



BERKELEY-DORCHESTER HEAD START



2025-2026 ANNUAL REPORT



Berkeley-Dorchester Head Start
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PROGRAM OVERVIEW

Berkeley-Dorchester Head Start is a federally funded preschool program dedicated to preparing children from low-income families for success in school and in life. The program is funded exclusively by the U.S. Department of Health and Human Services' Administration for Children and Families, Berkeley-Dorchester Head Start provides comprehensive school readiness services designed to support the educational, social, emotional, health, and developmental needs of young children. No other public or private funds are used to operate the program.

Children enrolled in Head Start participate in developmentally appropriate, student-driven learning experiences that foster curiosity, creativity, and a lifelong love of learning. The program offers a variety of educational activities, nutritious meals and snacks, and engaging indoor and outdoor experiences that promote healthy growth and development.

Berkeley-Dorchester Head Start recognizes families as their child's first and most important teachers. Through strong partnerships with families and the community, the program provides resources and support that empower parents and caregivers to actively participate in their children's education and well-being.

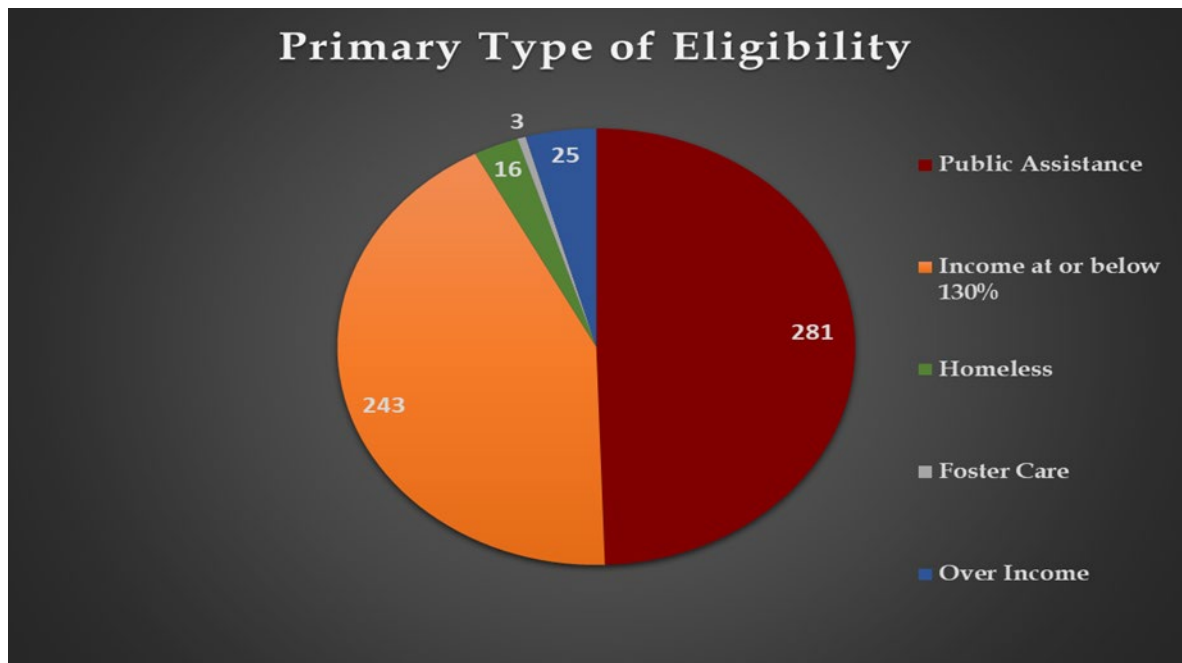
Our mission is to provide children and families with opportunities to build a legacy of success, create the future we dare to imagine, and make a positive difference in their communities. We empower student-driven learning experiences by fostering innovation and unleashing the full power and potential of education.



ENROLLMENT

CHILDREN AND FAMILIES SERVED

Berkeley-Dorchester Head Start is funded to provide services to 469 children. During the 2025–2026 program year, 598 children were served, and 99% of those children were income eligible, including those who qualified through categorical eligibility. Less than 6% of the families served during the program year were over-income. Head Start programs can serve up to 10% of children from families with incomes that exceed federal low-income guidelines.

