

CONTENTS

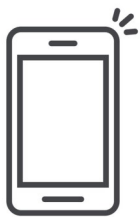
03		ABOUT US
04		OUR SERVICES
06		OUR PROGRAMS
08		OUR IMPACT
10		OUR FAMILIES
12		OUR PROGRESS
16		OUR FINANCIALS



STRENGTHENING FAMILIES TO STRENGTHEN COMMUNITIES

01

HISTORY AND BACKGROUND



The Parent-Child Development Corporation (PCDC) is a 501(c)(3), private, non-profit organization founded in 1971 by a group of local citizens committed to helping families improve their quality of life. They were concerned about the high degree of intergenerational illiteracy and social isolation of many children and families in Virginia's Middle Peninsula. Their objective was to help break the cycle of poverty by providing a cadre of educational and self-help programs that strengthen the entire family. They believed, as we still do, that it takes the whole community working together to ensure that all children and families have the opportunity for a healthy and successful life.

WE ARE PASSIONATE ABOUT WHAT WE DO

The agency's service area includes the counties of Charles City, King & Queen, King William, Mathews, Middlesex, New Kent and Gloucester, as well as the Town of West Point. Services includes pre-school education, family literacy, family support workshops, child care, and community awareness activities.



Our Vision

The vision of Parent-Child Development Corporation (PCDC) is to be a leader in comprehensive preschool programs, child care services, and family support services in Virginia's Middle Peninsula. PCDC will provide direct services, coordinate regional and inter-agency delivery system for children and families, and advocates for programs and services which promote welfare of all children and families in the community, state and the nation. PCDC will forge partnerships with communities and organizations to effectively and efficiently utilize human and financial resources, both public and private.



Our Mission

The mission of Parent-Child Development Corporation (PCDC) is to empower families to improve the quality of their lives through education and self-help programs, family support services, and advocacy activities in partnership with the community.

02

AMAZING PEOPLE

WORKING AS A TEAM

dreamstime.



**WE HAVE A DEDICATED TEAM OF PROFESSIONALS,
INCLUDING OUR EMPLOYEES, BOARD OF
DIRECTORS AND POLICY COUNCIL,
WHO ARE COMMITTED TO
SERVING OUR FAMILIES.**



Our efforts are supported by members of the communities we serve. These include local school boards, health departments, social service agencies, extension offices, law enforcement agencies, fire department, mental health providers, dental care providers, local libraries, and community volunteers.

Our community partners provided transportation, classroom space, educational activities for parents and children, health/dental/mental health services, and child care assistance.

OUR MANAGEMENT TEAM

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OUR BOARD OF DIRECTORS

GEORGE CUNNINGHAM

Acting Chair

SANDRA WILLIS

Acting Vice Chair

DEBORAH BALL

Treasurer

CATHY BRAY

Secretary

LYNETTE WADDEY

Director

JAMES JOHNSON

Director

GRANTS AND PROGRAMS



HOW WE DO WHAT WE DO



PCDC is a grantee of the federal Head Start and Early Head Start programs. We operate Bridges Head Start and partner with six Early Head Start child care facilities. We also provide fee-based child care at our Smart Start facility in West Point, Virginia.

01 HEAD START



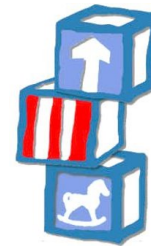
Head Start programs support the comprehensive development of children 3 to 5 years old through early learning, health and family well-being services. Our Head Start program operates 12 center-based classrooms at 7 locations throughout the Middle and Virginia Peninsulas.

www.pcdcva.org/head-start

02 EARLY HEAD START

Early Head Start (EHS) programs serve infants and toddlers from the age of 6 weeks to 3 years, as well as pregnant women. Our Early Head Start program operates in partnership with 5 other programs in the region, ranging from home-based to center-based facilities.

www.pcdcva.org/early-head-start



03 SMART START



Smart Start is our fee-based program located in the Town of West Point, VA. Throughout the school year, we provide before-and-after-school child care for children ranging in age from 6 weeks to 12 years. Smart Start converts to a full-day program in the spring, summer and winter breaks.

www.pcdcva.org/smart-start-preschool

BY THE NUMBERS HEAD START

HEAD START PROMOTES HEALTHY CHILDREN

Head Start emphasizes preventive care and early detection of health problems. Every child receives a complete physical examination including vision and hearing test, immunizations, a dental exam and identification of disabling conditions. Follow-up services are provided.

