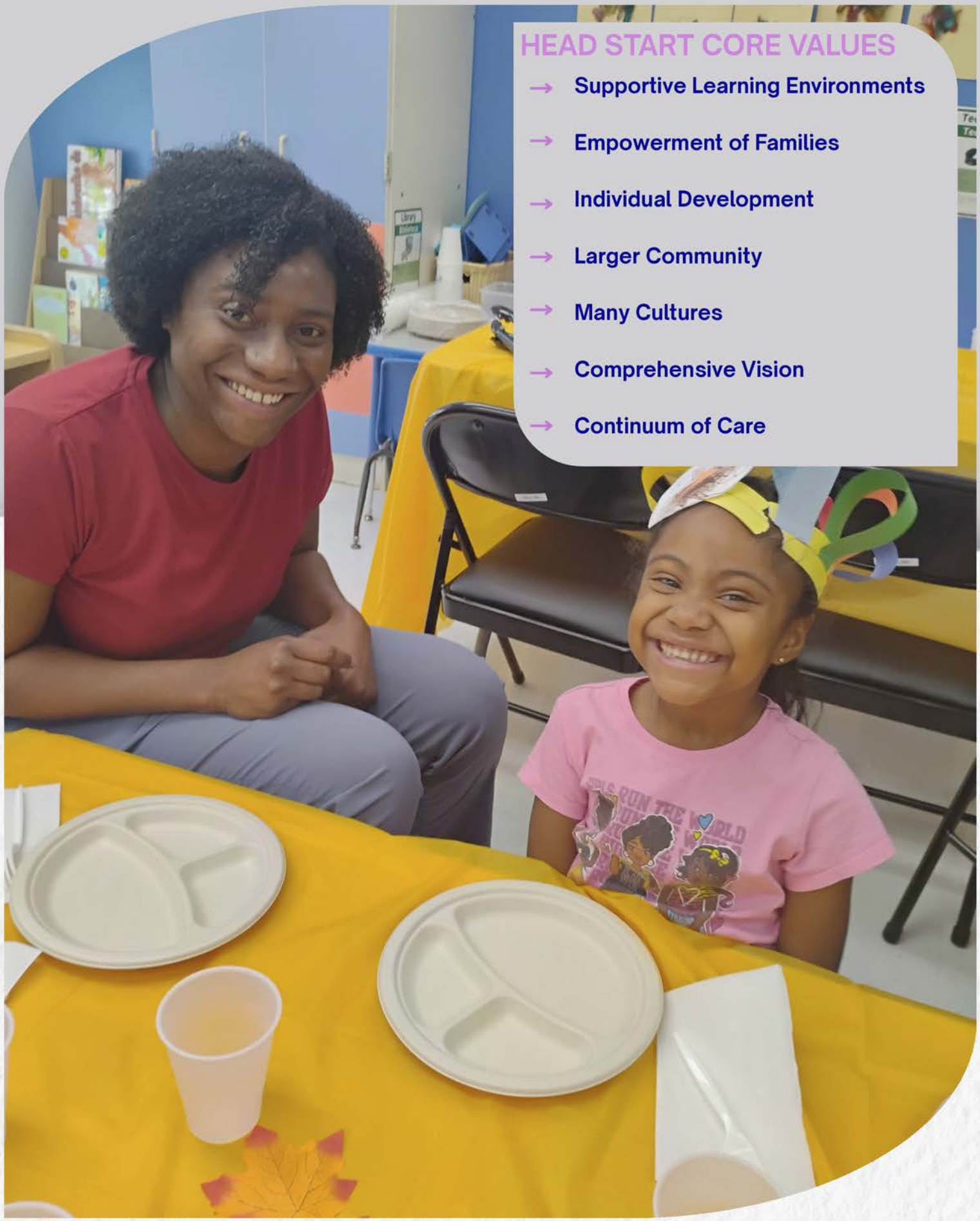
the Heart of our Work

a Community Commitment to Young Children & Families

CHILD INC
HEAD START
www.childinc.org

2024 - 2025

ANNUAL REPORT



HEAD START CORE VALUES

- → Supportive Learning Environments
- → Empowerment of Families
- → Individual Development
- → Larger Community
- → Many Cultures
- → Comprehensive Vision
- → Continuum of Care

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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)].

