



**2023
2024**

**ANNUAL
REPORT**



Road to School Readiness

EDUCATING CHILDREN. RAISING FAMILIES.

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MISSION

To provide high-quality education and comprehensive support services for children and their families while promoting 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.

Annual Report Availability

Child Inc will provide this annual public report in both electronic and printed formats.

This report can be accessed via www.childinc.org.

Additionally, it will be:

- emailed to the Child Inc Board of Directors,
- emailed to the Child Inc Policy Council, and
- distributed to community partners and donors.



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)}.

Welcome

Mariano Herrera, DBA, Acting Executive Director & CFO



As we reflect on the 2023-2024 program year, I am both honored and humbled to welcome you to this annual report as Child Inc's Acting Executive Director and CFO. This year has been one of profound transition and steadfast commitment to our mission of providing high-quality education and comprehensive support services for children and their families.

It is with a heavy heart that we acknowledge the passing of our esteemed Executive Director, Albert L. Black. Mr. Black's leadership was instrumental in shaping the values and vision that guide Child Inc. His unwavering dedication to ensuring equitable opportunities for all children left a lasting impact on our organization and community. While his absence is deeply felt, we remain committed to honoring his legacy by continuing the vital work he championed.

As we move forward, our vision remains steadfast: to create a community where every child, regardless of income, has an equal opportunity to thrive and become an independent, self-sufficient adult. At the heart of Head Start is the belief that early childhood education is not just a service—it is a foundational right and a pathway to a brighter future.

For me, this mission is deeply personal. As someone who has experienced the transformative power of a Head Start early education firsthand, I understand the profound difference it can make for a child, a family, and an entire community. Before joining Child Inc, my journey included years of leadership in financial stewardship and organizational growth, always with a focus on supporting initiatives that uplift underserved populations. This perspective fuels my commitment to ensuring that our programs are not only sustainable but also continually evolving to meet the needs of the children and families we serve.

This year's report highlights the incredible work being done by our staff, families, and community partners. Together, we are building inclusive classrooms, enhancing outdoor learning spaces, and providing vital resources that extend far beyond the classroom. From nutritious meals and health services to fostering parent engagement and empowering families, every effort reflects our shared commitment to nurturing the whole child.

As we navigate the challenges and opportunities ahead, I am filled with gratitude for the dedication of our staff, the trust of our families, and the unwavering support of our community. Thank you for believing in the power of early childhood education and for standing with us as we continue to make a difference in the lives of the children of Travis County.

About Us

FOUNDED
1972

NAEYC
ACCREDITED
CENTERS

WHOLE
CHILD
FOCUSED

RESEARCH
BASED
CURRICULUM

every child deserves a

HEAD START

Since 1972, Child Inc has served as the proud Head Start grantee for Travis County, providing high-quality early childhood education and comprehensive support services to children and families in our community. With 10 stand alone early childhood development centers located in high-poverty areas along with collaborative classrooms in Austin, Del Valle and Manor Independent School Districts, we are dedicated to ensuring that every child, regardless of their circumstances, has the opportunity to succeed in school and life. Our inclusive classrooms offer a safe, nurturing environment where children of all abilities can grow socially, emotionally, and cognitively, supported by compassionate educators and a curriculum tailored to their developmental needs.

At Child Inc, we believe in a holistic approach to supporting families. Beyond the classroom, we offer access to nutritious meals, medical and dental care, mental health resources, and family advocacy services. Our programs are designed to empower parents as their child's first and most important teachers, fostering strong connections between home and school. By addressing the unique needs of each child and family, we aim to break the cycle of poverty and build a brighter future for our community, one family at a time.

School Ready Children

School readiness in Head Start encompasses a holistic approach that prepares children for success in the classroom and beyond. It begins with fostering social-emotional skills, enabling children to manage their emotions, build relationships, and collaborate effectively with peers and teachers, creating a positive foundation for learning. Cognitive and language development is another key component, as children engage in activities that help them recognize letters, numbers, and patterns while expanding their vocabulary and problem-solving abilities, laying the groundwork for academic achievement.

Equally important is ensuring the health and wellness of every child.

Regular medical and dental checkups, nutritious meals, and an understanding of basic hygiene are essential to helping children thrive in the classroom. Additionally, Head Start emphasizes the importance of parental involvement, empowering families to actively support their child's learning. By fostering strong partnerships between parents and educators, children benefit from a consistent network of encouragement at home and in school, setting them on the path to lifelong success.

Health &
Wellness



Cognitive &
Language
Development



Parental
Involvement &
Support



Social-Emotional
Skills



Curriculum



Early Head Start/Head Start

Creative Curriculum is a research-based framework designed to inspire curiosity, confidence, and a lifelong love of learning in young children. Aligned with Head Start Early Learning Outcomes Framework, it provides a robust foundation for fostering school readiness by focusing on five essential domains of child development: social-emotional, cognitive, language, physical, and approaches to learning. Through its comprehensive and flexible approach, Creative Curriculum equips educators to create rich, engaging classroom experiences that nurture each child's unique potential.

One of Creative Curriculum's core strengths is its emphasis on hands-on, play-based learning. This method allows children to explore their interests while building critical thinking and problem-solving skills. Each learning area within the classroom is intentionally designed to promote active engagement and collaboration, whether through dramatic play, sensory exploration, or literacy and math activities. By encouraging discovery and creativity, the curriculum helps children develop essential skills that prepare them for academic and lifelong success.

