

ANNUAL REPORT

2021/2022



**A LOOK BACK AT 50 YEARS
1972 TO 2022**

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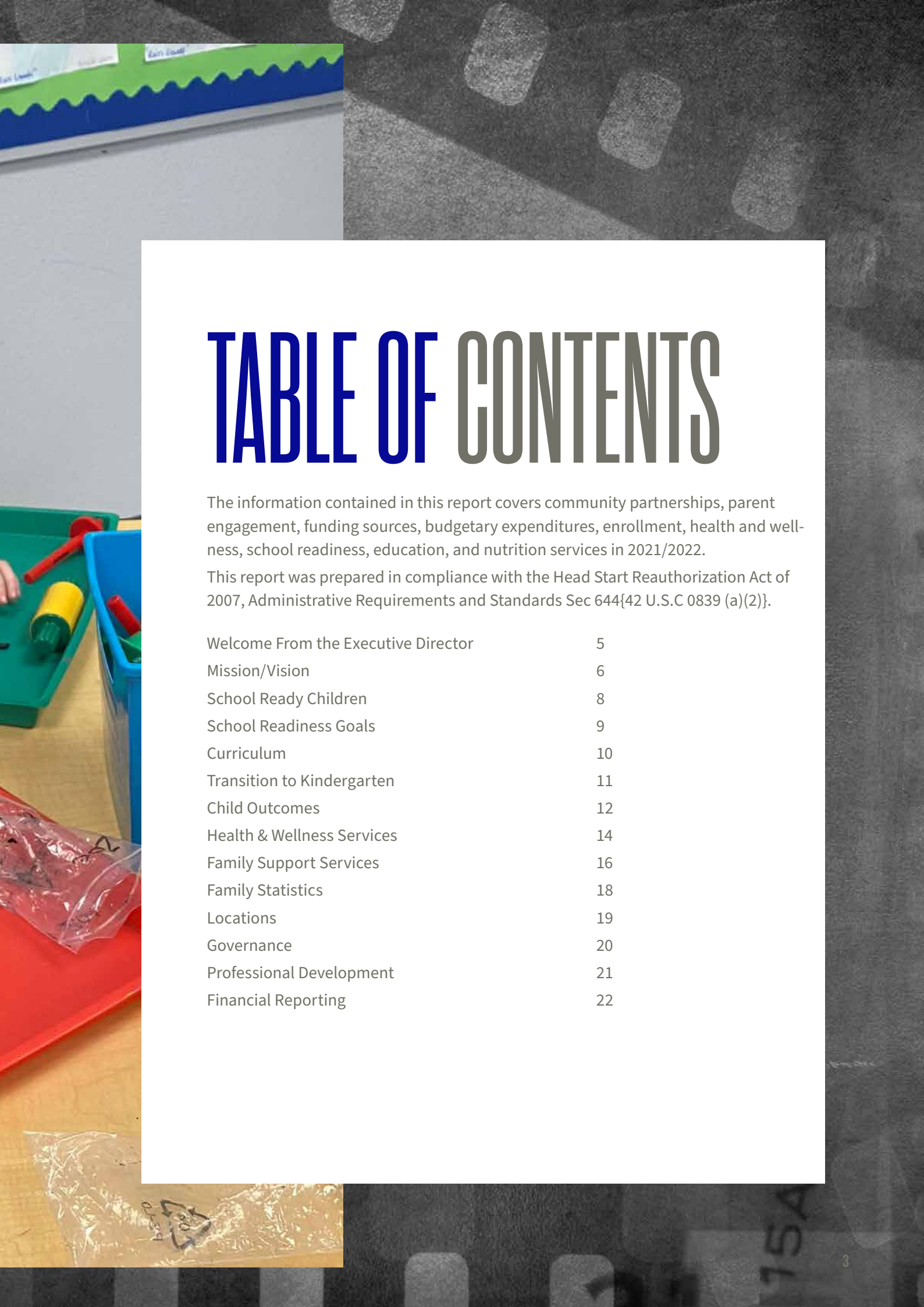