Report Available: childinc.org

ABOUT US

OUR 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.

OUR VISION

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

FOUNDED 1972

NAEYC ACCREDITED CENTERS

WHOLE CHILD FOCUSED

RESEARCH BASED CURRICULUM

Welcome
ANGELA LAMPKIN, M.ED.

Dear Child Inc and Travis County Community,

I want to thank you for being the Heart of Our Work as we strive to create a community where all children regardless of income have an equal opportunity to become independent and self-sufficient adults. During the 2024/2025 school year, Child Inc was privileged to serve over 1,107 children and their families. Child Inc takes pride in partnering with families, connecting them to the vibrant resources within the City of Austin and its neighboring communities to ensure our youngest citizens, their children, have a “Head Start”.

With the support of our key community-based and school district partners, we were able to provide holistic learning environments that fostered children’s growth and development, while other critical partners stepped in to fill the gap of vital family well-being needs. Child Inc recognizes the significance of building bridges between home, school, and the community. We all know the saying, “It takes a village to raise a child.” These combined forces came together to make a difference in the lives of our youngest scholars.

This past year, many generous donations funded family engagement opportunities like KidsFestATX and the Fall Harvest Festival. Donors provided families with holiday dinners, warm coats, bikes and presents under the tree. Other funders assisted Child Inc in addressing ever growing social emotional competency needs of children. Child Inc began implementing the Pyramid Model Curriculum and established classroom learning centers called Safe Spaces where a child can go, with caregiver support, to regulate his or her emotions. Many of these donations enabled Child Inc to meet federal requirements of the Office of Head Start.

Toward the end of the program term, Child Inc welcomed new Board Directors, and I was appointed as the organization’s first female Executive Director. This new leadership team, combined with a strong Parent Policy Council, is committed to strengthening its workforce, providing effective services for children and their families, and responding to the early learning needs of the great City of Austin and Travis County.

Thank you for welcoming me to Child Inc, Austin, and the mighty early childhood community. I look forward to our shared commitment of ensuring our children are prepared and ready to learn in kindergarten.

GROWING HEALTHY
CHILDREN WITH
NATURE & MOVEMENT.

APPROACH TO SCHOOL READINESS

School readiness is built on a strong foundation of health, nutrition, early development, and family engagement. This approach ensures children enter kindergarten healthy, well-nourished, and eager to learn. Comprehensive health screenings, preventive care, and referrals for medical, dental, and wellness health services address physical and developmental needs early. Daily meals and snacks meet nutritional standards, while nutrition education empowers families to create healthy habits at home.

Early learning experiences are designed to spark curiosity, encourage exploration, and build cognitive and social-emotional skills that prepare children for lifelong learning. Equally important is parental engagement—families are offered workshops on child development, health, and learning strategies, along with opportunities to set goals toward achieving self sufficiency and participate in program decision-making. By combining high-quality early education with strong health and nutrition programs and meaningful family partnerships, this approach creates a solid foundation for lifelong learning and overall well-being.

SCHOOL READINESS GOALS

Approaches to Learning

Children demonstrate curiosity, persistence, and creativity by engaging in activities that promote initiative, focus, and flexibility, fostering a positive attitude toward learning.

Social Emotional Learning

Children strengthen their ability to form positive relationships, regulate emotions, and demonstrate self-confidence, cooperation, and empathy in classroom and peer interactions.

Language & Communication

Children develop strong communication skills by expanding their vocabulary, engaging in meaningful conversations, and demonstrating early reading and writing behaviors that support comprehension and self-expression.

Cognitive

Children build foundational thinking skills by exploring early math, science, and problem-solving concepts, using curiosity and inquiry to understand their world through play and structured learning experiences.

Motor & Physical Health

Children develop healthy habits, fine and gross motor skills, and physical coordination through active play, wellness routines, and access to comprehensive health and nutrition services.

