



County ARPA - City of Winston-Salem Report



Smart Start
of Forsyth County

Service Partner Contracted

- ❖ All Service Partners remain in contract to include Smart Start of Forsyth County, Family Services Head Start, Child Care Resource Center, Hispanic League of Forsyth County, WS/FCS, Forsyth Futures, and Prismatic Services.
 - 1 contract amended to for the Hispanic League
 - The Hispanic League of Forsyth County was contracted to deliver translation and interpretation services for families who are English language learners.
 - However, they were limited to families who speak Spanish or Portuguese per the County ARPA Approved Activities.
 - Recognizing their responsibility to provide translation services throughout the Pre-K service system in the families preferred language, the Hispanic League has already secured two partners, a Polish and Mandarin interpreter and continue to search for others.

Classroom and Educator Tracking

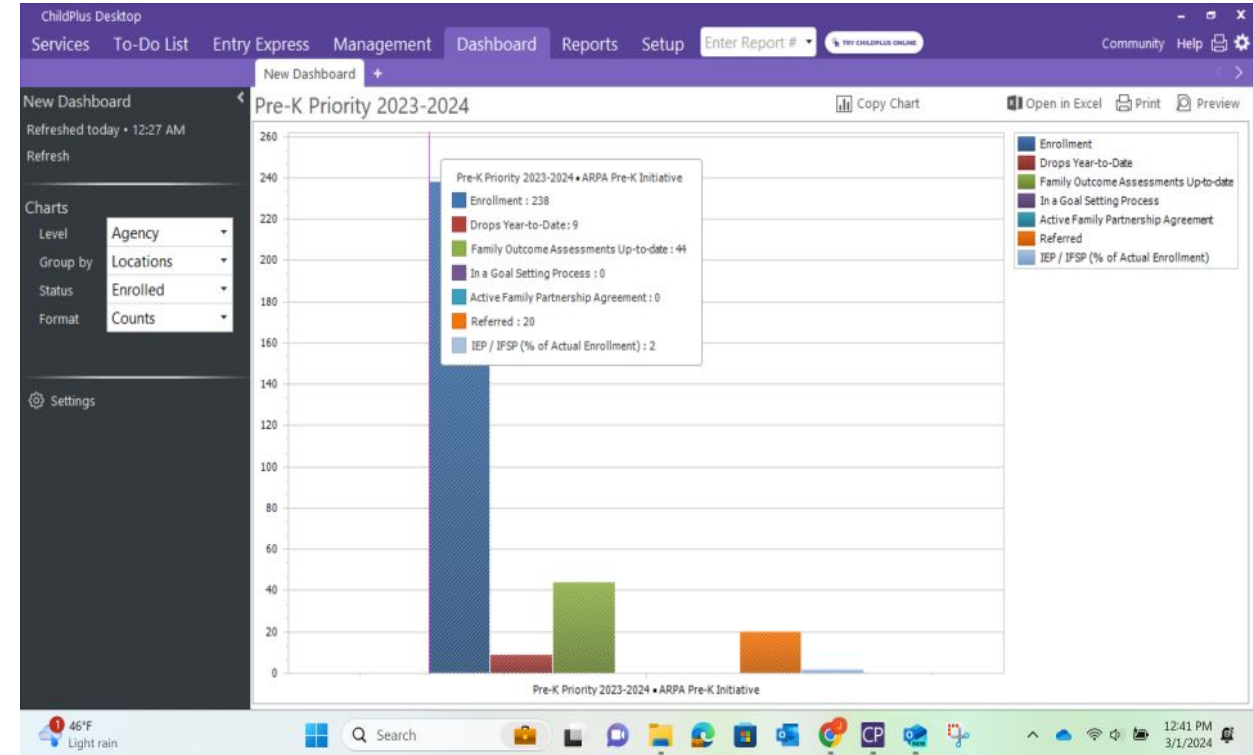
- ❖ Classrooms served:
 - 29/31 Classrooms enrolled
 - Including: 2 Head Start Classrooms temporarily closed due to staffing
- ❖ Children served:
 - 395 of 540 funded slots
 - 395 of 476 students actually served (83%)
 - Low enrollment due to recruitment challenges across all programs
- ❖ Pre-K Educators served: 51
 - 27 Lead Teachers
 - 24 Teacher Assistants

	Number of Classrooms	Reported #'s
Family Services Head Start Classrooms	2	28
Winston-Salem/Forsyth County Schools	7	112
NCPK Classrooms	10	177
Private/Independent Centers	10	78
# of Children Served		395

Type of Classroom	Lead Teachers	Teacher Assistants
Head Start	2	2
WSFCS	7	5
NC Pre-K	10	10
Private	8	7

Child Plus Data Collection

- ❖ Child Plus, a system for centralization and privacy of children's data was purchased to analyze reports and make data-driven decisions, track trends, and help to improve overall impact of program delivery.
 - 471 licenses were purchased to support ARPA cohort classrooms
 - 370 children have been entered as enrolled