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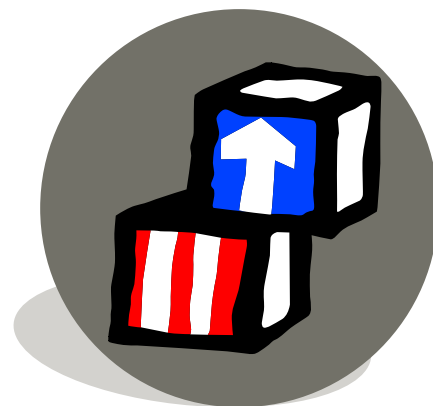
The information contained in this report covers community partnerships, parent engagement, funding sources, budgetary expenditures, enrollment, health and wellness, school readiness, education, and nutrition services in 2021/2022.

This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec 644{42 U.S.C 0839 (a)(2)}.

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The Child Inc Head Start Story



WELCOME FOR OUR COMMUNITY STAKEHOLDERS,
SUPPORTERS, AND FAMILIES.



ALBERT L BLACK
EXECUTIVE DIRECTOR

Child Inc was first established as an independent 501(c)(3) non-profit corporation in 1972 by a group of parents who wanted to create a parent-driven early childhood development program for children of low-income families.

Child Inc can trace its origins to the mid-sixties when Project Head Start was one of the first initiatives in President Lyndon B. Johnson's "War on Poverty." With a clear understanding of the importance early childhood education is on a child's development, for the past 50 years Child Inc has stayed true to the philosophy that curriculums, methodologies and trends may change, but our core principals along with quality nurturing learning environments with an emphasis on parental engagement, are key to preparing school ready children for their next educational level.

Our program has expanded from one Head Start classroom at Ebenezer Baptist Church in East Austin to the addition of Early Head Start in 2006 and the expansion with the Early Head Start Childcare Grant in 2016. We currently have classrooms across 27 sites located within the highest levels of poverty in Travis County.

For half-century, our vital work in the community has made a powerful difference for children and their families. We are looking forward to serving Travis County for another 50 years. After all, together we can improve our community one child, one family at a time.



**EDUCATING CHILDREN.
RAISING FAMILIES.**

POSSIBILITIES ARE ENDLESS

WE ARE DEDICATED TO CREATING QUALITY EARLY LEARNING ENVIRONMENTS TO POSITIVELY IMPACT CHILDREN, FAMILIES AND OUR COMMUNITY.

MISSION

Provide high quality education and comprehensive support services for children and their families while supporting personal and social responsibility in the communities we serve.

VISION

To create a community where all children regardless of income have an equal opportunity to become independent and self-sufficient adults.

Child Inc Parent
Mr. Vu
2022



“

The teaching curriculum seems to be smart, efficient and well thought out. We are a Vietnamese household. My child spoke almost no English upon attending Forbes. But now, it seems like he can't stop speaking English! But not only that, he is not just speaking basic English, but having smart conversations and a range of replies.

”

SCHOOL READY CHILDREN



HEAD START ENHANCES
THE HEALTHY
DEVELOPMENT OF
CHILDREN

We believe healthy children are ready to learn. A school-ready child is a child who is prepared to learn successfully in school. This child shows growth over time in his physical, social and emotional, language, and cognitive development. He also shows increasing interests in new experiences and in mastering new skills.



HEALTHY KIDS

Providing health screenings and access to medical professionals has been at the core of Child Inc's mission.

It has always been our core belief that healthy children are better learners and all kids, regardless of race or socioeconomic background deserve healthy learning environments that supports their well-being to build a foundation for later learning.

CIRCA 1980'S



EARLY LITERACY

With over 50 years of service we understand the first five years is the window for learning and development.

Classroom structure and curriculums have evolved over time, but the basics stand firm. Providing quality early learning settings during the early years is key. Providing activities build language skills, comprehension and literacy development.