CHILD ASSESSMENT

Assessment data informs individualized lesson planning in classrooms and during small group instruction, intentional teaching, and ongoing progress monitoring. Teachers use data from Teaching Strategies Gold (TSG) checkpoints to identify each child's strengths, needs, and developmental progress across all domains. This information guides the planning of developmentally appropriate activities, differentiated instruction, and targeted interventions to support school readiness. In preschool classrooms, teachers intentionally plan both whole-group and small-group experiences that respond to children's individual learning goals. Children who need additional support receive focused instruction through individualized scaffolding, while those demonstrating advanced skills are provided with enrichment opportunities to extend their learning.

Assessment data is also used to support continuous improvement through collaboration with education staff, including coaches and administrators, to ensure alignment with the Head Start Early Learning Outcomes Framework (ELOF), Texas Early Learning Guidelines, and TEKS. Teachers regularly review and adjust lesson plans based on child outcomes to ensure all children are making meaningful progress.

In addition, assessment results are shared with families to promote strong home-school partnerships. Teachers engage families in understanding their child's development and provide strategies to support learning at home, reinforcing skills introduced in the classroom.

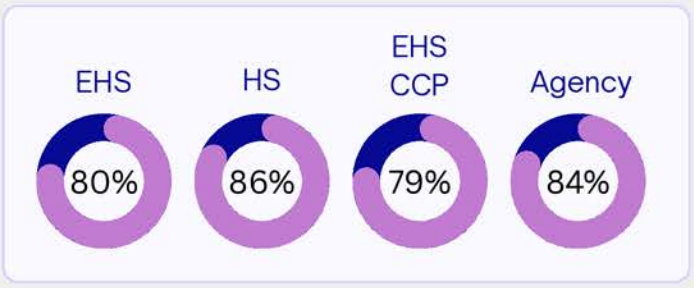
FAMILY PROFILE REPORT

Funded Enrollment

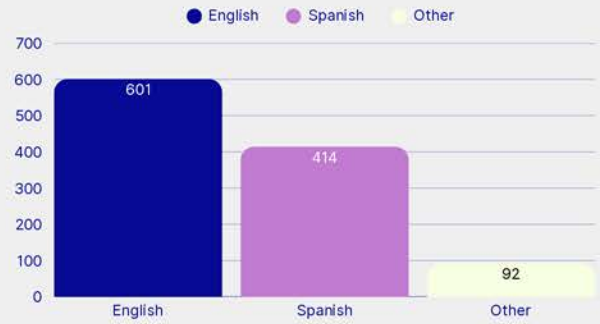
Early Head Start EHS	Head Start HS	EHS Child Care Partnership
188	608	56

The program served 1077 unduplicated children during the program year.

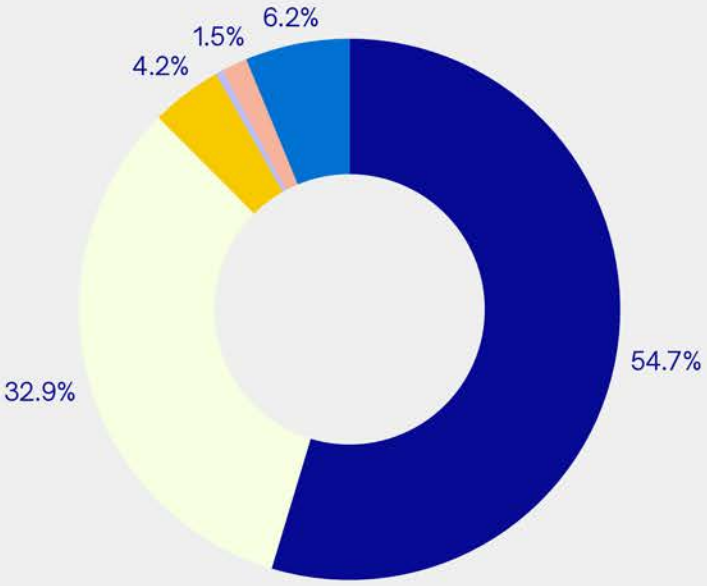
Average Monthly Attendance



Language Spoken at Home



Race (Agency)