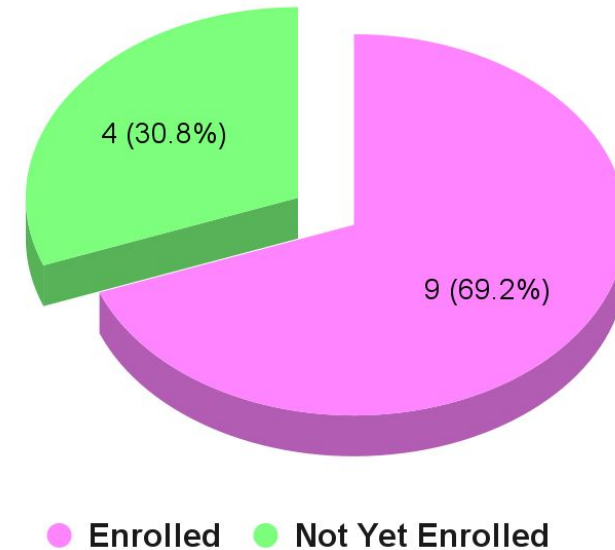


Tuition & Credentialing Assistance:

13 Participants Progressing Toward QRIS “5-Star” Standard

- ❖ 9 Participants Enrolled for Spring
 - 8 Participants Currently Enrolled
 - 1 Participant Withdrew/Dropped
- ❖ 4 Participants Not Yet Enrolled
 - 1 Participant Pursued Other Degree
 - 1 Participant Plans to Retire
 - 2 Participants Did Not Enroll Timely