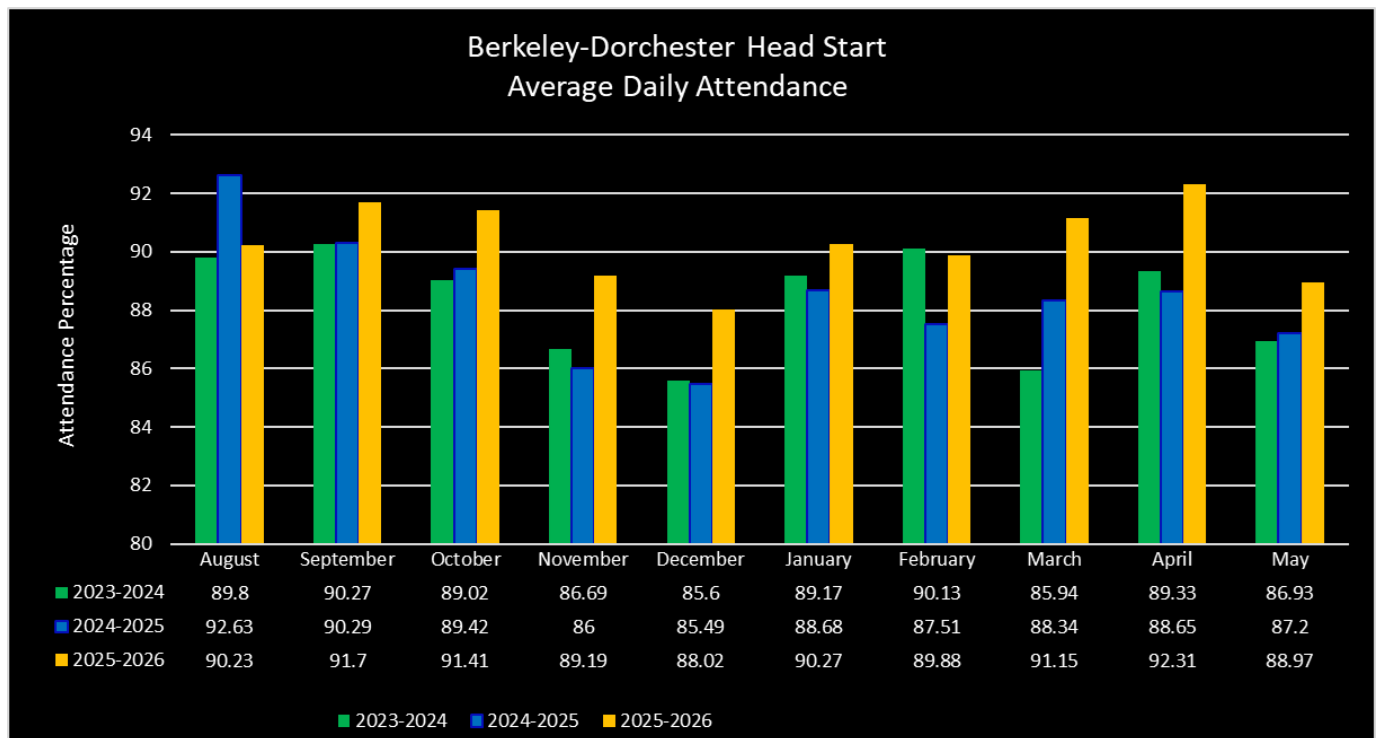


Funded Enrollment	469
Total number of children served	598
Total number of income eligible children served	573
Total number of 3-year-old served	367
Total number of 4-year old served	231
Total number of children Enrolled a Second Year	180
Total number of children Enrolled a Third Year	5