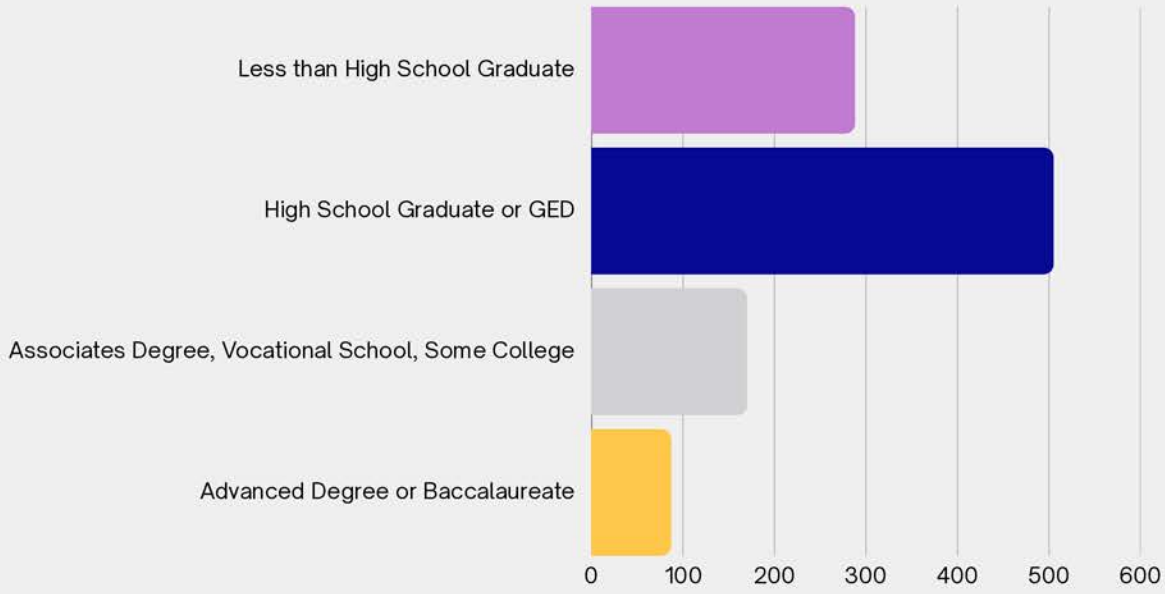
White
Black/ African American
Biracial or Multiracial
Asian
American Indian or Alaskan Indian
Other or Not Disclosed

Eligibility Status: (Agency)

At or Below 100%	36.8%
Public Assistance	50.7%
Foster Care	1.3%
Facing Homelessness	4.7%
Over Income	6.6%

FAMILY PROFILE REPORT

Parents/Guardians Educational Attainment



PARENT FAMILY & COMMUNITY ENGAGEMENT

Supporting Families

Family Advocates and the Community Support Team focuses on strengthening family well-being so parents and caregivers are equipped to support their children's learning and development. This work includes encouraging active parent engagement in education, promoting nurturing parent–child relationships through wellness supports, and providing ongoing learning opportunities for both parents and children.

Connected Families

Recognizing parents as their child's first teacher, the program offers meaningful opportunities for parent engagement and leadership. These efforts build advocacy skills, strengthen peer and community connections, and support positive outcomes for children and families.

Engagement Opportunities

- Policy Council
- Financial Literacy Classes
- Readie Rosie Parent Tools
- I Love to Read
- Emergency Preparedness Classes
- Men's Health Clinics
- 24/7 Dads Program
- KidsFestATX Family Resource Festival
- Family Fall Harvest Festival
- Year End Kinder Transition Events

Family Needs Assessments Completed	Families Received Support Services	Family Partnership Agreements
940	712	530