Participant Enrollment



Pre-K Landscape Salary Statistics

Participants Under Parity

- ❖ 100% of Lead Teachers
- ❖ 38.9% of Assistant Teacher

Average Salaries

- ❖ Lead Teacher - **\$32,624.74**
- ❖ Assistant Teacher - **\$27,123.45**

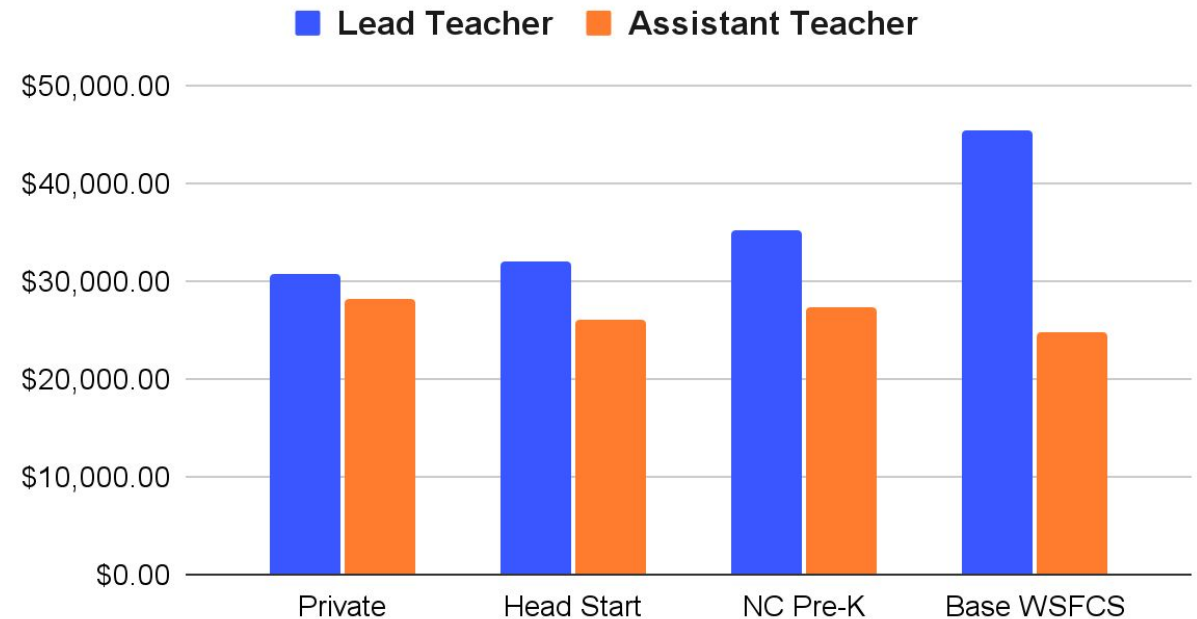
Base Salary for WSFCS

- ❖ Lead Teacher - **\$45,400.00**
- ❖ Assistant Teacher - **\$24,790.00**

Disparity Difference in Dollars

- ❖ **\$439,015.48**

Pre-K Salary Statistics



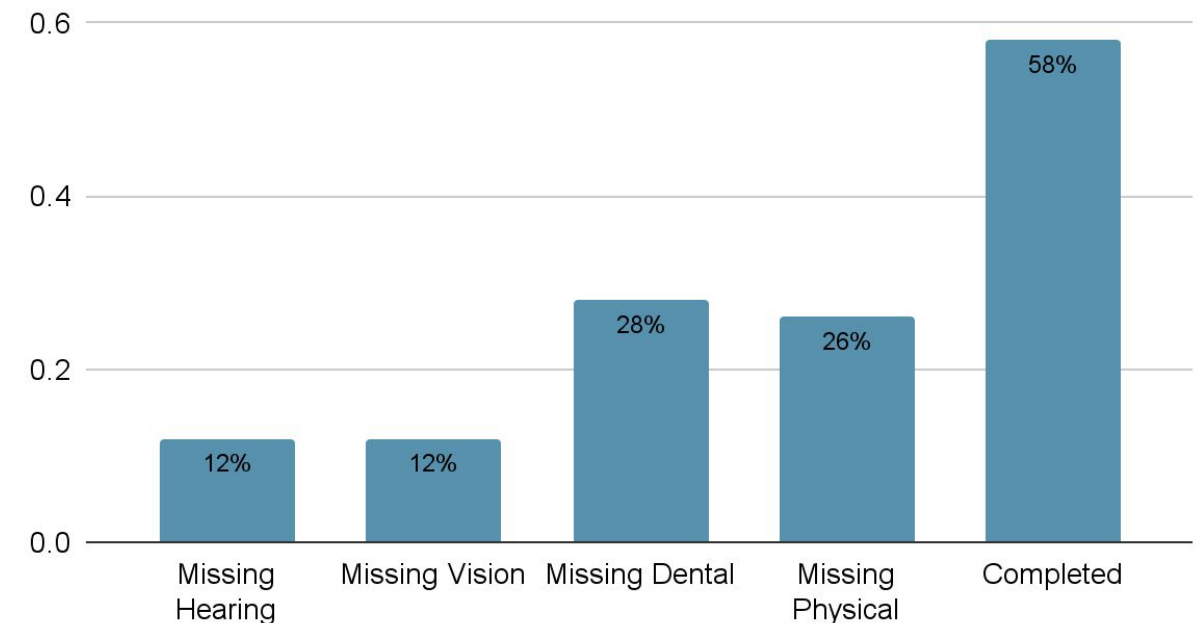
Pre-K Childcare Health Assessment

