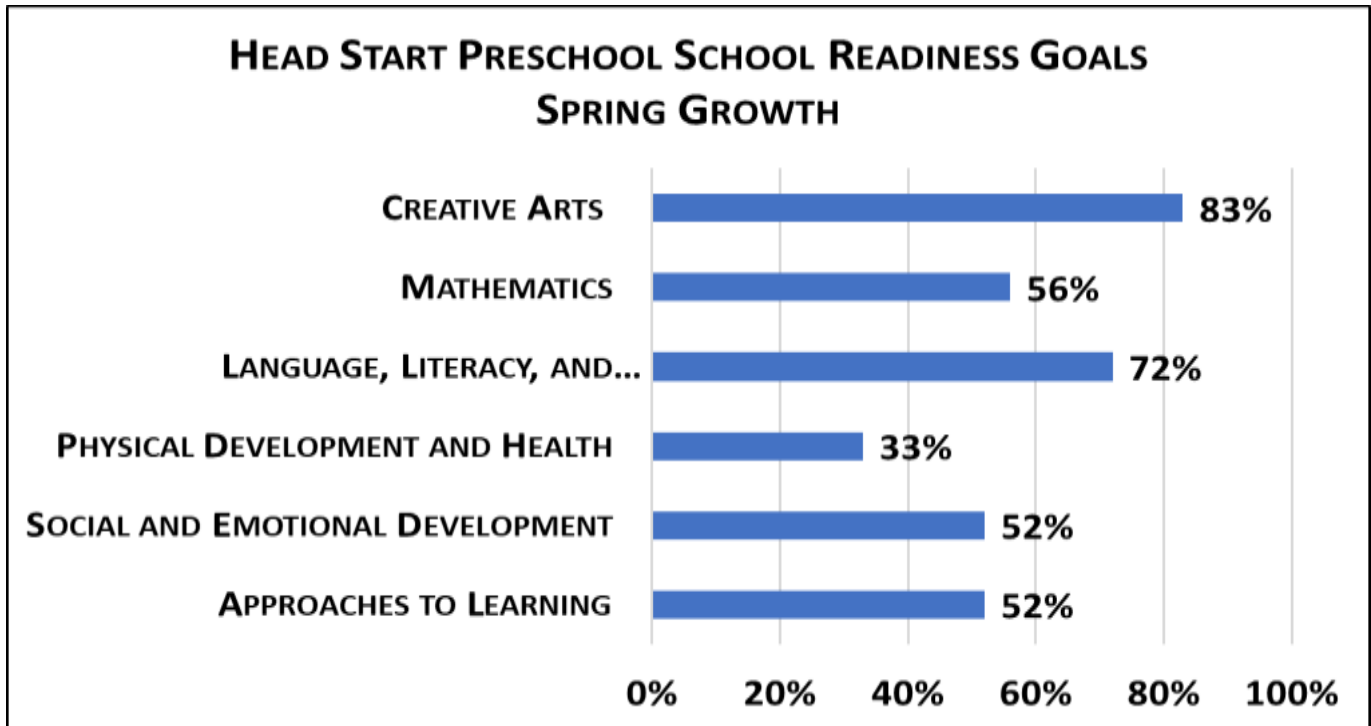
	BEGINNING	GROWING	STRONG
MATH	240-500	501-575	576-752
SELF-REGULATION	1.00-2.60	2.61-4.21	4.22-5.00
SOCIAL SKILLS	1.00-3.21	3.22-4.66	4.67-5.00