CIRCA 1980'S



PARENTAL ENGAGEMENT

Parents can positively support their child's learning with active involvement and positive interactions.

Our robust Parent, Family and Community Engagement Program have given families the opportunity to engage with other parents, participate in monthly events as well as set individual goals with parent and agency partnerships.

CIRCA 1990'S



SCHOOL READINESS GOALS

SOCIAL-EMOTIONAL DEVELOPMENT:

Children will participate cooperatively and constructively in group situations.

MOTOR DEVELOPMENT:

Children will demonstrate fine motor strength and coordination.

COGNITIVE DEVELOPMENT:

Children will demonstrate positive approaches to learning by solving problems.

LITERACY:

Children will demonstrate knowledge of the alphabet by identifying and naming letters.

Children will demonstrate knowledge of the alphabet by using letter sound knowledge.

MATHEMATICS:

Children will use number concepts and operations.

HEALTH SERVICES:

Children are screened as a preventive measure. Parents are provided with resources for establishing medical homes and regular doctors visits.

SUPPORTING TRANSITIONS:

Implement strategies and activities in the Head Start learning environment to promote successful transition into kindergarten.

CURRICULUM & SCHOOL READINESS PLAN

The Head Start Program Performance Standards requires all programs to establish school readiness goals, which are defined as “the expectations of children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals.

School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework, Little Texans Big Futures Guide, and the Texas PreK/Kindergarten Guidelines. They are updated yearly.

1

CURRICULUM

Creative Curriculum is used for infants, toddlers and PreK3-year-olds. Scholastic Big Day curriculum and Frog Street Press curriculum is used with our partner PreK4 classrooms. The Home Visitor Program utilizes the Parents As Teachers Curriculum.

2

DUAL LANGUAGE LEARNERS

Providing children who are DLLs with appropriate development and learning supports – including supports to promote their dual language development.– during early childhood is necessary to help them succeed in school.

3

QUALIFIED STAFF

Hiring high quality and qualified Head Start Teachers that have an Associate of Art or Bachelor’s Degree in Early Childhood Education; Early Head Start Teachers with a minimum of a CDA with an Infant & Toddler Specialization.

4

NAEYC ACCREDITED CENTERS

Our NAEYC accredited early learning programs are exceptionally well equipped and meticulously measured for indicators of quality in the classroom.

5

DATA

Data is extracted from the Teaching Strategies GOLD database used teachers use to document and evaluate ongoing progress of individual children.



TRANSITION TO KINDERGARTEN

Transition services are an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement.

Transition activities may occur when children enter Head Start, change placements within Head Start, such as transitions from Home Based or Early Head Start or on to kindergarten. Our transition is planned by our Parent, Family and Community Engagement Team and communicated to all collaborating parties, including the family, the receiving placement team and any other community agency or school involved in the child and/or families' life.

A Transition Calendar is prepared annually that will includes information on how families about can register for kindergarten and how to prepare their child for public school. Information and transition activities to help families with the transition to kindergarten will begin every Spring and are supported through home visits and parent conferences.

As families transition out of Head Start and into the school system, teachers encourage families to participate in kindergarten registration evenings, Kindergarten camps and other transition events. Information about the local elementary schools' literacy nights, math nights and kindergarten registration information is provided to parents through the center's monthly parent meetings.