All Private cohort classrooms received support and monitoring of health file assessments to include a comprehensive review of the each child's health history.

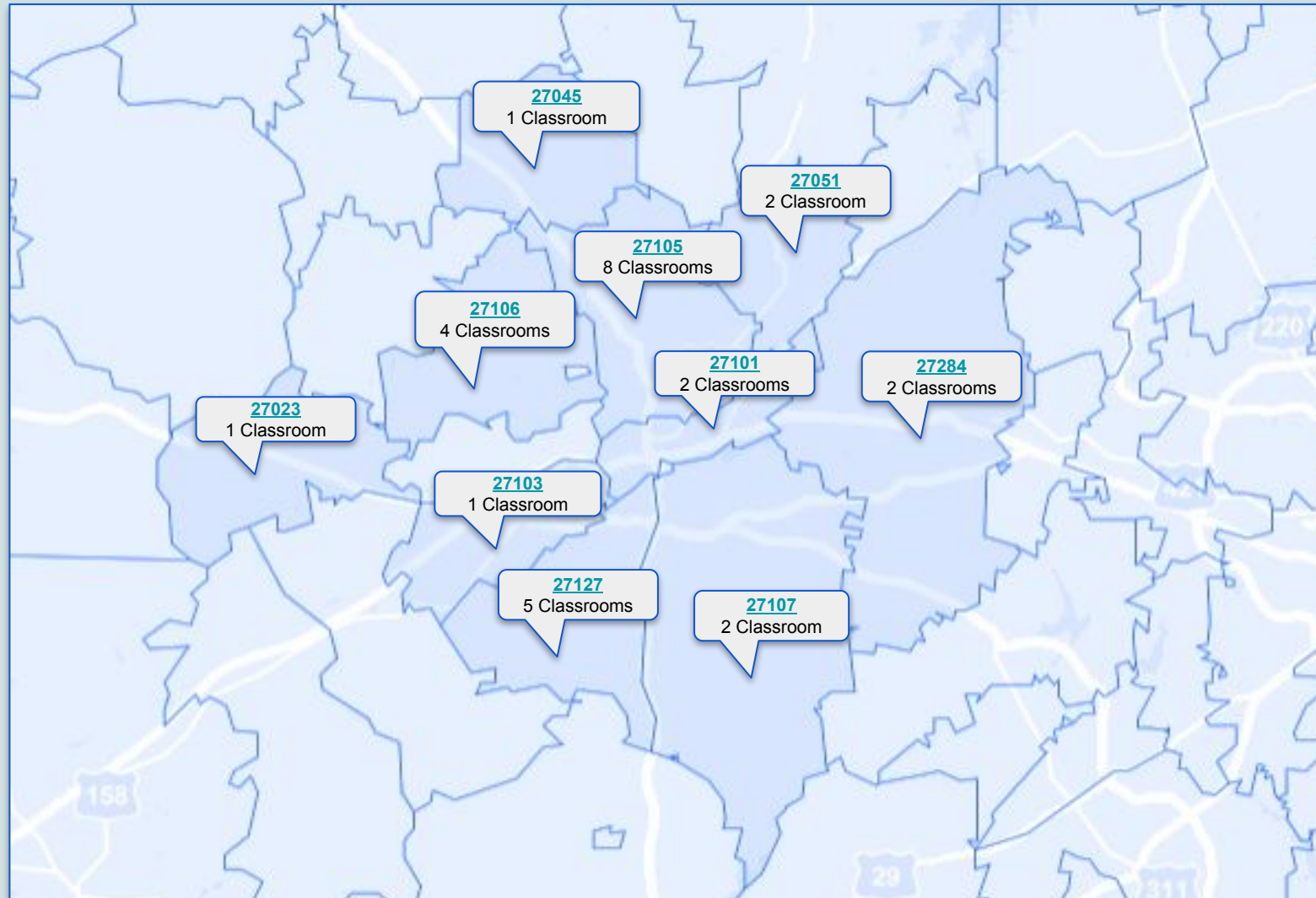
- ❖ Beginning of Year: 74 of 78 Child files/Records Assessed
- ❖ 43 children or 58% had fully complete files
- ❖ Of the children with incomplete files:
 - 9 of 74 missing Hearing screenings
 - 9 of 74 missing Vision screenings
 - 21 of 74 missing Dental screenings
 - 19 of 74 missing Annual Physicals