SPRING SKILL DEVELOPMENT BANDS

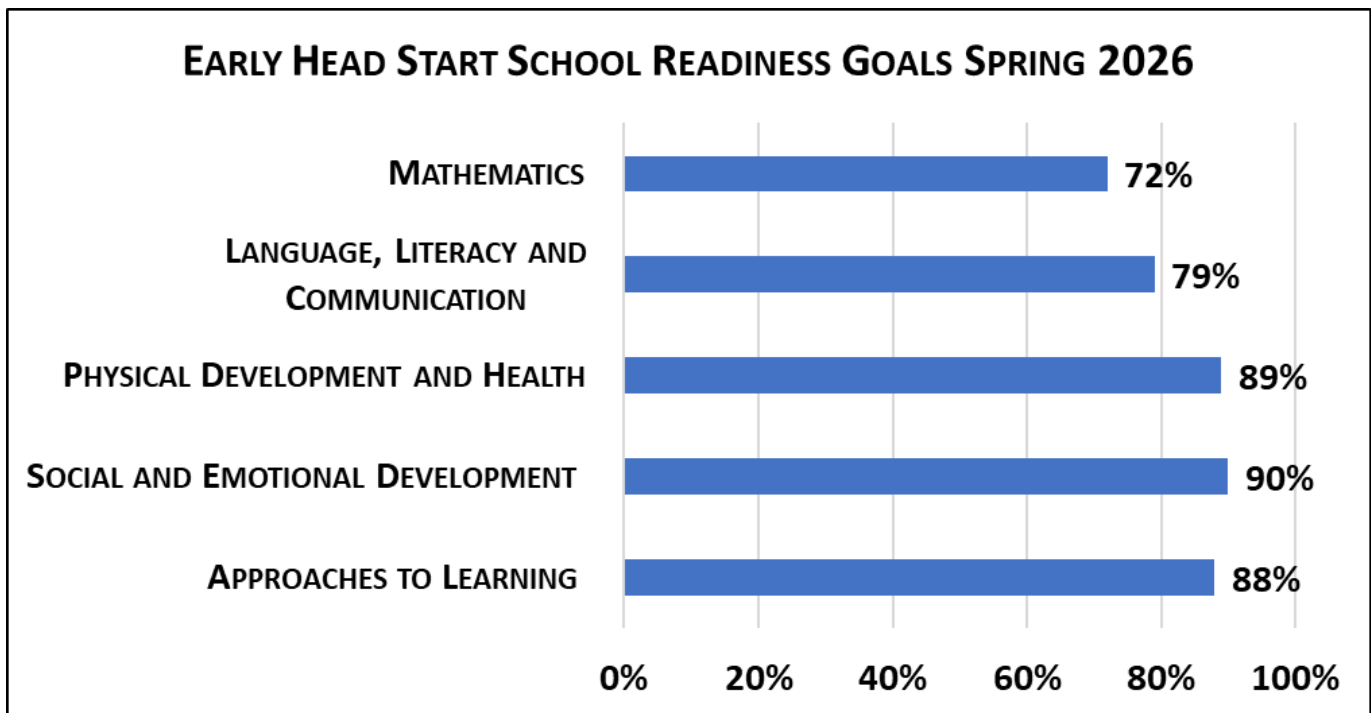
	BEGINNING	GROWING	STRONG
MATH	303-550	551-675	676-840
SELF-REGULATION	1.00-3.02	3.03-4.63	4.64-5.00
SOCIAL SKILLS	1.00-3.44	3.45-4.87	4.88-5.00

HEAD START SCHOOL READINESS GOALS

The following chart depicts the growth percentage of three and four year old children's school readiness outcomes.



EARLY HEAD START SCHOOL READINESS GOALS



SCPSHS LONG TERM PROGRAM GOALS AND PROGRESS

Across year 2 of the program's five-year project period, SCPSHS continued to make meaningful progress toward advancing school readiness, strengthening family outcomes, supporting staff well-being, improving program environments, and increasing community engagement. Through ongoing professional development, targeted family support services, facility improvements, workforce initiatives, and community partnerships, the program remained committed to providing high-quality comprehensive services to children and families throughout the service area. During the 2025–2026 program year, SCPSHS exceeded benchmarks in several key performance areas, including early math readiness, family partnership goal achievement, and social-emotional development outcomes. The program also maintained strong classroom quality measures, strengthened workforce retention and professional development systems, expanded community outreach efforts, and continued improvements to facility safety and learning environments. While progress continued across all goal areas, the program also identified ongoing challenges related to chronic absenteeism, community health factors, weather-related disruptions, and limited access to local services such as pediatric dental care.

The following summaries provide an overview of progress made toward each strategic program goal during year 2 implementation.

GOAL #1: PREPARE CHILDREN TO BE READY TO SUCCEED DEVELOPMENTALLY, ACADEMICALLY, AND SOCIALLY **ACADEMIC AND COGNITIVE DEVELOPMENT (EARLY MATH)**

The program continued to exceed its early math readiness target, with 86% of kindergarten-bound children demonstrating strong performance on the VKRP early math assessment. This reflects sustained improvement from year 1 (85%). year 2 efforts focused on strengthening instruction through pre-service training on cardinality, increased individualization of math instruction, and additional professional development for education staff. Chronic absenteeism remains a noted barrier impacting consistent instructional exposure and assessment outcomes.

ATTENDANCE AND SCHOOL ENGAGEMENT

Efforts to reduce severe chronic absenteeism showed mixed results. year 2 data indicated a slight increase, with 32% of children experiencing severe chronic absenteeism compared to 30% in year 1. Contributing factors included increased illness within the community and reduced attendance during winter months due to inclement weather. The program continues to address barriers to attendance through family engagement strategies and operational alignment efforts initiated in year 1.