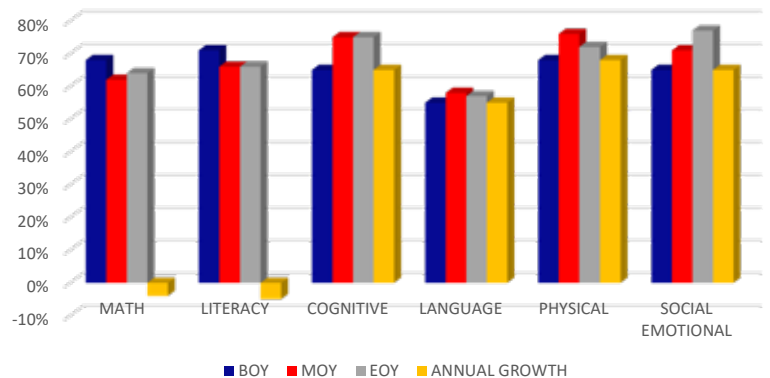
CHILD OUTCOMES

THE TEACHING STRATEGIES GOLD (TSG) ASSESSMENT TOOL

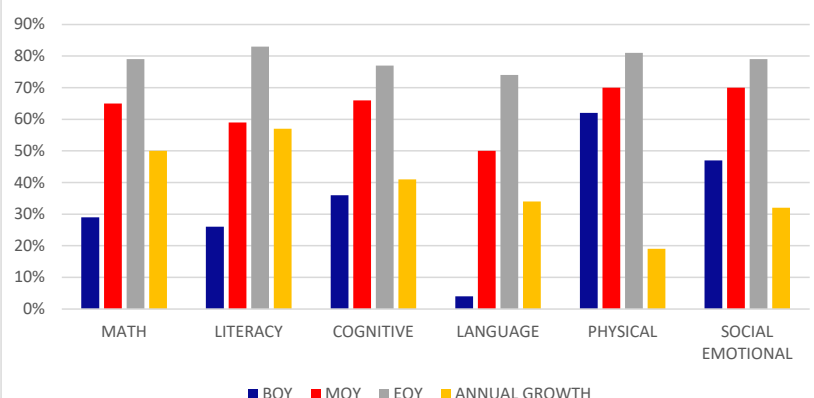
The EOY assessment indicates children regressing in growth from the BOY to EOY assessment Math and Literacy in the assessment window. The EOY assessment indicates children progressing from the BOY to EOY in Physical, Social and Emotional, Language and Cognitive in the assessment window.. The progression indicated a 2-11% growth over the six main domains. This annual growth rate can be affected by the nature of the TSG assessment for Early Head Start. EHS children that age' out of our program before the end of the year are not counted for the EOY. They are replaced with new children that have not been enrolled in the classroom at the BOY and are still counted in the EOY data. The design of the BOY assessment period also automatically categorizes a "not yet" checkpoint as 'meeting expectations. This skews the BOY assessments as showing a large number of children meeting and/ or exceeding expectations and does not provide teachers with the ability to identify children as 'below expectations.

The annual growth for HS children was slightly lower this year than in previous years. In past years the annual growth for HS children in all domains hovered at approximately 30-33%. The strongest domains were Literary and Math. The weaker domains were Physical and Social and Emotional.

PERCENTAGE OF EARLY HEAD START CHILDREN MEETING &/OR EXCEEDING EXPECTATIONS



PERCENTAGE OF HEAD START CHILDREN MEETING &/OR EXCEEDING EXPECTATIONS



LEGEND: BOY-Beginning of Year, MOY-Middle of Year, EOY-End of Year

100 %

Hands On Learning





HEALTH & WELLNESS SERVICES



DENTAL SERVICES

Visiting dentist program conducts an oral exam aimed at preventing tooth decay, finding and treating oral problems early.



VISION SCREENING

Children receive a vision screening within the first 45 days of their first day with results shared with parents.



MENTAL HEALTH

Services include mental health promotion, prevention, early identification of mental health concerns, and referrals for treatment of children and families.



NUTRITION

Provides nutrition assessment and counseling, nutritious meals, and to empower and educate parents to make healthy choices for themselves and their children.



DISABILITIES

All enrolled children are screened for developmental disabilities. Families received individualized support in the classroom and at home.



OUTDOOR PLAY

Playing outdoors is not only filled with learning opportunities but is important to a child's overall development and well-being.

THE BENEFITS OF OUR HEAD START AND EARLY HEAD START PROGRAMS EXTEND FAR BEYOND A CHILD'S PRESCHOOL EDUCATION.