Families were provided a referral to the local health department for follow-up at no cost for all missing services.

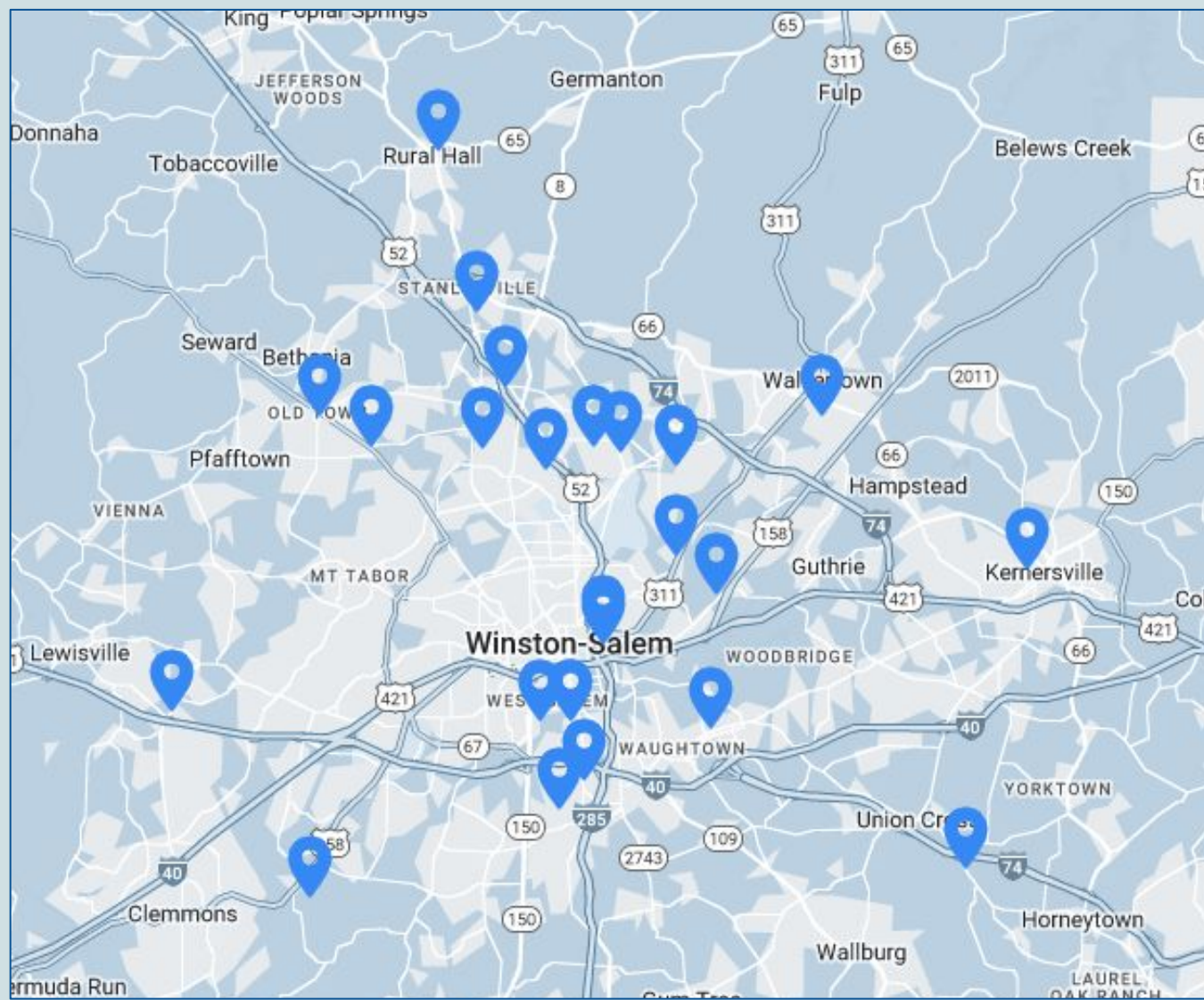
Health File Status



ARPA Classroom Locations by Zip Code

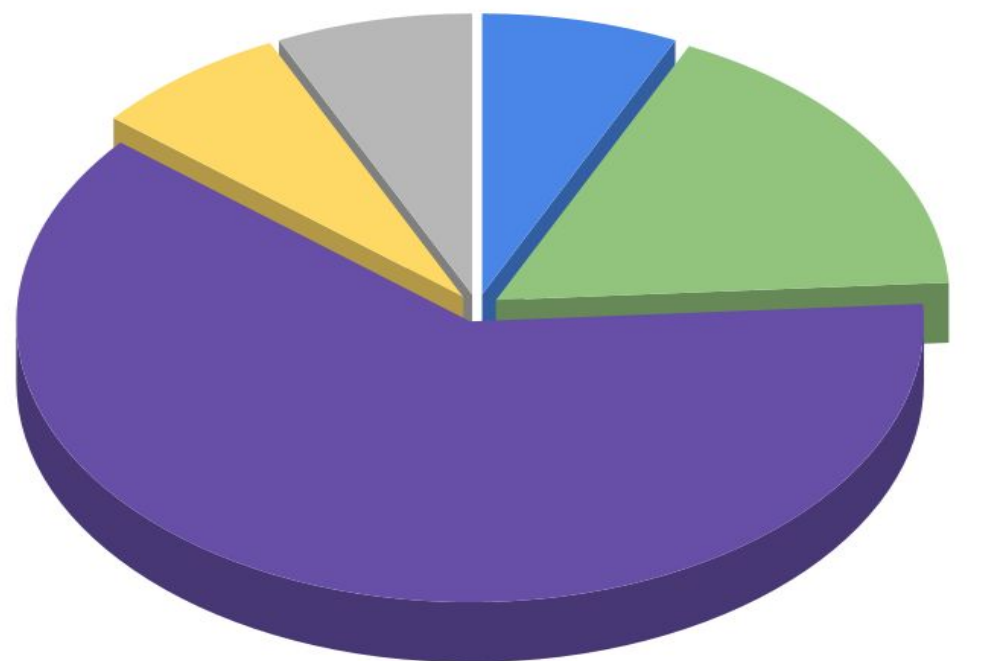


ARPA locations by Site



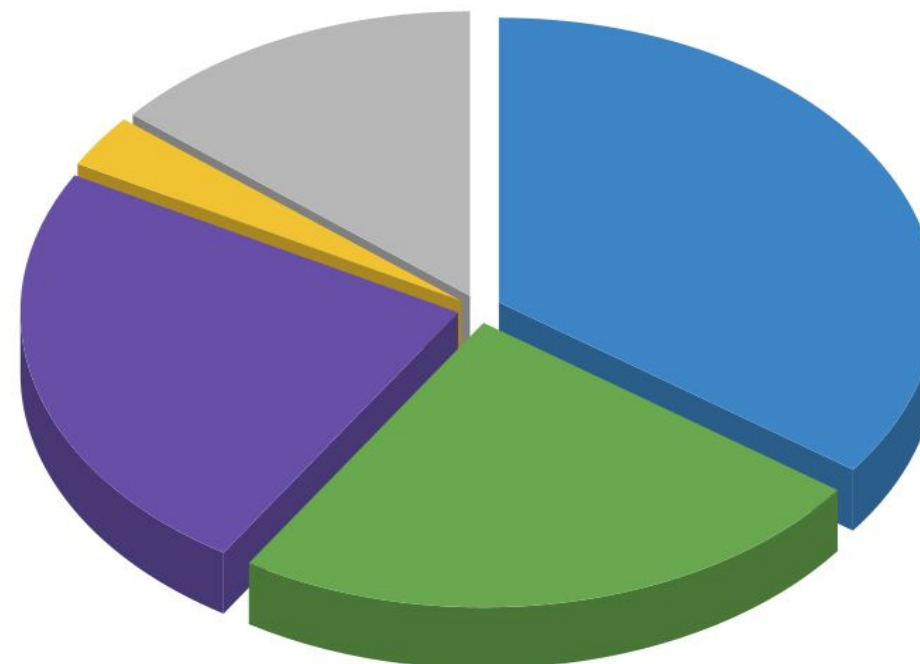
ARPA Educator Education Level

Teacher



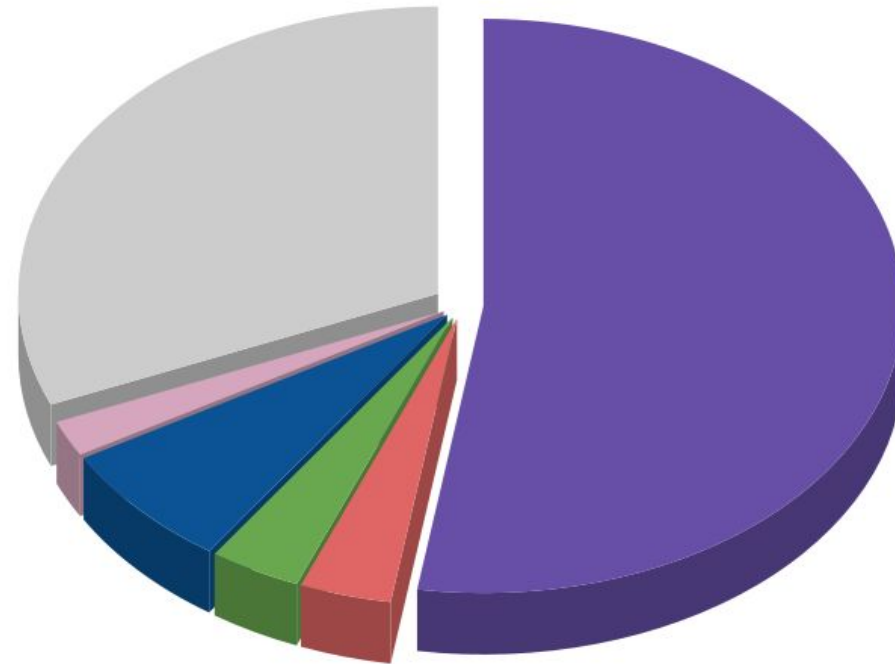
● High School 7% ● Associates 17%