The alignment of Creative Curriculum with Head Start standards ensures that it meets the developmental and educational needs of all children, including those from diverse cultural and linguistic backgrounds. Its focus on individualized learning supports inclusive classrooms where children with disabilities and developmental delays can thrive alongside their peers. Teachers use ongoing assessments and observations to monitor progress and tailor instruction, ensuring that each child receives the support they need to reach critical milestones.



Home Based EHS

The Parents as Teachers curriculum is a cornerstone of Early Head Start, designed to support parents in their role as their child's first and most important teacher. This evidence-based program provides comprehensive services to families with children from prenatal stages to age three, focusing on fostering strong parent-child relationships and promoting healthy development. By equipping parents with knowledge, tools, and strategies, the program empowers families to create nurturing and stimulating home environments that lay the foundation for lifelong learning and success.

Through personalized home visits, trained Parent Educators work closely with families to address their child's unique developmental needs. These visits include activities that promote cognitive, language, social-emotional, and motor development, as well as discussions on parenting topics such as nutrition, sleep routines, and positive discipline techniques. Parent Educators also provide guidance on recognizing developmental milestones and identifying early signs of delays, ensuring timely interventions when necessary.

In addition to individualized support, the Parents as Teachers program emphasizes the importance of community and peer connection. Group meetings and family engagement events offer opportunities for parents to share experiences, build networks, and learn from one another.

School Readiness Goals

Our school readiness goals align with key early childhood frameworks to ensure children are prepared for lifelong success. They reflect the Head Start Early Learning Outcomes Framework (ELOF), focusing on social-emotional, cognitive, language, physical development, and approaches to learning, as well as Little Texans, Big Futures, which emphasizes early brain development and nurturing interactions.

By integrating Teaching Strategies Creative Curriculum and assessment tool, our educators use evidence-based practices to assess progress, tailor instruction, and create engaging learning experiences. These goals also align with the Texas Essential Knowledge and Skills (TEKS) for Preschool, ensuring children meet foundational learning standards established by the Texas Education Agency.

This comprehensive alignment prepares children for academic success and social-emotional well-being, supporting a smooth transition to kindergarten and fostering confident, capable learners.

- Social & Emotional
- Language & Communication
- Pre-Literacy
- Literacy
- Cognitive
- Physical Health
- Approaches to Learning



Parental Engagement

Parental Activities

Parental engagement is at the heart of our program, recognizing that families are key partners in a child's learning journey. We offer a variety of opportunities for parents to actively participate, including monthly parent open houses, which provide a welcoming space for families to connect with teachers, learn about classroom activities, and discuss their child's progress. In addition, we host workshops, volunteer opportunities, and family engagement events designed to empower parents with the tools and knowledge to support their child's development at home. These activities foster strong parent-child relationships, build a sense of community, and ensure families feel supported as active participants in their child's education.

Fatherhood Activities

Fatherhood engagement is an essential part of our mission to support families and promote positive parent-child relationships. Through initiatives like the 24/7 Dad® Program, we provide fathers and father figures with resources, education, and peer support to strengthen their roles as active and nurturing caregivers. This evidence-based program focuses on parenting skills, emotional well-being, communication, and relationship building, equipping fathers with the tools to be involved and present in their children's lives. Alongside workshops and group sessions, we offer opportunities for fathers to participate in classroom activities and family events, fostering connections and creating a strong foundation of support for their children's growth and development.



- ✓ BookSpring Book Fairs
- ✓ Super Bowl Dads Days
- ✓ Grandparents Visit Days
- ✓ Ants on a Log Nutrition Activities
- ✓ Read A Loud Days
- ✓ Fall Festival Agency Family Day
- ✓ The Annual Unity Walk & 8th KidsFestATX Community Festival



Transition to Kindergarten

EHS & CCP
Transition
to Head Start
146

Head Start
Transition to
Kinder
144

Preparing children for a smooth transition to kindergarten is a key focus of our program. We incorporate activities and experiences that build confidence and familiarity with what children will encounter in elementary school. Children are introduced to cafeteria-style serving, helping them practice making choices and gaining independence during mealtimes. We also partner with local emergency services, such as the fire department, to provide engaging visits that introduce children to community helpers and build trust in these important roles. Additionally, parent meetings with area schools offer families guidance and resources to support this critical milestone, ensuring both children and parents feel prepared and confident as they embark on their kindergarten journey.



Health and Support Services Data

HEALTHY CHILDREN ARE BETTER PREPARED TO LEARN, GROW, AND THRIVE.

132,280

HEALTHY MEALS & SNACKS SERVED

948 / 92%

HOUSEHOLDS WITH HEALTH INSURANCE

15

CHILDREN IN FOSTER CARE

29

CHILDREN EXPERIENCING HOMELESSNESS

859

UP TO DATE IMMUNIZATIONS

61% / 52%

EXAMS DENTAL / MEDICAL

45

MENTAL HEALTH REFERRALS

103

DISABILITIES SERVICES



Child Outcomes

Population Sample

The End-of-Year (EOY) assessment window closed on May 3, 2024. Of the 775 enrolled children, 772 were successfully assessed. This comprehensive population sample includes children enrolled in Early Head Start (EHS), including Mainspring, as well as Head Start center-based programs and ISD partnership classrooms. The report also accounts for Dual Language Learners and children receiving specialized support through an Individualized Family Service Plan (IFSP) for ages 0-3 or an Individualized Education Plan (IEP) for ages 3-5.