HOMELESS SUPPORT

EHS = 6
HS = 16
EHS-CCP = 1

DENTAL SCREENING

EHS = 47%
HS = 47%
EHS-CCP = 42%

HEALTHY MEALS SERVED

194,061

DISABILITIES

EHS = 10%
HS = 3.7%
EHS-CCP = 14.3%

PROVIDING WELLNESS SERVICES CONTRIBUTES TO A CHILD'S ABILITY TO THRIVE

FUNDED ENROLLMENT

EHS = 338
HS = 1,100
EHS-CCP = 56

CHILDREN SERVED

EHS = 407
HS = 819
EHS-CCP = 56

AVERAGE ATTENDANCE

EHS = 78%
HS = 84%
EHS-CCP = 76%

HEALTH SCREENINGS

EHS = 98%
HS = 97%
EHS-CCP = 94%

FAMILY SUPPORT SERVICES

FOCUSED ON CREATING AND MAINTAINING COLLABORATION BETWEEN FAMILIES, PROGRAMS, AND EARLY EDUCATION PARTNERS

PARENT, FAMILY & COMMUNITY ENGAGEMENT (PFCE)

The parent, family, and community engagement framework focuses on building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of both parents and children. Parent and family engagement activities are grounded in positive, ongoing and goal-oriented relationships with families. When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school.

THE DAD SHOW

Head Start acknowledges the essential role that positively-engaged fathers play in support of children, families, and their communities. The Dad Show is a broadcasting show created by Child Inc as a community engagement project started over 20 years ago. Through radio, the show has reached many fathers and their families with educational tips and positive insight on fatherhood over the years. The Dad Show solicits fathers' input and address barriers impeding active engagement including providing expert hosts, currently enrolled and past fathers.

TADPOLES PARENT APP

The Tadpoles app connects teachers, caregivers, and families when they need it the most, with an early childhood program management and communication platform to share important news and information with all program families as well as share important news and information with all program families.

READY ROSIE

Child Inc encourages families to supplement in classroom learning with ReadyRosie, a research-based parent curriculum that builds on parents' knowledge by offering a free tool using meaningful activities that families can do at home with their children. The ReadyRosie's learning website and app allows families to enjoy powerful learning games and expert videos that help support parents and their children in their learning and allows families to get videos of experts in the field of child development that answer questions that families may have about their children. ReadyRosie is aligned with the Head Start Early Learning Outcomes Framework and the Parent, Family, and Community Engagement Framework.

AFTER CARE & SUMMER LEARNING

The Summer Learning Program provides both care and educational enrichment to help eliminate the educational fade-out that affects children who are out of school for long periods of time and ensures young children are ready for kindergarten at the start of the new school year - a particularly crucial problem for low-income children. Providing services to 134 children with Extended Care offered program wide with 171 families participating in the Summer Learning Program.