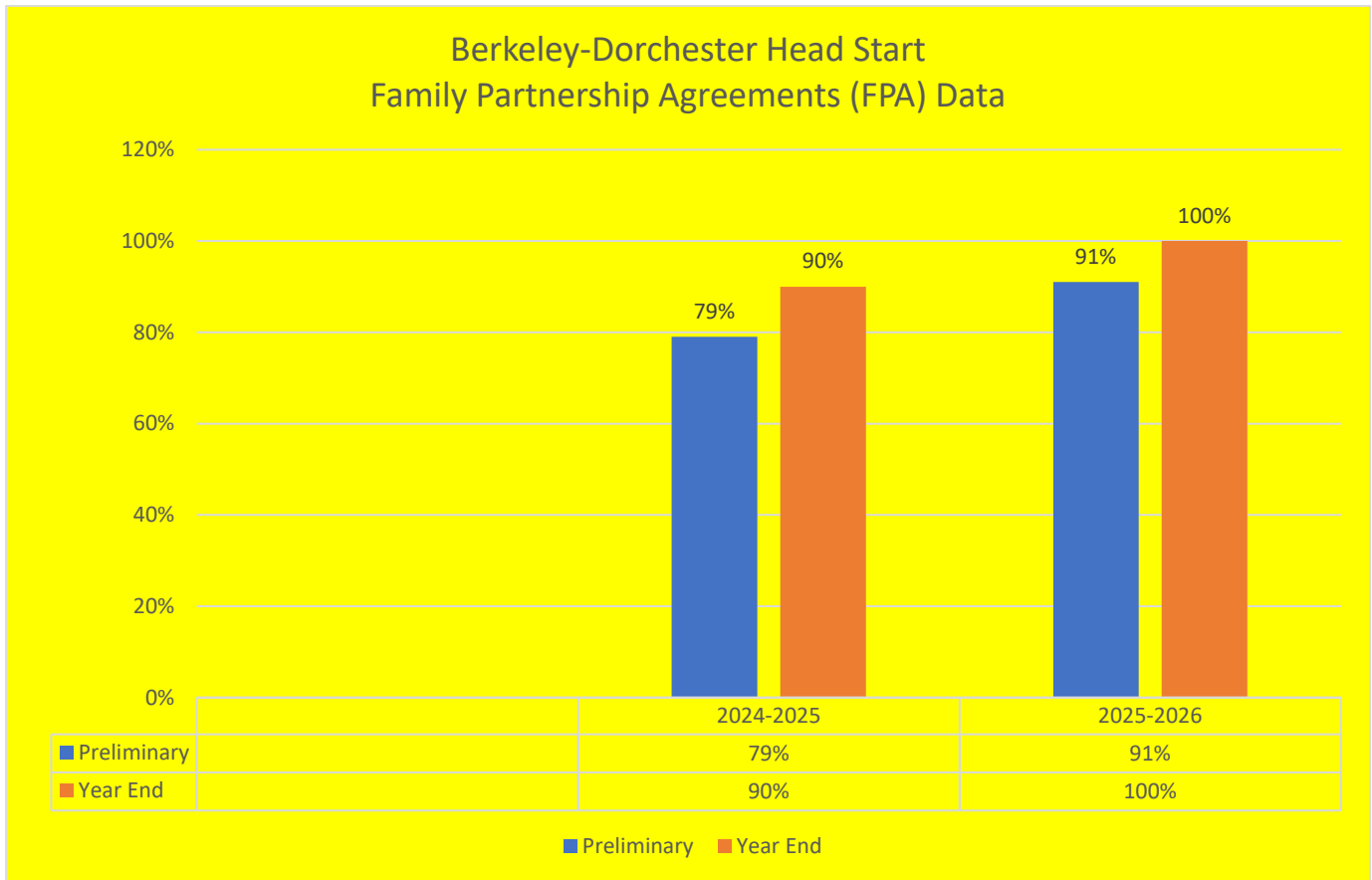
ATTENDANCE

SITE INFORMATION

Site	City	Number of Slots
Berkeley Elementary	Moncks Corner	37
Cainhoy Elementary	Huger	17
Clay Hill Elementary	Ridgeville	17
Cross Elementary	Cross	17
Fishburne Education Center	Hanahan	91
Harleyville Elementary	Dorchester	17
H.E. Bonner Elementary	Moncks Corner	37
Moncks Corner Elementary	Moncks Corner	37
St. Stephen Elementary	St. Stephen	17
Westview Primary	Goose Creek	145
Whitesville Elementary	Moncks Corner	37