Population Profile Spring 2024

Early Head Start

Ages: Birth to Three
Population Size: 30%



Head Start

Ages: Three
Population Size: 64%



Head Start

Ages: Four
Population Size: 16%



Home Language

English: 71%
Spanish: 39%
Other: 11%



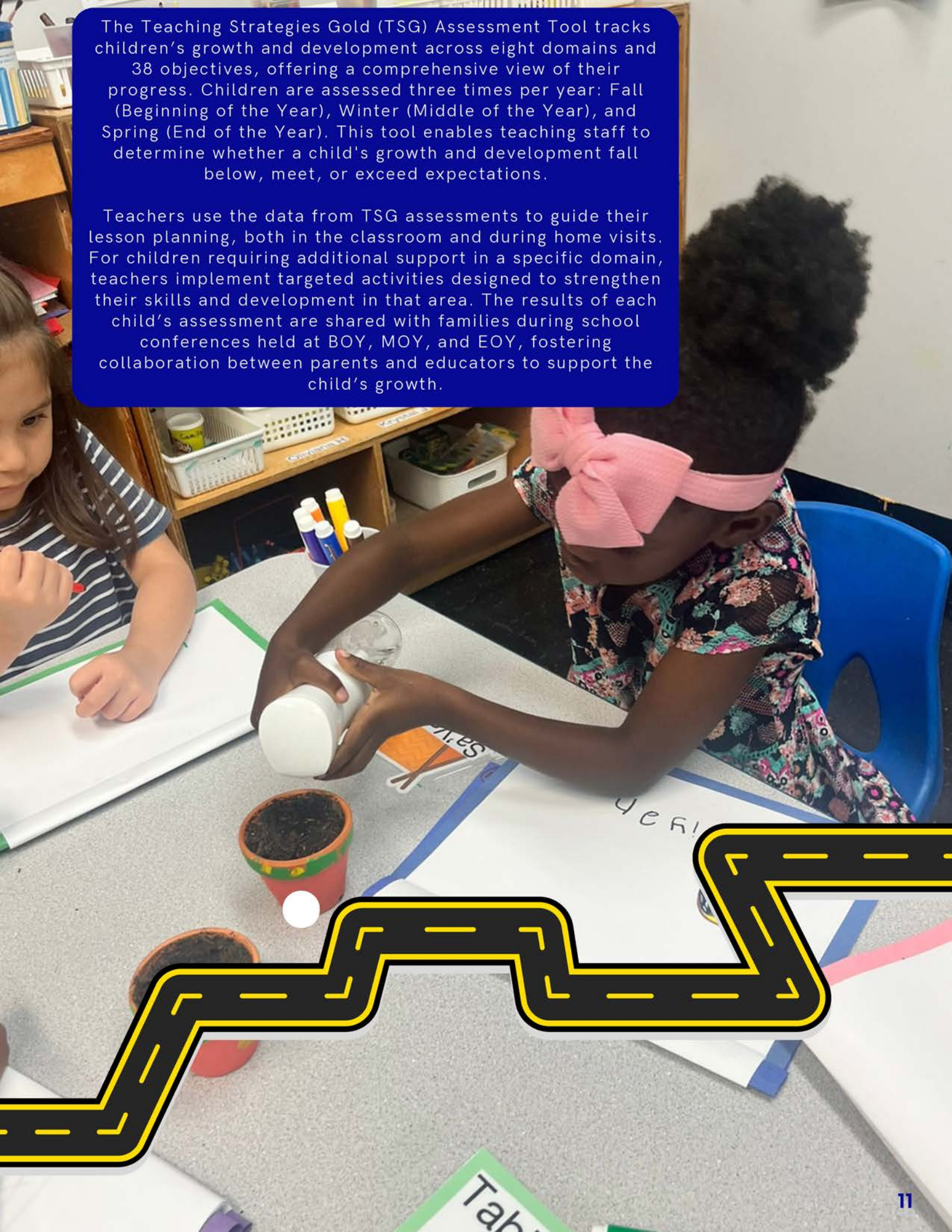
Gender

Male: 47%
Female: 53%



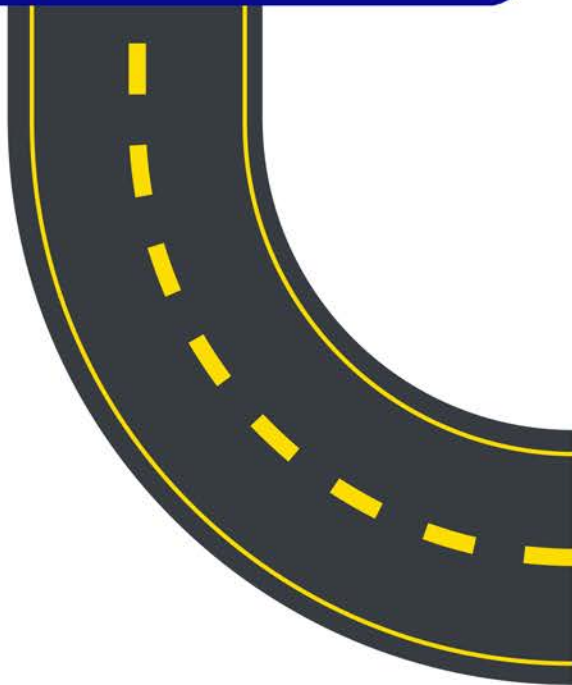
The Teaching Strategies Gold (TSG) Assessment Tool tracks children's growth and development across eight domains and 38 objectives, offering a comprehensive view of their progress. Children are assessed three times per year: Fall (Beginning of the Year), Winter (Middle of the Year), and Spring (End of the Year). This tool enables teaching staff to determine whether a child's growth and development fall below, meet, or exceed expectations.