● Bachelors 62% ● Masters 7%
● Pending Collection 7%

Assistant Teacher



● High School 35% ● Associates 24%
● Bachelors 24% ● Masters 3%
● Pending Collection 14%

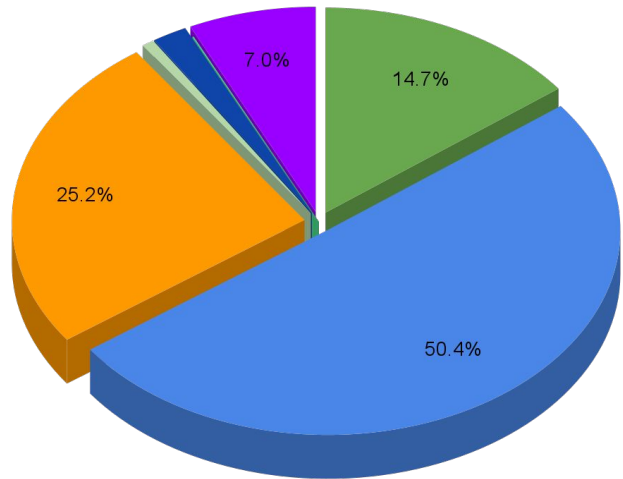
ARPA Educator Race Demographic



● Black/African American 52% ● Hispanic/Latino 3.5%
● Mixed Race 3.5% ● White 7% ● Asian 2%
● Pending Collection 31%

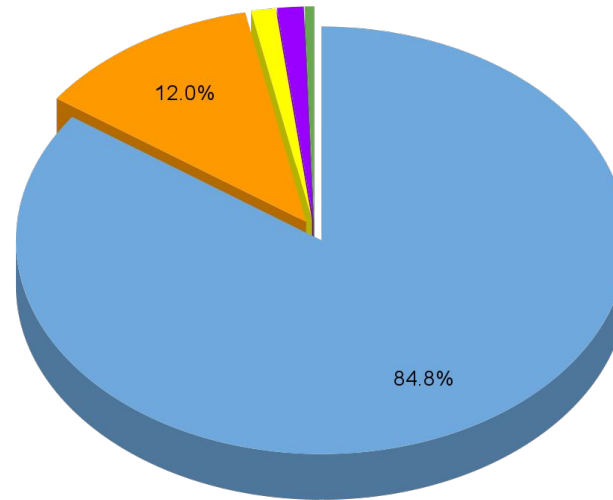
ARPA Data - Aligned with the Equity Audit Questions