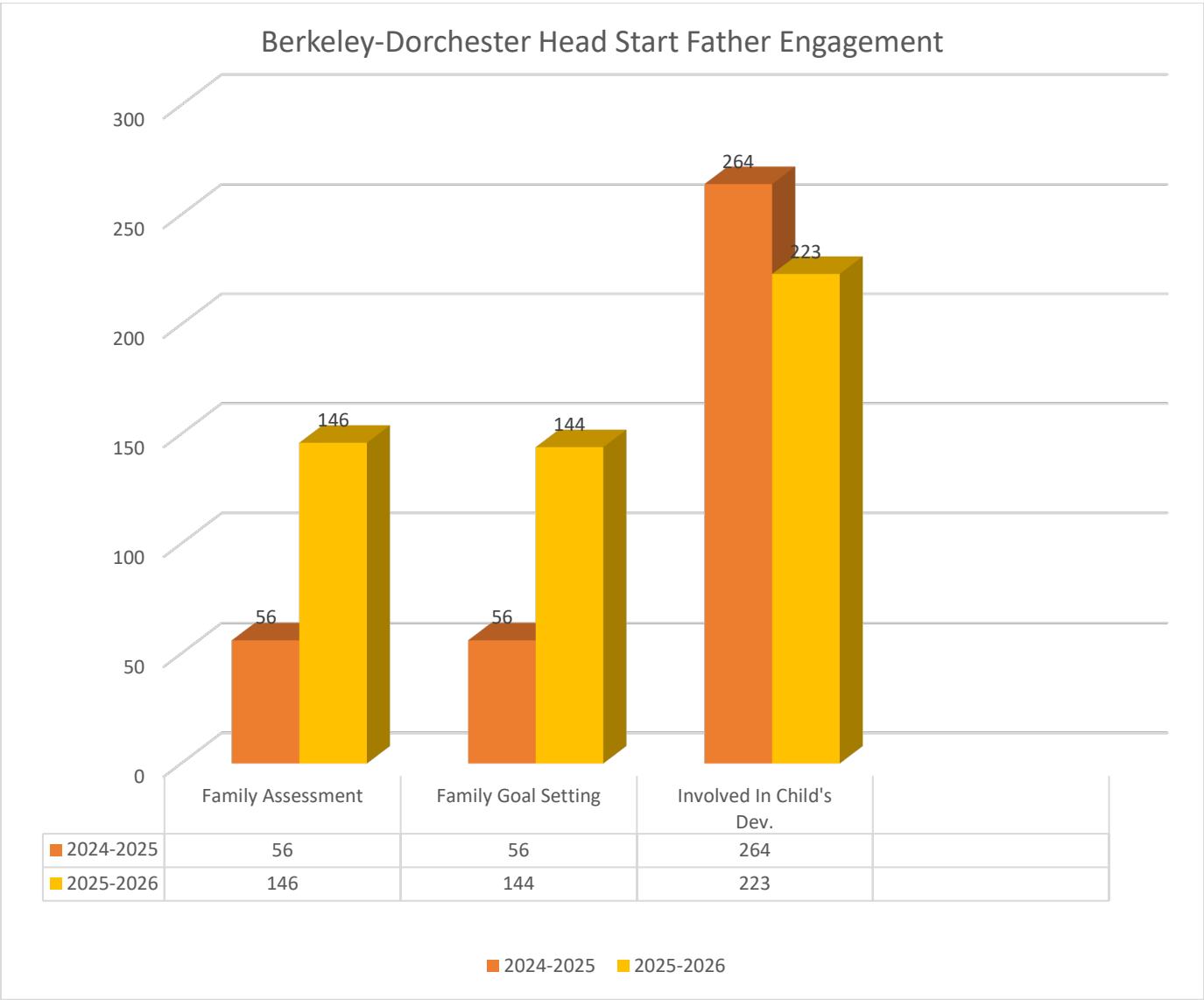


PARENT ENGAGEMENT

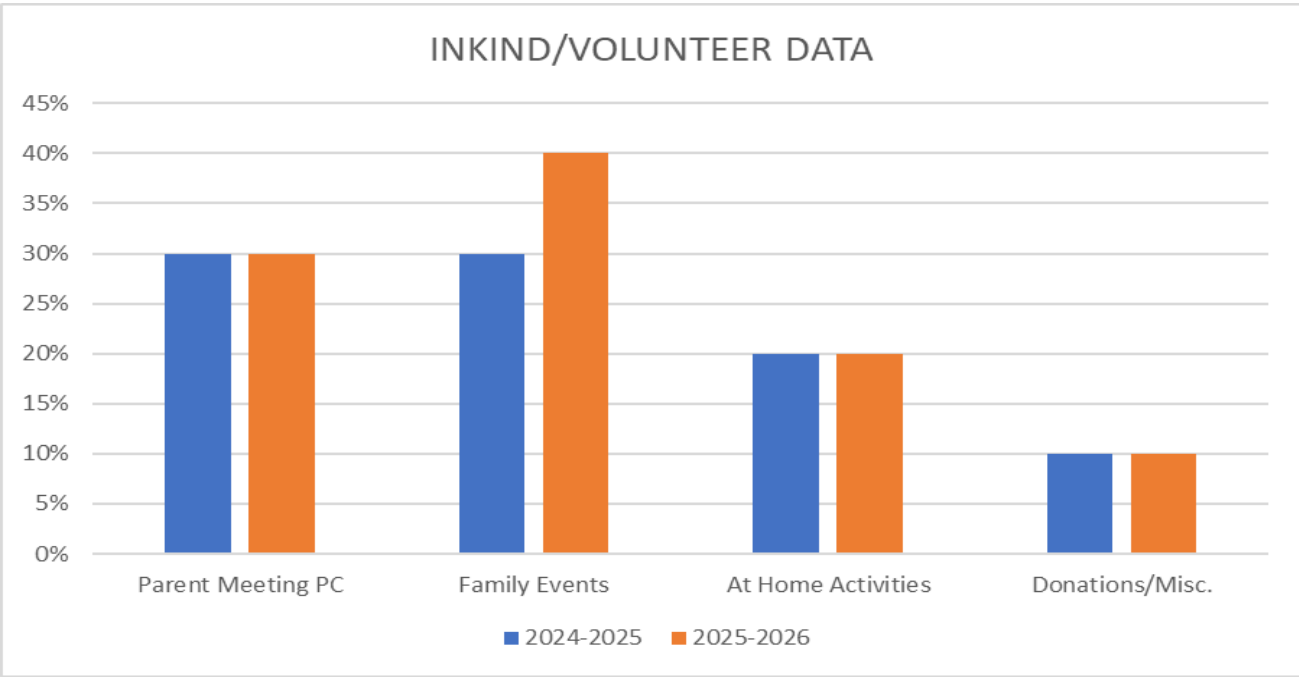


All parents established a goal during the 2025-2026 program year. An additional monitoring feature was introduced that made it easier to monitor goals. Returning parents will be encouraged to continue working towards completing the existing goal.