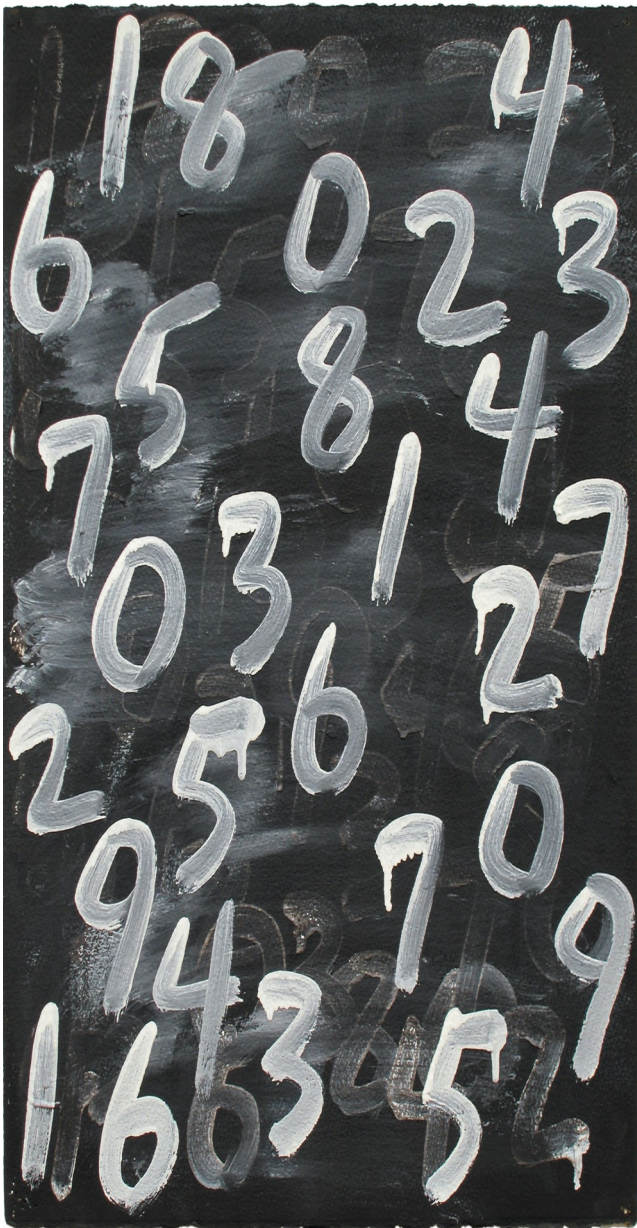


WE WORK WITH FAMILIES

Parents are their child's first and most influential teacher. Head Start's success is based upon the creation of compassionate partnerships between Head Start staff and parents on behalf of their children. We work with families to remove barriers to their success and to deepen their ability to support their children.

Early Childhood experiences determine how well a child performs in school and beyond. All young children deserve a quality early educational experience and Head Start recognizes our role as the major and most successful provider of early educational services to the neediest of those children. We are committed to continuing to ensure that Head Start contributes to making the American dream possible.

This year, our work impacted 183 children from 231 families.



OUR IMPACT IN NUMBERS

10

Children referred for mental health services

4

Hours/month mental health professionals spent on site/virtually

9

Children diagnosed with speech impairments

8

Children diagnosed with other



69

Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age



68

Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination



174

Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns

05 WHO ARE OUR FAMILIES?

Age	HS	EHS	Total
Under 1 year	0	2	2
1 year old	0	5	5
2 years old	0	23	23
3 years old	8	18	26
4 years old	50	0	50
5 years old	76	0	76
Type of Eligibility	HS	EHS	Total
Foster	5	1	6
Homeless	19	18	37
Income below 100% of Federal Poverty Level (FPL)	116	34	150
Public assistance (TANF, SSI, etc.)	100	42	142
Race and Ethnicity	HS	EHS	Total
American Indian or Alaskan Native	1	0	1
Asian	0	0	0
Black or African American	49	18	67
Native Hawaiian or Pacific Islander	0	0	0
White	54	23	77
Biracial/multi-racial	27	8	35
Other	2	0	2
Unspecified	0	0	0
Primary Language of Family at Home	HS	EHS	Total
English	106	38	144
Native Central American, South American & Mexican languages	0	0	0
Spanish	5	3	8
Unspecified	0	0	0

Types of Family Services	HS	EHS	Total
Emergency/Crisis intervention	105	2	107
Housing assistance	36	37	73
Mental health services	58	6	64
English as a Second Language (ESL) training	2	0	2
Adult education/Job training	39	6	45
Substance abuse prevention	15	0	15
Substance abuse treatment	1	0	1
Child abuse and neglect services	17	0	17
Domestic violence services	1	0	1
Child support assistance	2	0	2
Health education	115	42	115
Assistance to families of incarcerated individuals	3	5	8
Parenting education	101	42	101
Relationship/Marriage education	9	0	9
Asset-building services (financial education)	90	42	90

HOW DID WE DO?



**THE IMPACT OF OUR
PROGRAM IS REFLECT-
ED IN OUR COR
ASSESSMENTS AND
PHONOLOGICAL
AWARENESS LITERACY
SCREENING (PALS)
SUMMARY SCORES.**

COR Advantage is the leading research-backed assessment for all children from birth to kindergarten. Results for individual students are used for the development and modification of educational goals and Individual Learning Plans (ILPs). Program results are used to target professional development needs and modify school readiness goals.