Teachers use the data from TSG assessments to guide their lesson planning, both in the classroom and during home visits. For children requiring additional support in a specific domain, teachers implement targeted activities designed to strengthen their skills and development in that area. The results of each child's assessment are shared with families during school conferences held at BOY, MOY, and EOY, fostering collaboration between parents and educators to support the child's growth.



All Programs Teaching Strategies Gold Child Outcomes Data

Child Inc's TSG End-of-Year data shows remarkable growth in Social and Emotional Development, Literacy, and Mathematics. When comparing the Beginning of the Year (BOY) TSG data to the End of the Year (EOY) data, the agency demonstrated an overall developmental growth of 24%.



	BOY	MOY	EOY
Social and Emotional	62%	81%	88%
Physical	64%	83%	88%
Language	57%	74%	79%
Spanish and Language	--	74%	79%
Cognitive	61%	78%	81%
Literacy	48%	72%	81%
Spanish Literacy	57%	73%	74%
Mathematics	50%	74%	82%

- BOY (Beginning of Year)
- MOY (Middle of Year)
- EOY (End of Year)

BOY **MOY** **EOY**

Social and Emotional	73%	78%	72%
Physical	60%	74%	89%
Language	60%	63%	67%
Spanish and Language	53%	69%	57%
Cognitive	78%	83%	78%
Literacy	66%	80%	70%
Spanish Literacy	50%	82%	62%
Mathematics	69%	82%	66%

EHS CENTER BASED OUTCOMES *



EHS HOME BASED OUTCOMES *



BOY **MOY** **EOY**

Social and Emotional	73%	78%	72%
Physical	60%	74%	89%
Language	60%	63%	67%
Spanish and Language	53%	69%	57%
Cognitive	78%	83%	78%
Literacy	66%	76%	78%
Spanish Literacy	74%	78%	57%
Mathematics	62%	74%	33%

HS CENTER BASED OUTCOMES



ISD HS PARTNERSHIP OUTCOMES



Social and Emotional	66%	80%	88%
Physical	70%	84%	81%
Language	63%	75%	77%
Spanish and Language	56%	80%	80%
Cognitive	64%	75%	82%
Literacy	40%	73%	82%
Spanish Literacy	51%	69%	81%
Mathematics	41%	72%	81%

Social and Emotional	49%	88%	94%
Physical	54%	83%	93%
Language	47%	73%	90%
Spanish and Language	53%	93%	83%
Cognitive	45%	72%	80%
Literacy	37%	71%	85%
Spanish Literacy	44%	75%	70%
Mathematics	46%	75%	90%

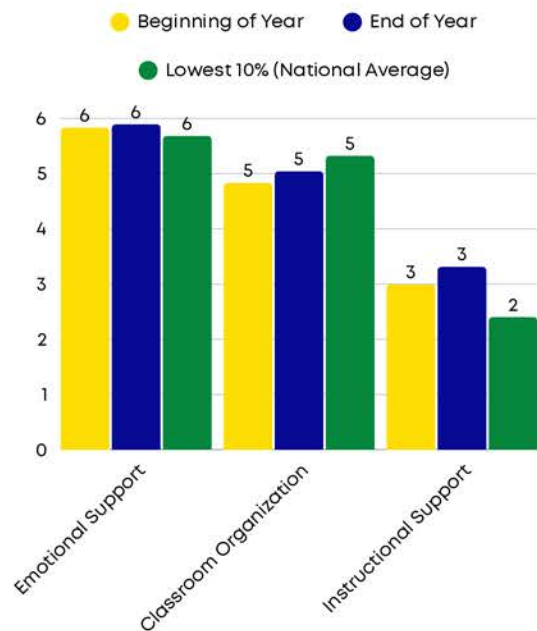
* Analysis: The EHS center had 42 children transitioning out while 42 children transitioned in between the Middle of Year (MOY) and End of Year (EOY) assessments. Overton (CCP), which opened in January, accounted for 16 of those 42 children. The data indicates that the children received only an EOY assessment. Consequently, the assessment data for these 42 children was essentially a Beginning of Year (BOY) assessment, highlighting the effects of child movement within EHS thus lowering the developmental averages. This is applicable to all EHS programming.

CLASS SCORING

The Classroom Assessment Scoring System™ (CLASS) is a research-based tool designed to evaluate the interactions between teachers and children. CLASS™ employs a standardized approach to gather data on the quality of these interactions. Each year, observers receive training and certification to ensure their proficiency with the tool.

Programs utilize this evidence-based resource to enhance professional development aimed at improving interactions that foster children's learning and outcomes. The CLASS tool is rooted in developmental theory and research, highlighting that interactions between children and adults are essential for supporting children's growth and education. Effective and engaging interactions, alongside enriching environments, establish the groundwork for all learning in early childhood settings. CLASS assessments are conducted by trained and certified observers who follow a specific protocol. After observing teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, ranging from low to high.

CLASS Data
BOY FALL 2023 & EOY SPRING 2024



THE CLASS TOOL WAS
IMPLEMENTED IN
23 HEAD START
CLASSROOMS.

Data Comparison

EOY FOR SPRING OF 2023, BOY FOR THE FALL 2023 AND EOY FOR THE SPRING 2024.

Growth was observed from the end of 2023 to the end of 2024; however, the Classroom Organization domain continued to fall below the lowest 10th percentile nationally. On April 1, 2024, a training session was conducted for Head Start teaching staff, emphasizing the importance of Classroom Organization.