Goals that were completed	23%
Goals in Progress	77%



Fatherhood engagement has improved even with the decrease in child involvement in 2025-2026 compared to 2024-2025. There was a tremendous increase in completing family assessments and establishing family goals.



Based on funded enrollment of 469, at least one or more parents were engaged in multiple activities. The chart depicts the percentages and different ways that parents volunteered in the program. The program continues to maintain compliancy with meeting the 20% in-kind requirement as mandated by the federal government.

	Total Volunteers	Total Dollars	Total Hours
2024-2025	421	52,492	2,546
2025-2026	466	33,939	1,648

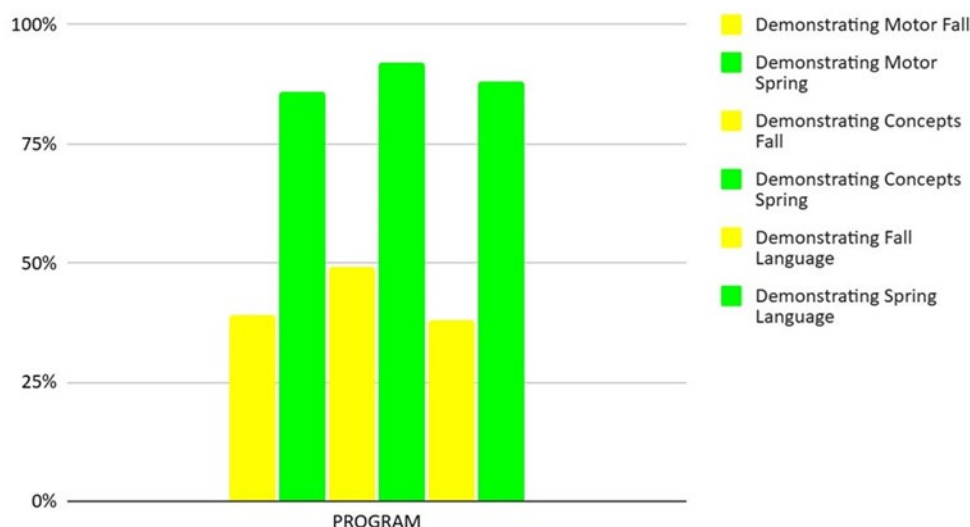
EDUCATION AND SCHOOL READINESS

We use formative assessment results to help our teachers evaluate the effectiveness of their instruction and decide on the next steps for student learning. Currently, we utilize the following formative assessments:

- DIAL-4 (Developmental Indicators for Assessment of Learning 4)
- myIGDIs (My Individual Growth and Development Indicators) Literacy
- myIGDIs (My Individual Growth and Development Indicators) Math

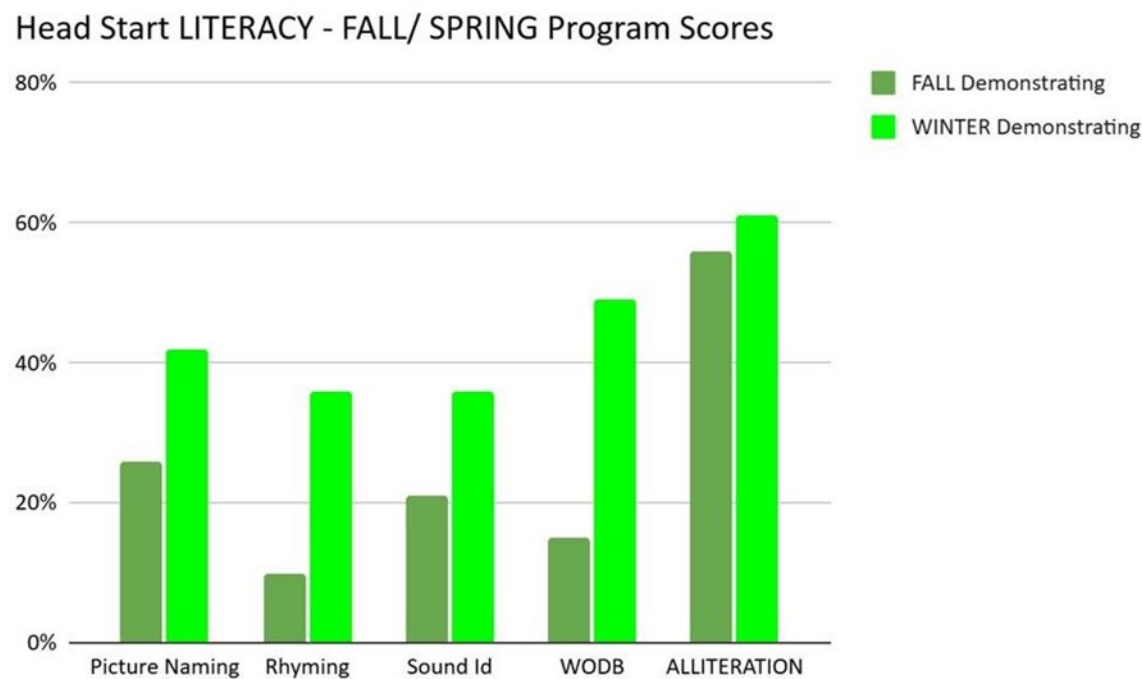
Following the completion of the assessments, our instructional teams develop goals based on the results and evaluations of each child's current needs, interests, and abilities. Assessment results are shared with families to keep them informed of their child's progress and include them in decisions of possible next steps. The data is analyzed to ensure individualized instruction is implemented as needed.