The Phonological Awareness Literacy Screening (PALS) tool provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 99% of school divisions in the state on a voluntary basis.

PCDC uses pre-K PALS Summary score to assess individual students, classroom and program growth. Our teachers will use the data, in combination with other assessment results, to develop instruction for future school years.

HEAD START PRE-K PALS SUMMARY

The PALS Pre-K screening tool measures a child's early literacy and phonological awareness. Data are used to individualize instruction and prepare children for future reading success. The PALS Pre-K assessment includes name writing, upper and lowercase case alphabet recognition, letter sounds, beginning sound awareness, print/word awareness, rhyme, and nursery rhyme awareness.

Data for the Pre-K PALS assessment instrument are currently unavailable as a result of the COVID-19 pandemic. The health and safety of our teachers, students, and families continues to be our top priority. High-quality instruction will continue; therefore, PCDC presently operates using a hybrid attendance model, with most classes attending virtual literacy learning opportunities.

HOW DID WE DO?

CONTINUED



THE TABLE ON THE NEX PAGE SHOWS OUR COR ADVANTAGE SKILLS ASSESSMENT SCORES FOR EACH PROGRAM PERIOD, CHRONOLOGICALLY FROM LEFT TO RIGHT

COR ADVANTAGE HEAD START								
COR CATEGORY								
◆	◆	◆	◆	◆	◆	◆	◆	◆
PERIOD 1 SCORE 3.55								
◆	◆	◆	◆	◆	◆	◆	◆	◆
PERIOD 2 SCORE 4.00								
◆	◆	◆	◆	◆	◆	◆	◆	◆
PERIOD 3 SCORE 4.21								

Bridges Head Start uses the High Scope COR (Child Observation Record) Advantage as its primary assessment tool. Anecdotal notes are compiled, leveled, and scored. By completing this process three times a year for Head Start Learners and four times a year for Early Head Start Learners, we are able to track individual as well as program growth. The following table indicates the COR Categories that the children were assessed during the school year as well as the overall scores in each category for every site that PCDC serves.

For each content area, the scores 0-7 are broken down and described to assist the teacher with assigning the most accurate score to each activity.

Approaches to learning	HS	EHS
A. Initiative and planning	3.86	2.95
B. Problem-solving with materials	4.15	3.20
C. Reflection	4.61	2.67
Social and Emotional Development		
D. Emotions	3.74	3.50
E. Building relationships with adults	3.89	3.33
F. Building relationships with other children	3.75	3.71
G. Community	3.30	3.05
H. Conflict resolution	2.89	2.50
Physical Development and Health		
I. Gross motor skills	3.76	3.62
J. Fine motor skills	4.37	3.29
K. Personal care and healthy behavior	4.89	3.71
Language, Literacy and Communication		
L. Speaking	4.60	3.24
M. Listening and comprehension	3.45	2.57
N. Phonological awareness	3.32	1.81
O. Alphabetic knowledge	3.19	2.24
P. Reading	2.82	1.90
Q. Book enjoyment and knowledge	4.31	3.00
R. Writing	3.79	2.00
Mathematics		
S. Numbers and counting.	3.89	2.48
T. Geometry: Shapes and spatial awareness	3.90	2.58
U. Measurements	3.15	2.26
V. Patterns	3.61	2.16
W. Data analysis	3.59	2.26
Creative Arts		
X. Art	3.98	2.53
Y. Music	3.30	2.71
Z. Movement	3.66	2.43
AA. Pretend play	4.01	3.24
Science and Technology		
BB. Observing and classifying	4.64	2.65
CC. Experimenting, predicting and drawing conclusion	3.64	2.75
DD. Natural and physical world	3.62	2.37
EE. Tools and technology	4.45	3.05
Social Studies		
FF. Knowledge of self and others	4.69	3.05
GG. Geography	3.78	2.95
HH. History	4.25	2.33
English Language Learning (ELL)		
II. Listening to and understanding English	3.00	-
JJ. Listening to and understanding English	4.00	-

FUNCTIONAL EXPENSES

EXPENSE CATEGORY	AMOUNT EXPENDED
Personnel	\$ 1,615,298
Payroll Taxes and Fringe Benefits	\$ 372,760
Staff Development	\$ 108,789
Supplies	\$ 276,945
Contracted Services	\$ 553,737
Other	\$ 286,874
In-Kind	\$ 1,771,401
TOTAL	\$ 4,985,804

An independent audit was conducted by the auditing firm of Keiter CPAs for the fiscal year ended August 31, 2021. In their statement dated November 29, 2021, the firm stated: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Parent-Child Development Corporation as of August 31, 2021 and 2020, and the changes in its net assets and cash flow for the years then in accordance with accounting principles generally accepted in the United States."