Emotional Support

Classroom Organization

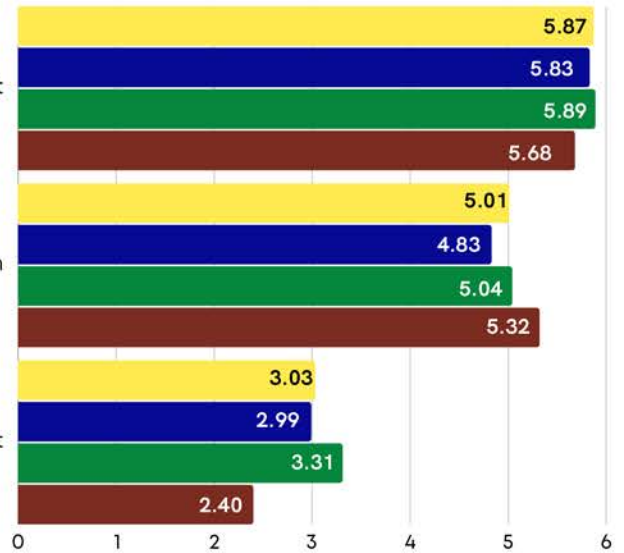
Instructional Support

EOY Spring '23

BOY Fall '23

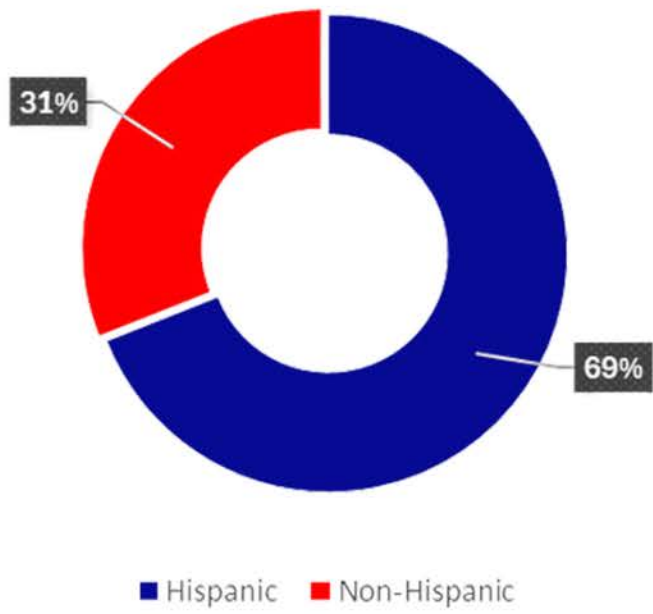
EOY Spring '24

Lowest 10% Nationally

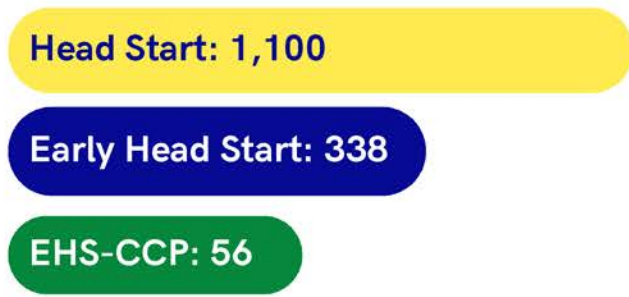


FAMILY DEMOGRAPHICS

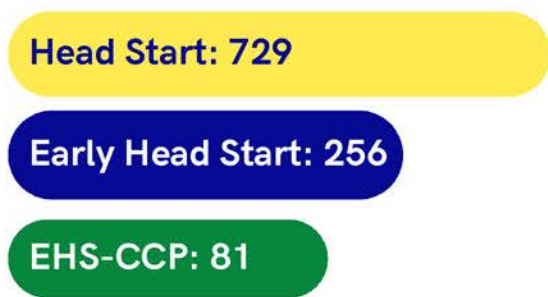
ETHNICITY



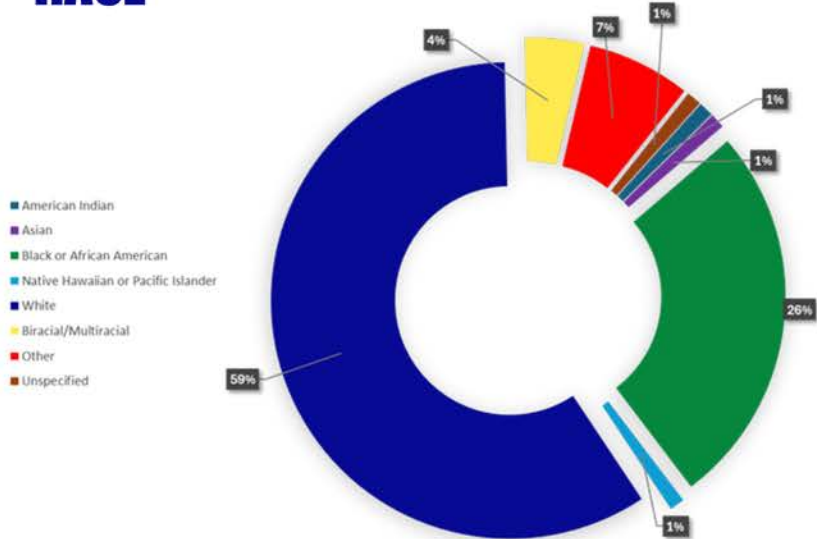
FUNDED ENROLLMENT



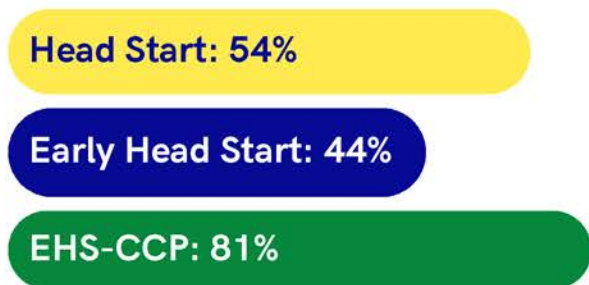
ACTUAL ENROLLMENT



RACE



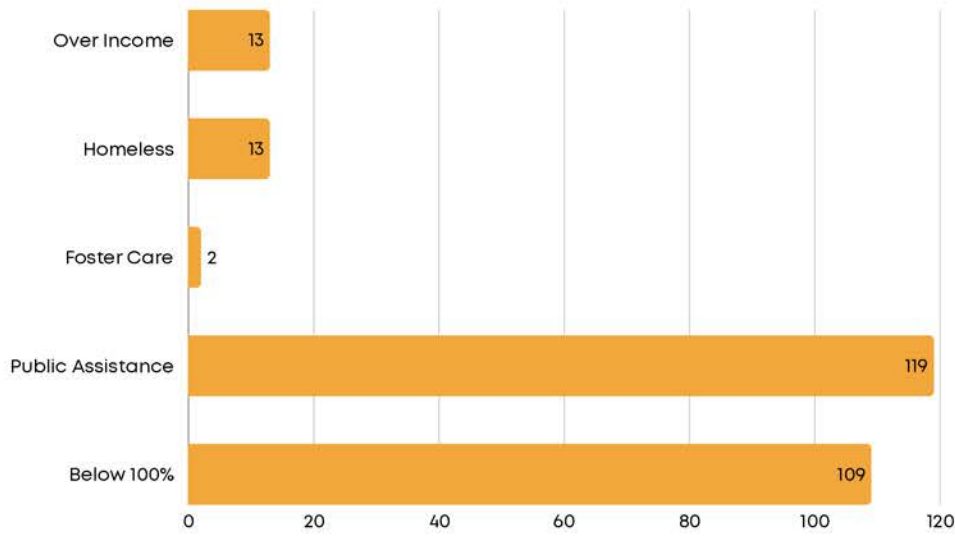
AVERAGE MONTHLY ENROLLMENT



LANGUAGE SPOKEN AT HOME



INCOME ELIGIBILITY - EARLY HEAD START



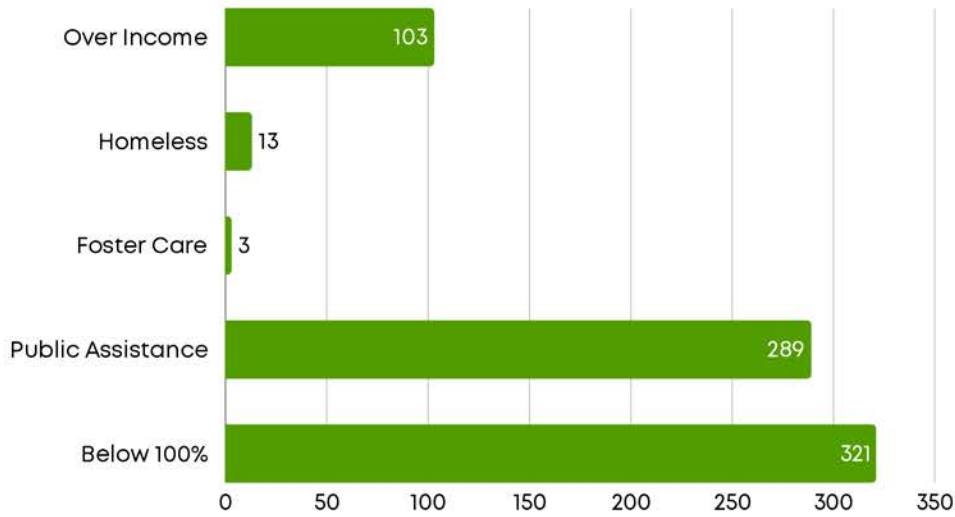
AVERAGE MONTHLY ATTENDANCE

Early Head Start



Head Start

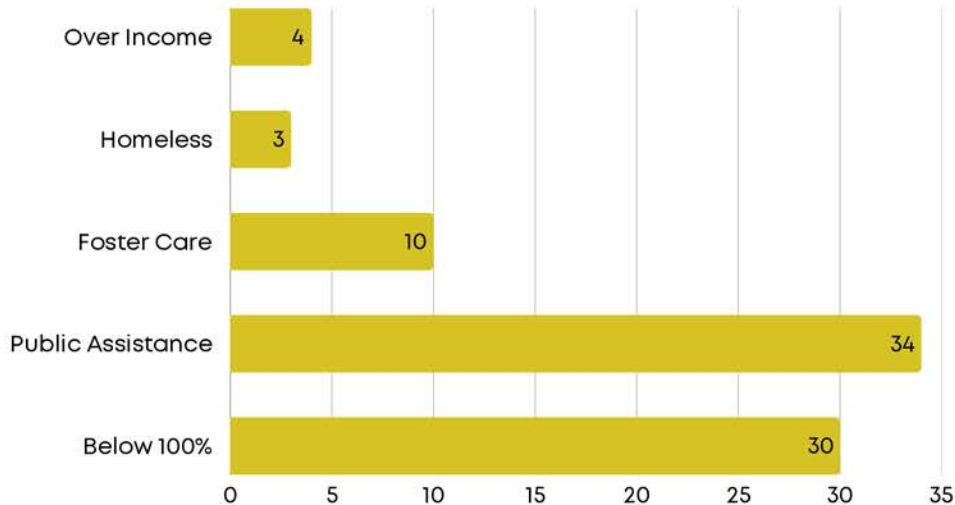
INCOME ELIGIBILITY - EARLY HEAD START



Childcare Partnerships



INCOME ELIGIBILITY - EHS - Childcare Partnership



FAMILY PARTNERSHIP AGREEMENTS



GOVERNANCE

The Child Inc Board of Directors and Policy Council play a vital role in guiding our mission and ensuring the success of our programs. The Board provides governance and oversight, ensuring compliance with federal regulations, approving budgets, and setting strategic direction. The Policy Council, composed of parents and community representatives, partners with staff to make key decisions about program operations, curriculum, and policies, reflecting the needs of the families we serve. Both groups meet monthly to collaborate, review progress, and uphold our shared commitment to delivering high-quality early childhood education and comprehensive family services.