PROGRAM Demonstrating FALL Vs SPRING DIAL IV

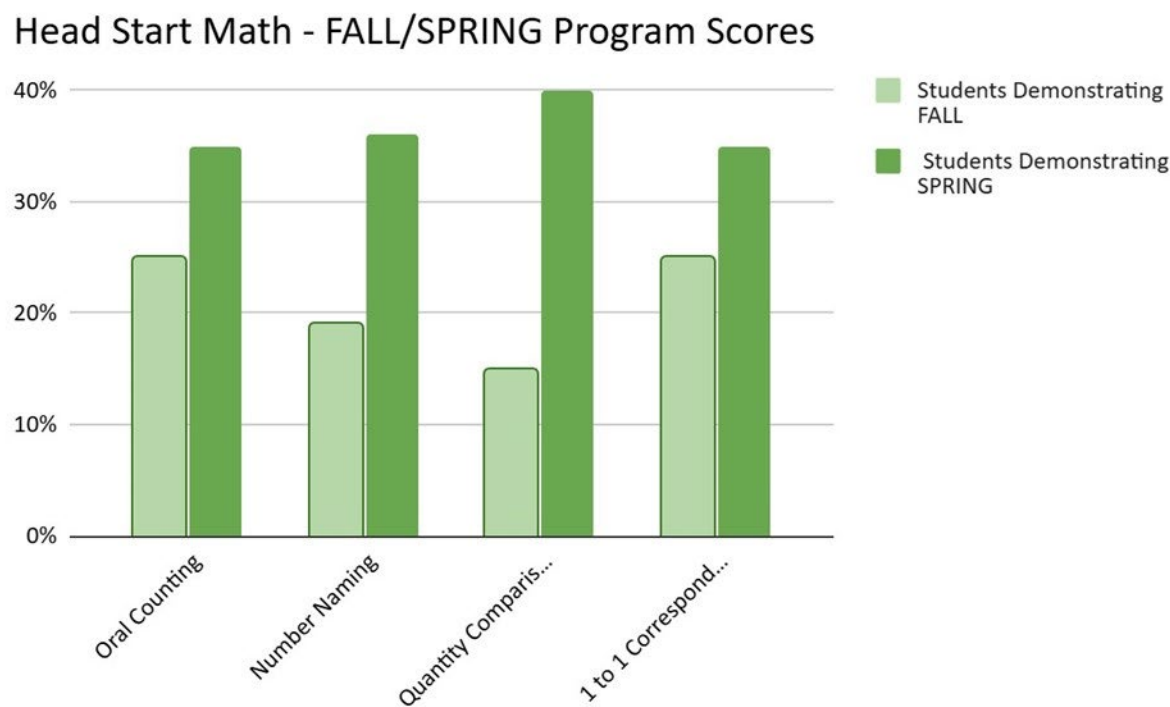


Dial 4 Spring 2026 scores indicated that 86% were at typical development in Motor Development, 92% in Concept Development, and 88% in Language Development. The DIAL-4 screening results reveal substantial advancement in our students' developmental skills. Our students showed marked improvement in language and literacy skills, including vocabulary expansion, phonological awareness, and emerging pre-reading abilities, motor development, both fine and gross motor coordination, cognitive skills, and conceptual understanding.

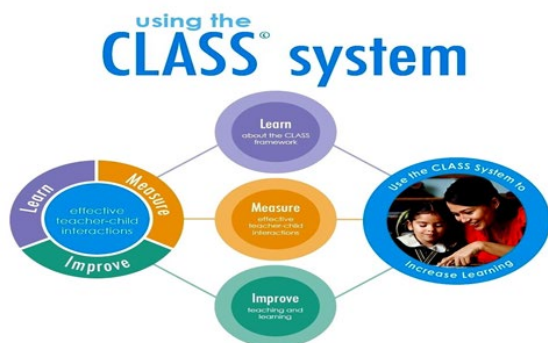
The chart below indicates the growth in myIGDIs Literacy for the 2025-2026 school year.