Races



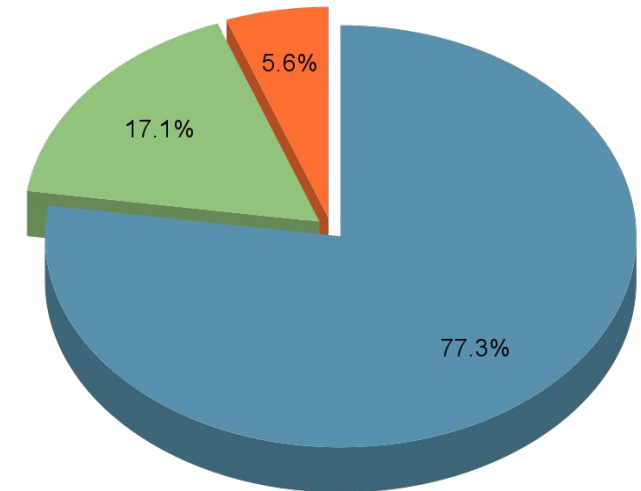
● Hispanic or Latino 15.45% ● White 26.56%
 ● Black / African American 26.56% ● American Indian and Alaska Native
 ● Asian 2% ● Native Hawaiian and Other Pacific Islander 0.08%
 ● Two or More Races 7.43%

Languages Spoken at Home



● English 84.4% ● Spanish 12%
 ● Other Indo-European 1.3% ● Asian and Pacific Islander
 ● Other Languages 0.5%

Children under 18 in Households



● Under 5 years 58% ● 5 to 14 years 12.8%
 ● 15 to 17 years 4.2%

Population: 326,228

Foreign Born Population: 8.90%

Median Income (\$): 60,680

Employment rate: 59%

People living in poverty: 16%

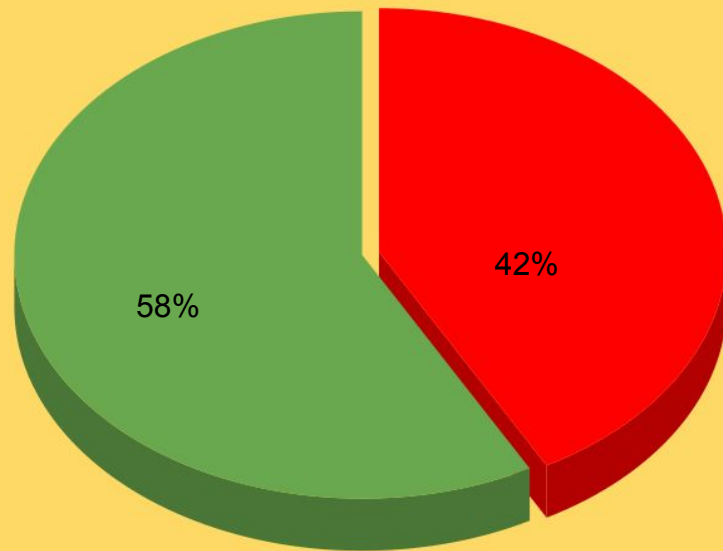
Own car or carpool (Transportation to work): 87%