752

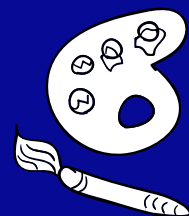
**FAMILY PARTNERSHIP
AGREEMENTS**



**VIRTUAL
FAMILY ENGAGEMENT
EVENTS**



**CENTER OPEN HOUSES
& TRANSITION EVENTS**



**READING & ART
FAMILY ACTIVITIES**

SERVING THE COMMUNITY AND MEETING FAMILY NEEDS



**BUILDING
A FAMILY
SCHOOL
PARTNERSHIP**

495 VOLUNTEERS

FAMILY STATISTICS



GENDER



53%

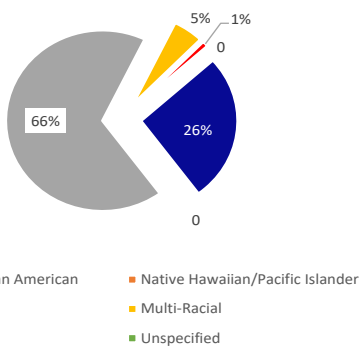


47%

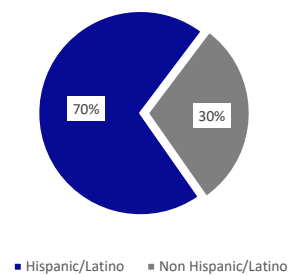
EXPECTANT FAMILIES

17

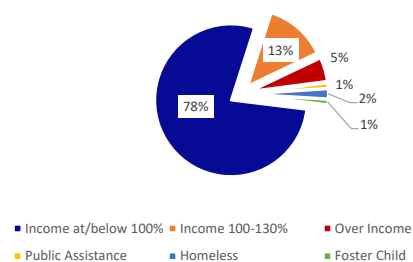
RACE



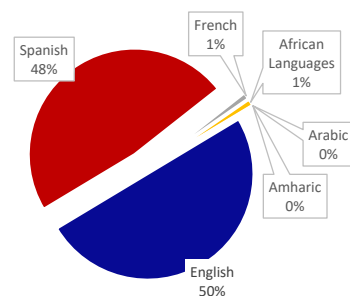
ETHNICITY



ELIGIBILITY STATUS



LANGUAGE IN THE HOME





LOCATIONS - TRAVIS COUNTY

- 1 American Youth Works CDC**
- 2 Brodie CDC*
- 3 Cedar Bend CDC*
- 4 Dawson CDC*
- 5 Dove Springs CDC
- 6 Forbes CDC*
- 7 Fountain Plaza CDC*
- 8 Child Inc Main Office
- 9 Grant CDC*
- 10 Mainsprings CDC**
- 11 Palomita CDC**
- 12 Rosewood Zaragosa CDC*
- 13 South Austin CDC*
- 14 St. James Episcopal CDC* **

- 15 Cook Elementary - Austin ISD
- 16 Galindo Elementary - Austin ISD
- 17 Graham Elementary - Austin ISD
- 18 Harris Elementary - Austin ISD
- 19 Ortega Elementary* - Austin ISD
- 20 Palm School - Austin ISD
- 21 Pecan Springs Elementary - Austin ISD
- 22 Sims Elementary - Austin ISD
- 23 Uphaus Elementary - Austin ISD
- 24 Walnut Creek Elementary - Austin ISD
- 25 Del Valle Elementary* - Del Valle ISD
- 26 Manor Elementary - Manor ISD

* NAEYC Accredited

** Early Childcare Partnership Grant

PROGRAM DESIGN

CENTER BASED SERVICES - Both EHS & HS full day program offered 5 days per week following the school district calendar.

HOME BASED SERVICES - Early Head Start home visitation model with strong parent focus which will lead to long-term positive outcomes for the families most in need.

ISD COLLABORATIVE CLASSROOMS - PreK3 & PreK4 classrooms within Austin, Del Valle and Manor ISD's.

OUR BOARD

THE BOARD OF DIRECTORS IS COMPRISED OF COMMUNITY MEMBERS AND PAST PARENTS WHO WORK TOGETHER TO ENSURE THAT OUR PROGRAM MEETS ITS LEGAL AND FISCAL RESPONSIBILITIES.

Board Chair, Cheryl Bradley

Vice Chair, Naomi Gonzalez

Secretary, Gwen Chance

Treasurer, Robert Langford

Director, Melvin White

Director, Rev. Eileen O'Brien

Director, Nathaniel Walker

OUR POLICY COUNCIL

THE POLICY COUNCIL CONSISTS OF PARENTS WHOSE CHILDREN ARE CURRENTLY ENROLLED IN HEAD START AND COMMUNITY REPRESENTATIVES.