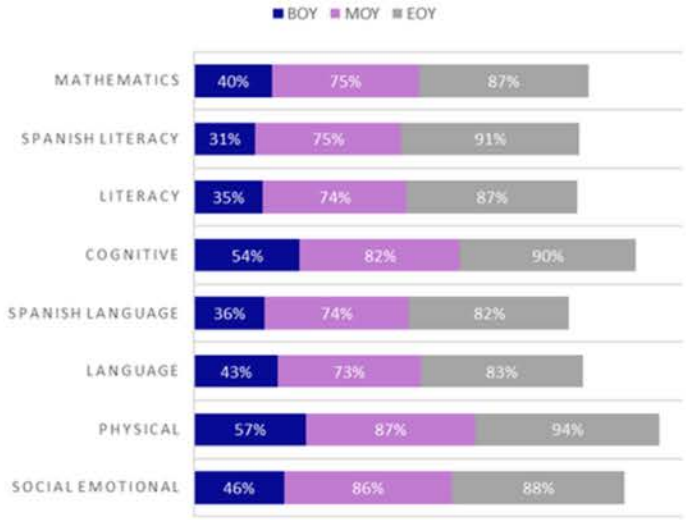
CHILD OUTCOME DATA

BOY, MOY, and EOY Development Milestones

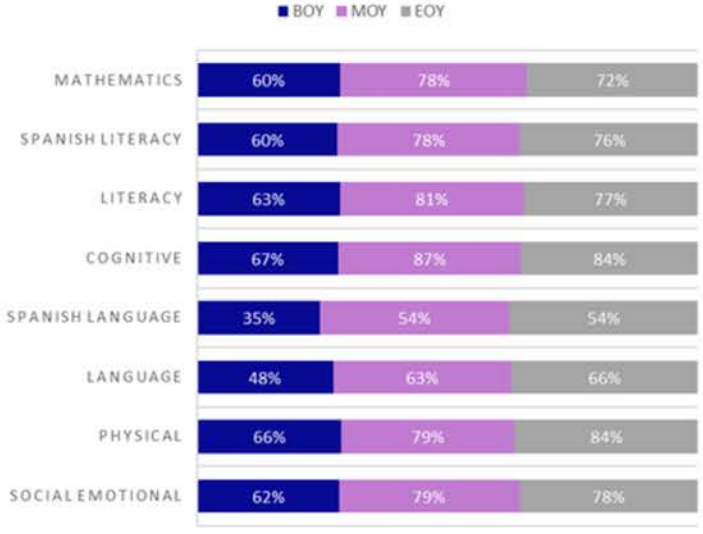
Child development is monitored at three points during the year—Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)—to track growth across all developmental domains. BOY establishes a baseline, MOY measures progress, and EOY reflects overall growth and readiness for kindergarten.

Program-wide and agency-wide data show consistent gains from BOY to EOY across all eight developmental domains, with the strongest growth in Language, Literacy, and Math. By the End of the Year, an average of 88% of children agency-wide were meeting or exceeding age-level expectations, representing an average increase of approximately 43% from the Beginning of the Year. These positive trends highlight both individual child growth and the effectiveness of Child Inc's comprehensive, whole-child approach to early learning.