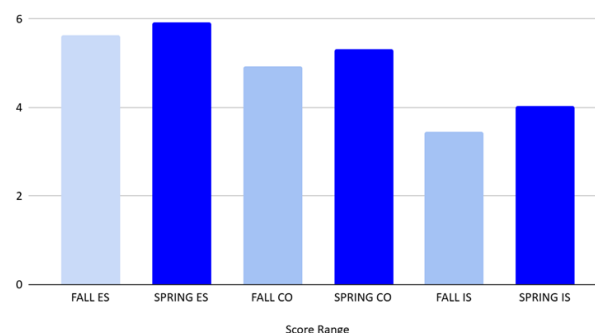
The chart below indicates the growth in myIGDIs Math for the 2025-2026 school year.



Classroom Assessment Scoring System (CLASS) training and observations are designed to promote positive classroom environment and instructional support. Instructional teams reflect upon their interactions with the children to guide instruction. Training and/or coaching are provided as needed for instructional teams to develop and expand teaching styles and methods to capture the needs of the individual learner in the early childhood classrooms.



PROGRAM RESULTS FALL VS SPRING 2025-2026



The CLASS tool is used to identify the level of support for children in classrooms. This reinforces an organized classroom environment that is developmentally appropriate, with a high degree of social emotional support and instructional competence.

Transition to kindergarten and school readiness

Our Head Start program provides critical preparation for the transition to kindergarten through a comprehensive, developmentally appropriate approach. By addressing the whole child (cognitively, socially, emotionally, and physically) we work together to effectively bridge the gap between home and/or preschool and formal kindergarten education. Teachers and staff actively partner with families, sharing information about kindergarten expectations and helping parents support their child's readiness at home.

Our classrooms mirror many kindergarten structures: circle time, small group instruction, independent work periods, and outdoor play. Our students become familiar with classroom routines, raising hands to speak, and listening to instructions and teachers build foundational skills in literacy and numeracy through play-based learning.

Another key focus is helping our students develop self-regulation, cooperation, and social skills. Our teachers model positive interactions, teach conflict resolution strategies, and create safe environments where children practice working with peers. We also emphasize practical independence skills like following multi-step directions, managing personal belongings, using the bathroom independently, and transitioning between activities.

MENTAL HEALTH

Berkeley-Dorchester Head Start prioritizes social, emotional, and mental health as key components of school readiness. The program supports children’s development through screenings, assessments, interventions, and follow-up services. Parents and teachers complete annual behavioral screenings to assess social-emotional development, behavior, and self-help skills. These screenings help identify needs and guide targeted supports in both home and classroom settings. Staff received regular guidance on promoting positive mental health, well-being, and behavior management. Conscious Discipline® is a research-based social-emotional curriculum that is used in the program. Through ongoing training and coaching, staff consistently implement these strategies to strengthen classroom management and support children’s growth and development.

Head Start Mental Health Specialist	
Number of students with documented behavior or mental health concerns reported by instructional staff.	29
Number of families who received resources, support, and/or social-emotional activities related to behavior or mental health concerns.	16

Head Start Mental Health Referrals	
Number of parent/guardian requests for personal mental health, well-being resources, or additional support, and encouragement.	2
Number of parent/guardian concerns regarding a child's behavior or social-emotional well-being at home and/or in the community that were addressed.	5
Number of Head Start staff requests for personal mental health, well-being resources, or additional support, and encouragement	22

Mental Health Consultation Services	
Number of classrooms supported through mental health professional services, including observations and support related to social-emotional/mental health management and classroom organization.	4
Number of students referred for mental health services to a licensed mental health consultant.	5

HEALTH SERVICES



Children enter the program with diverse health care needs. Promoting good health, preventive care, and early identification of health concerns supports school readiness. Berkeley-Dorchester Head Start assists families in ensuring children receive regular well-child visits, dental exams, nutritional assessments, and up-to-date immunizations. Vision, hearing, height, weight, and blood pressure screenings are conducted within the first 45 calendar days of school. Staff also support families in establishing a medical and dental home when one is not already in place.