CLASSROOM QUALITY AND INSTRUCTIONAL SUPPORT

CLASS data reflected continued improvement in instructional quality. In year 2, Head Start Instructional Support increased to 3.52, while Early Head Start Engaged Support for Learning decreased slightly to 4.14 but remained strong. Program efforts included providing CLASS resources to classrooms, delivering targeted pre-service training, implementing peer observations, and planning for continued instructional support training in upcoming program years. Challenging behaviors were identified as an ongoing area of focus impacting classroom interactions.

SOCIAL-EMOTIONAL DEVELOPMENT AND SELF-REGULATION

The program met its target in this area, with 80% of children overall demonstrating age-appropriate self-regulation skills (Head Start: 85%; Early Head Start: 90%). Supports implemented in year 2 included classroom-based AI's Pals lessons, monthly mental health consultant activities, and family engagement initiatives such as Parent Lunch & Learn sessions focused on self-regulation.

HEALTH OUTCOMES AND DENTAL ACCESS

Progress toward increasing access to dental care continued in year 2, though the program has not yet met its 80% target. Currently, 60% of children have a documented dental home. Efforts included collaboration with Appalachian Miles for Smiles, completion of dental referrals, and active follow-up by Family Resource Staff to support families in scheduling care. A total of 16 dental referrals were made through onsite dental screenings during the 25-26 school year.

FIVE YEAR PROGRAM GOALS

Goal #2: Promote achievement of family partnership goals to enhance family outcomes

The program exceeded its established benchmark, with 55% of families achieving their identified family partnership goals by the end of the program year, while an additional 29% demonstrated measurable progress toward goal completion.

GOAL #3: CULTIVATE AND MAINTAIN SAFE, SECURE, AND HEALTHY ENVIRONMENTS SUPPORTIVE OF OPTIMAL LEARNING AND DEVELOPMENT

Key improvements included the installation of resilient pea gravel surfacing in playground swing areas, classroom wall repairs, upgrades to blinds, and planned replacement of center baseboards with commercial-grade materials during summer 2026. In addition, the Program Director conducted facility safety checks in February 2026, and additional maintenance needs were reported to the Scott County Schools Maintenance Department for continued follow-up.

GOAL #4: INCREASE SUPPORT SYSTEMS TO STABILIZE AND STRENGTHEN THE WORKFORCE WHILE ADVANCING STAFF WELL-BEING

The program maintained an overall staff retention rate of 86%, including 87% retention among full-time staff. In addition, two part-time staff members transitioned into full-time positions, supporting workforce continuity and growth.

A major focus during the year was staff wellness and retention. A staff wellness committee was established during pre-service and continued developing and implementing a wellness action plan based on employee survey feedback. The program also conducted a staff wellness retreat during January pre-service focused on staff well-being, and a formal retention plan was approved by Policy Council and the School Board to further support workforce stabilization efforts. Professional development opportunities expanded significantly during year 2. Staff participated in a wide variety of training and learning opportunities, including CLASS observer and Practice-Based Coaching certification, conferences, peer observations, in-service trainings, behavior management training, nutrition workshops, fiscal and governance training, and infant/toddler professional development institutes. The program maintained strong participation in professional development activities, with 100% of contracted classroom staff attending October in-service training. The program also continued efforts to strengthen the local birth-to-five workforce pipeline through “Path to Employment” workshops. Five workshops were offered during the school year, resulting in 19 participants attending. Of those participants, 63% were hired as substitute staff, and three individuals secured permanent part-time positions within the program. Despite weather-related closures and low attendance challenges, the workshops successfully increased recruitment and workforce development opportunities within the community.

GOAL #5: IMPLEMENT A REBRANDING STRATEGY THAT REFLECTS THE PROGRAM’S COMMITMENT TO PROVIDING HIGH-QUALITY COMPREHENSIVE SERVICES

Program staff participated in multiple community outreach events to increase visibility and promote awareness of services available to children and families within the community.

Community engagement efforts included participation in a Community Health and Information Expo and the United Way “Celebrity Bagging” event at a local shopping center. These activities provided opportunities to connect with community members, share program information, and strengthen local partnerships. The program also explored additional opportunities for community involvement through participation in the “Live Healthy in Scott County” initiative.

In support of the program’s rebranding efforts, a “Connection to the Mission” presentation was conducted during SY25/26 pre-service to reinforce staff understanding of the program’s mission, values, and commitment to providing high-quality comprehensive services. These efforts continue to support the long-term goal of revising and strengthening the program’s mission and branding to better reflect the impact and scope of Head Start services.