POLICY COUNCIL

Policy Council Chairperson, Victoria Roberts
Council Vice Chair, Trenton Anthony
Policy Council Secretary, Alberta Reyes
HS Representative, Alberta Reyes
EHS Representative, Christy Garza
HS Representative, Aurora Duarte
EHS Representative, Charlotte Fisher
HS Representative, Karla Moreno
HS Representative, Ixel Olivas
HS Representative, Trenton Anthony
EHS Representative, Maria Alvarez
HS Representative, Victoria Roberts
HS Representative, Andrea Granjeno
HS Representative, Melissa Canlapan
HS Representative, Birikti Andeberhan
HS Representative, Ginella Burra
HS Representative, Laura Castillo
EHS Representative, Nora Ontiveros
Representative, Jackie Zarwea
HS Representative, Zuly Rios Palma
EHS Representative, Brittany Tasb

BOARD OF DIRECTORS

Board of Directors Chairperson, Naomi Gonzalez
Board of Directors Vice-Chairperson, Melvin White
Board of Directors Secretary, Eileen O'Brien
Board of Directors Treasurer, Robert Langford
Director, Nathaniel Walker
Director, Magdalena M.De La Cruz
Director, Yohannis A.Job
Director, John McCormik
Policy Council Chairperson, Victoria Roberts
Policy Council Vice-Chairperson, Trenton Anthony
Policy Council Secretary, Alberta Reyes