Policy Council Chairperson, Christina Villarreal

Council Vice Chair, Dolores Rosales

Policy Council Secretary, Cyntrell Hill

Community Rep, Gwen Chance

Community Rep, Shreeta Freeman

HS Rep, Cipriana Rubio

EHS Rep, Christina Montoya

HS Rep, Natalie Valdez

EHS Rep Jeanette Chavez

HS Rep, Leanaden Cotton

EHS Rep, Jareh Flores

Rep, Ruby Borrego

Rep, Brittanny Reid

Rep, Reina Garcia

HS Rep, Miguel Rivera

EHS Rep, Selena Willis

HS Rep, Marisa Perez

EHS Rep, Ashley Gums

Rep, Cyntrell Hill

Rep, Andrea Martinez

Rep, Idele Obasrei

Rep, Aurora Duarte

Rep, Veronica Trejo

Rep, Daisy Gonzalez

Rep, Andrea Jimenez

HS Rep, Lyric Aviles

EHS Rep, Jennifer Martinez

HS Rep, Yaquelin Cornejo

EHS CCP Rep, Dolores Rosales

EHS Rep, Marcella Hernandez

Rep, Aimee Alvarado

Rep, Sonia Flores Flores

Rep, Nancy Mendoza

Rep, Karla Camargo

Alt, Kelsy Deras

Rep, Maribel Espinosa

Rep, Lizet Lopez Flores

IN SERVICE TRAINING

Staff completed and/or exceeded the one full week of In Service Training covering topics which included policies and procedures, effective practices, team building, leadership development, early childhood education principles, literacy rich environments, and empowering parents. Programming specific topics included Uncovering Unconscious Biases, Social Emotional Intelligence, Empowering Parents, Effective Communications, Trust Based Relational Interventions, Understanding Autism and Child Abuse and Neglect.

In addition, to the many annual topics covered during program in-service, in-house training and technical assistance, based on agency self-assessment as well as staff and student outcomes data, was implemented throughout the year covering special training topics.

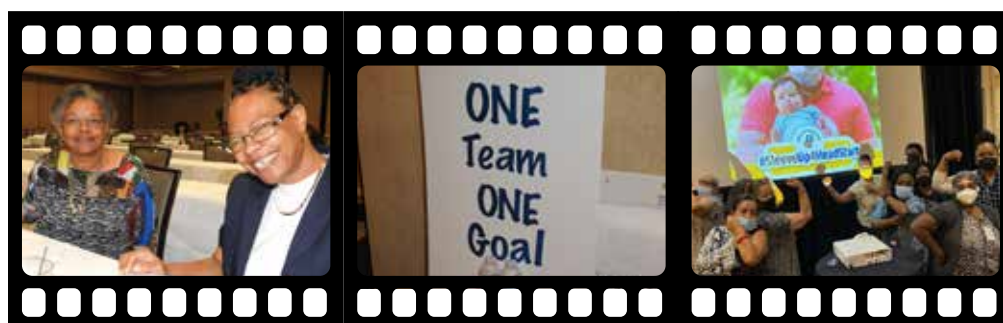
8,603 STAFF PROFESSIONAL DEVELOPMENT HOURS

CLASS EVALUATION

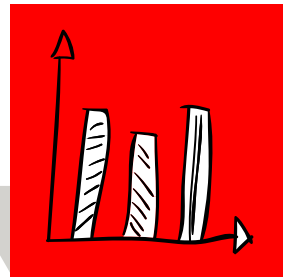
Child Inc utilizes the Classroom Assessment Scoring System (CLASS) to evaluate classroom quality in compliance with the 2007 Head Start Act, which mandates that research-based observational tools focused on teacher-child interactions be used for classroom quality assessment. The Office of Head Start maintains that teacher-child interactions are important, given research showing that adult-child interactions are key forces behind child development and learning.