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for Preschool 



1st Checkpoints

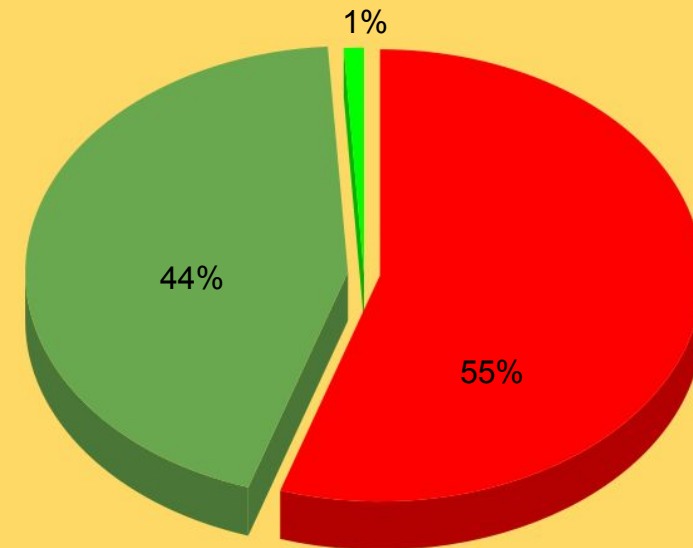
Literacy



● Below Expectations ● Meeting Expectations

Total: 248

Math

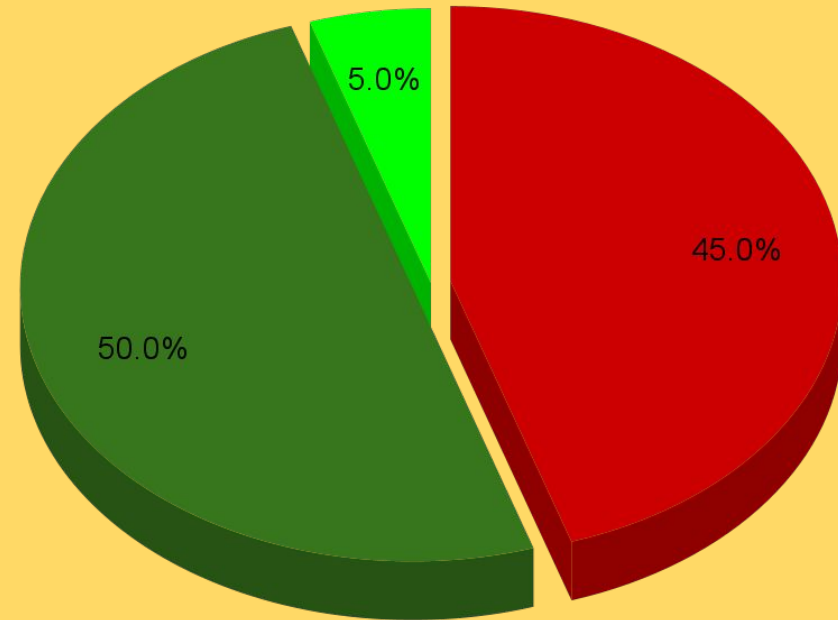


● Below Expectations ● Meeting Expectations
● Exceeding Expectations

Total: 249

1st Checkpoints

Social Emotional



● Below Expectations 45 % ● Meeting Expectations 50%
● Exceeding Expectations 5%

Total: 258

TS GOLD Teacher Support Plan

The ARPA Grant states:

- TS GOLD will be completed for all individual children, classrooms, and centers in the program) within the first 45 days of enrollment (for baseline).
- Assessments will occur mid-year and end-of-year. Completion of assessments to measure each child's progression of development and learning.

Background Information:

ARPA coaches have identified varying experience levels among teachers in their use of the TS GOLD platform. These differences range from a strong familiarity and confidence in using the tool/platform to others who are new and have not yet interacted with it. This observation has prompted discussions on the most effective ways to support each teacher at their current proficiency level. The aim is to assist them in enhancing their understanding of using child observations and utilizing the TS GOLD tool for evaluating children's readiness for kindergarten.

Plan: TS GOLD Tier Levels and Targeted Support

The Below table explains how coaches as well as CCRC may support teachers who have been identified as being in each Tier Level.

TS GOLD Teacher Support Plan cont.

Tier Level	Tier Explanation	Support Plan (coaches)	Teachers Names	Support Plan (CCRC)
1	Teachers who use the GOLD platform to track child progress and to inform teaching practices.	<p>Continue to support teachers, where needed on:</p> <ul style="list-style-type: none"> • Using GOLD to their advantage. • Completing and finalizing checkpoints at each checkpoint period. • Using child data to inform planning. • Using child data to communicate developmental progression and kindergarten readiness. 		<p>Possible Training Opportunities could include:</p> <ul style="list-style-type: none"> • Using data to effectively inform teaching and learning. • Using data to empower families. • TSG Training.
2	Teachers who use the GOLD platform to track child progress but are still working on learning how to use it to inform teaching practices.	<p>Continue to support teachers, where needed on:</p> <ul style="list-style-type: none"> • Using GOLD to their advantage. • Completing and finalizing checkpoints at each checkpoint period. • Using child data to inform planning in understanding the kindergarten readiness of each child. 		<p>Possible Training Opportunities could include:</p> <ul style="list-style-type: none"> • Kindergarten Readiness and how you play an important role in supporting each child. • Understanding data and using it to effectively inform teaching and learning.

TS GOLD Teacher Support Plan cont.

3	Teachers who understand how to observe a child but need support in actually using the GOLD platform.	Continue to support teachers, where needed on: <ul style="list-style-type: none"> • Entering child observations into GOLD correctly. • Completing and finalizing checkpoints at each checkpoint period. • Overall usage of the TS GOLD platform and how it can support in understanding the kindergarten readiness of each child. 		Possible Training Opportunities could include: <ul style="list-style-type: none"> • Supporting all children in being Kindergarten Ready. • Developmentally Appropriate practices.
4	Teachers who need support in understanding how to observe and interpret a child's behavior through observations.	Continue to support teachers, where needed on: <ul style="list-style-type: none"> • Why observing children is important. • How observing children will support them in lesson planning. • Effectively observing children in all domain areas. • Understanding what observations can tell them about each child's development. • Implementing a system to record observations. 		Possible Training Opportunities could include: <ul style="list-style-type: none"> • The importance of Pre-K. • My teacher is my safe space. • Social Emotional Learning is the foundation for all other learning.

Thank you!