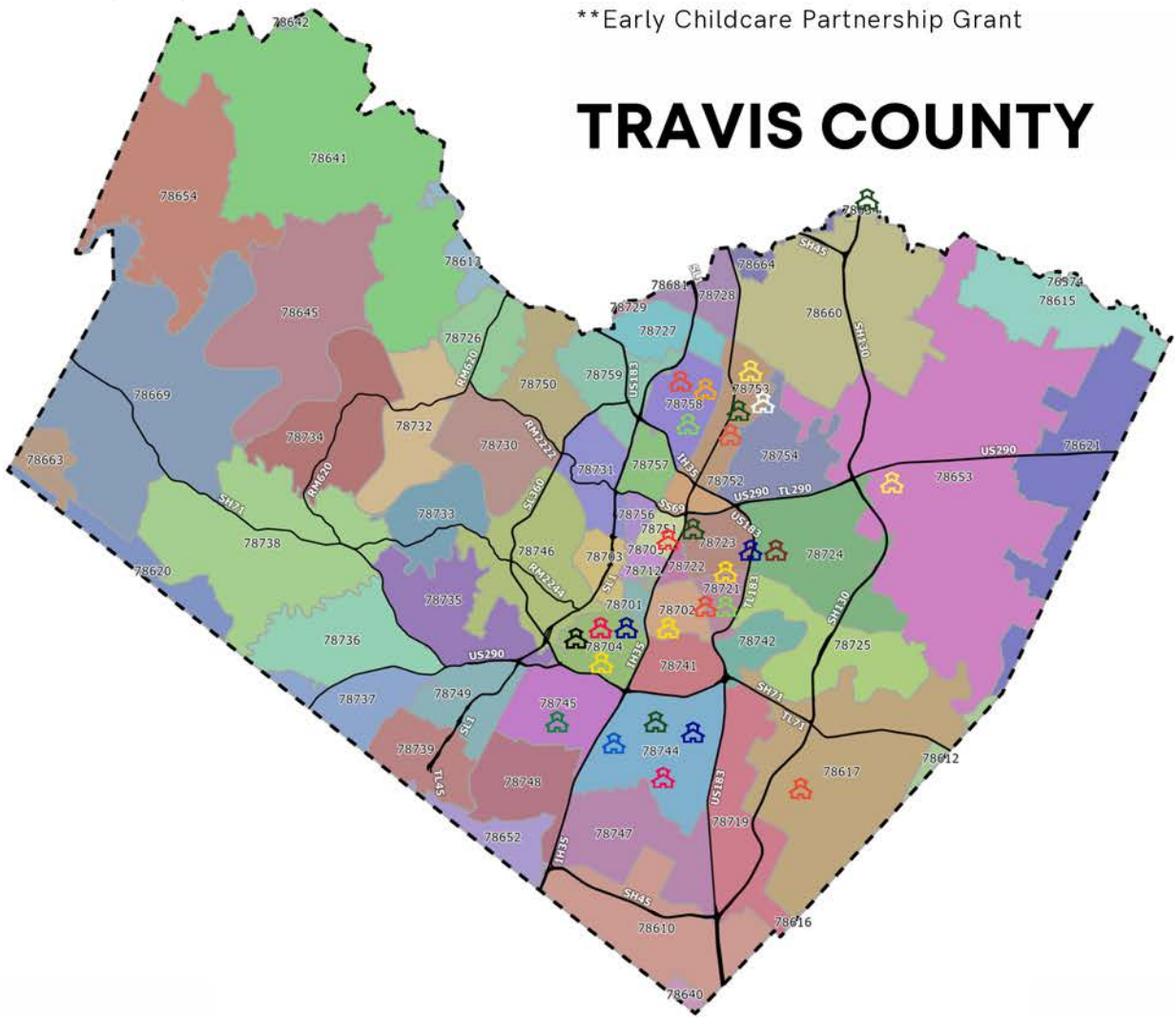
Program Service Area & Sites

SITE		ZIP
1 American Youth Works CDC**	78741	
2 Brodie CDC*	78745	
3 Cedar Bend CDC*	78758	
4 Dawson CDC*	78704	
5 Dove Springs CDC	78744	
6 Forbes CDC*	78754	
7 Fountain Plaza CDC*	78751	
8 Child Inc Main Office	78751	
9 Grant CDC*	78721	
10 Mainspring CDC**	78704	
11 Overton CDC**	78724	
12 Rosewood Zaragosa CDC*	78702	
13 South Austin CDC*	78704	
14 St. James Episcopal CDC* **	78721	

SITE		ZIP
15 Cook Elementary - Austin ISD		78758
16 Galindo Elementary - Austin ISD		78704
17 Graham Elementary - Austin ISD		78753
18 Harris Elementary - Austin ISD		78723
19 Hart Elementary - Austin ISD		78753
20 Ortega Elementary* - Austin ISD		78721
21 Palm School - Austin ISD		78744
22 Pecan Springs Elementary - Austin ISD		78723
23 Norman-Sims Elementary - Austin ISD		78721
24 Uphaus Elementary - Austin ISD		78744
25 Walnut Creek Elementary - Austin ISD		78753
26 Del Valle Elementary* - Del Valle ISD		78617
27 Manor Elementary - Manor ISD		78653

*NAEYC Accredited

**Early Childcare Partnership Grant



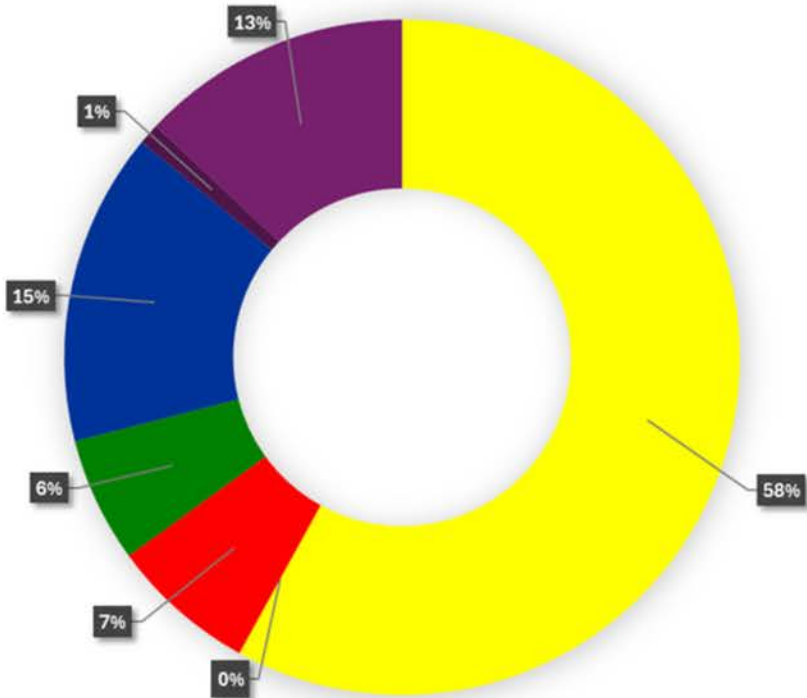
TRAVIS COUNTY

Financial Reporting

Fully audited financial statements prepared by DoerenMayhew Assurance, for fiscal year ended April 30 2024. 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.

Distribution of Expenditures by Category

Personnel	58%
Travel	0%
Supplies	7%
Contracts	6%
Other	15%
Depreciation	1%
In-kind Expenses	13%



REVENUE ACTUAL Fiscal Year Ended 2024

	Current Period Actual
REVENUE	
Federal Grants Revenue	
Public - HHS HS & EHS	19,084,848.14
Public - USDA CACFP	452,796.84
Public - CDBG pass-through	199,608.02
Total Federal Grants Revenue	\$ 19,737,253.00
Local Grants Revenue	
Travis County	224,063.35
COA After School & Summer School	513,313.72
United Way	244,091.70
Other local programs	9,690.62
Total Local Grants Revenue	\$ 991,159.39
Other Revenue and Support	
In-kind income	3,098,457.47
Contribution income	19,854.00
Rental income	33,000.00
Investment income	34,474.00
Other Income	58,026.00
Total Other Revenue and Support	\$ 3,243,811.47
Total REVENUE	\$ 23,972,223.86



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