CLASS assesses three domains of interactions:

- Emotional Support
- Classroom Organization
- Instructional Support



FINANCIAL REPORTING



REVENUE FISCAL YEAR 2021-2022

05/01/21 TO 04/30/22

FY 2021-2022		TOTAL
Federal Revenue		
Revenue - Public - HHS HS & EHS	\$	15,448,613.00
Revenue - Public - USDA CACFP	\$	544,192.58
Revenue - Public - CDBG pass-through	\$	57,287.74
Total Federal Revenue	\$	16,050,093.32
Local Revenue		
Revenue- Travis County	\$	217,584.37
Revenue - COA After School & Summer	\$	457,060.60
Revenue - Other Local Programs	\$	386,876.92
Total Local Revenue	\$	1,061,521.89
Total Grant Revenue	\$	17,111,615.21
Program Income	\$	15,950.00
Contribution Income	\$	16,509.66
Rental Income	\$	33,000.00
Investments Income	\$	2,991.53
Other Income	\$	546,455.72
In-Kind Contributions	\$	3,830,120.88
Total Support & Revenue		21,556,643.00

MONITORING

Fully audited financial statements prepared by abip, CPAs | Advisors, for fiscal year ended April 30 2022. The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. OHS assesses grantee compliance with the Head Start Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System provides OHS a multi-year perspective on grantee operations with a focus on performance, progress, and compliance. It also provides grantees with opportunities for continuous improvement. This system includes on-site and off-site reviews and disseminates its findings through formal monitoring reports. Full reports available at childinc.org.

ACTUAL EXPENDITURES

\$ 21,519,740



55%

SALARIES

19%

CONTRACT

5%

SUPPLIES

21%

OTHER

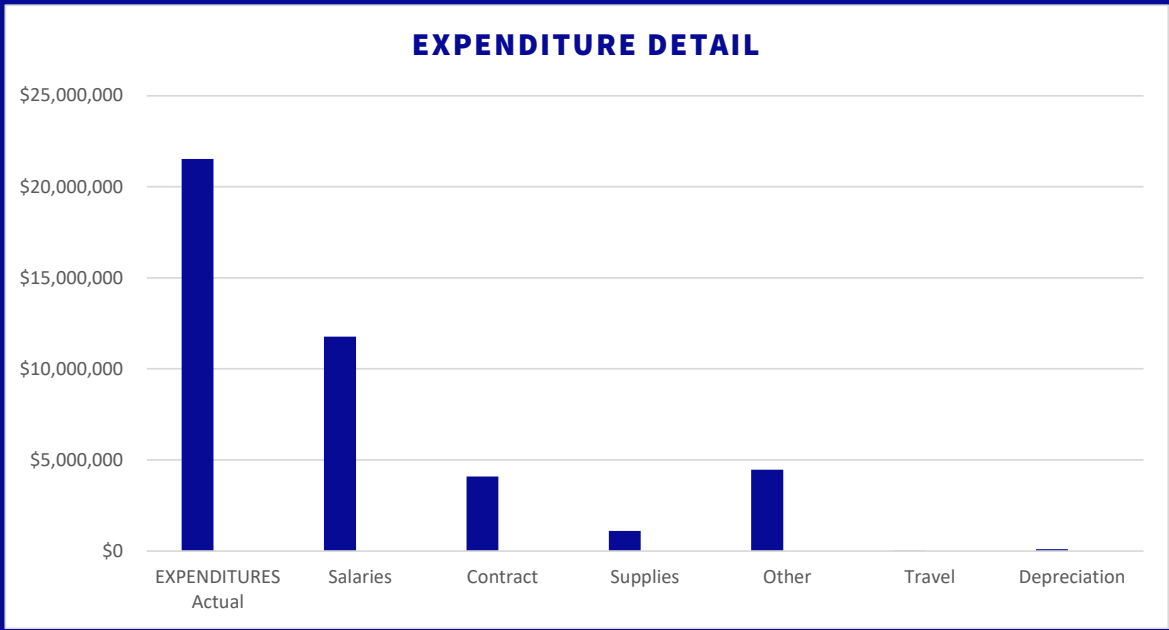
0%

TRAVEL

0%

DEPRECIATION

EXPENDITURE DETAIL





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