Children that received medical exams	453
Children that received dental exams	453

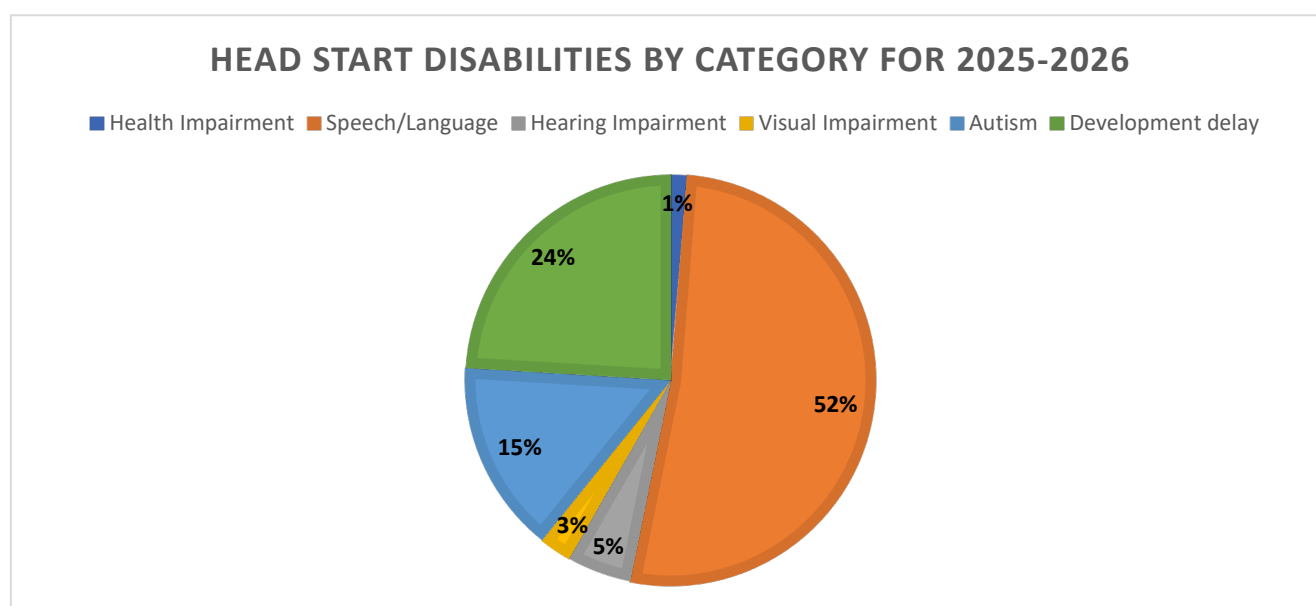
Berkeley-Dorchester Head Start places great importance on health promotion and prevention. The program helps families access health information that is viable to their child's health. A Health Services Advisory Committee provides guidance and access to community resources for children and families. The program takes an active role in identifying dental preventive services and promoting oral health care. Emphasis is placed on the importance of establishing good oral health habits at an early age and maintaining them throughout life. Children are educated on the importance of good oral hygiene practices through teacher modeling, books, and other activities providing proper oral care. Every community has health needs that influence a child's readiness for school and life. Health Services work with program staff and community partners to identify the needs of children and their families. We connect them to the appropriate services so that children transition into schools healthy, safe, and ready to learn.

DISABILITY SERVICES

Berkeley-Dorchester Head Start Special Education Referrals 2025-2026

Referrals submitted	46
Children evaluated	30
Children diagnosed under IDEA	24
Children with pending evaluations	9
Children not eligible under IDEA	6
Evaluation not warranted	4
Children assigned to intervention (RTI)	2
Parent refused evaluation	1

This table summarizes the status of the referrals that were submitted to the Local Education Agency (LEA) to determine those students that were eligible for services under the Individuals with Disabilities Education Act (IDEA).



During the 2025-2026 program term, approximately 52 children entered the Head Start program with an established Individualized Education Program (IEP). Identified during the program term were 24 additional students that met the eligibility requirements to receive an IEP. This diagram indicates the categories in which these students received services provided by the Local Education Agency (LEA).

BUDGET INFORMATION

Berkeley-Dorchester Head Start’s fiscal year runs from June 1 to May 31. The program undergoes periodic audits by the Administration for Children and Families, as well as an annual audit conducted by a reputable independent third-party auditor appointed by Berkeley County School District. The most recent audit found no issues and resulted in an unmodified opinion.

Categories	Program Operations 2024-2025	Training Technical Assistance 2024-2025	Non-Federal Share 2024-2025
Personnel	\$3,170,582	\$0	\$868,725
Fringe benefits	\$1,481,775	\$0	\$372,513
Travel	\$0	\$5,000	\$0
Equipment	\$0	\$0	\$0
Supplies	\$121,446	\$8,410	\$0
Contractual	\$155,068	\$26,526	\$2,689
Other	\$286,721	\$13,590	\$100,615
Direct costs	\$5,215,592	\$53,526	\$1,344,542
Indirect costs	\$231,488	\$2,628	\$0
Total budget	\$5,447,080	\$56,154	\$1,344,542

Categories	Program Operations 2025-2026	Training Technical Assistance 2025-2026	Non-Federal Share 2025-2026
Personnel	\$3,298,839	\$0	\$1,004,741
Fringe benefits	\$1,413,843	\$0	\$351,206
Travel	\$0	\$5,000	\$0
Equipment	\$0	\$0	\$0
Supplies	\$99,278	\$8,502	\$0
Contractual	\$152,675	\$26,526	\$2,689
Other	\$269,461	\$13,590	\$28,509
Direct costs	\$5,234,096	\$53,618	\$1,384,456
Indirect costs	\$247,573	\$2,536	\$0
Total budget	\$5,481,669	\$56,154	\$1,348,456