Agency Wide



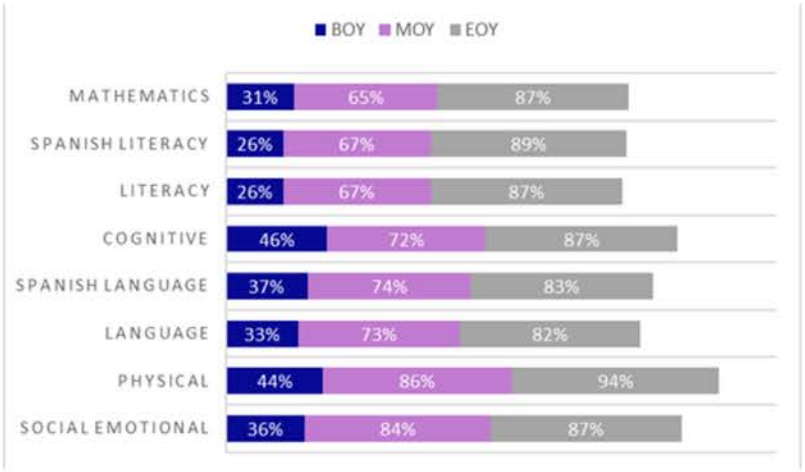
EHS Center Based



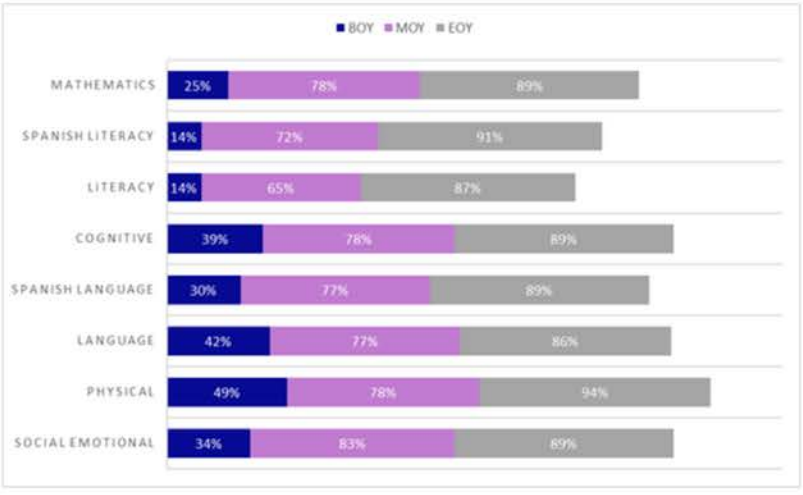
CHILD OUTCOME DATA

EHS Home Base

HS Center Based



HS ISD Collaboration



HEALTH & WELLNESS

Supporting the overall well-being, healthy growth, and development of children and families through coordinated health, nutrition, and wellness services. Programs create safe, engaging environments that encourage healthy habits, active learning, and school readiness.

KEY COMPONENTS OF HEALTH AND WELLNESS

- **Physical Health and Preventive Care:** Supporting children's healthy development through routine health screenings, immunization tracking, and partnerships with health care providers to address identified health needs.
- **Nutrition Services:** Providing nutritious, balanced meals and snacks that meet USDA guidelines and support healthy growth. Nutrition education is incorporated into daily learning experiences and shared with families to encourage healthy food choices at home.
- **Outdoor Learning and Green Spaces**: Offering daily opportunities for children to learn and play outdoors in natural environments that promote curiosity, exploration, and physical well-being. Gardens and green spaces are used to support learning about plants, food, and healthy lifestyles.
- **Physical Activity and Fitness:** Encouraging age-appropriate movement and active play throughout the day to build strength, coordination, and healthy habits.
- **Social and Emotional Growth:** Fostering positive relationships, self-regulation, and supportive classroom environments that help children feel secure, confident, and engaged in learning.
- **Safe and Healthy Environments:** Maintaining clean, well-organized facilities and following health and safety practices that reduce the risk of illness and injury.
- **Family Partnerships:** Engaging families as partners by sharing resources, education, and community connections that support children's development and family well-being.

HEALTH & WELLNESS

OVER
204,000
HEALTHY
MEALS & SNACKS
SERVED

AGENCY WIDE SERVICES PROVIDED

Health Insurance	Medical Home	Dental Home	Immunizations
85%	91%	86%	86%

Well Child Exams	Dental Exams	Mental Health Consultations	Individual Family Services Plan
40%	53%	87	197

GOVERNANCE

The Child Inc Board of Directors and Policy Council work together to guide the organization's mission and program success. The Board provides governance, oversight, and strategic direction, while ensuring compliance and fiscal accountability. The Policy Council, made up of parents and community representatives, partners with staff on program decisions, policies, and operations. Both groups meet monthly to review progress and support high-quality early childhood and family services.

BOARD OF DIRECTORS

Melvin White, Board Chair
Magdalena M. De La Cruz, Board Vice Chair
Rick Von Pfeil, Board Treasurer
Meg Morreale, Board Secretary
Nathaniel Walker, Board Member
Dr. Nina LeBlanc, Board Member
Anthony "Tony" Nelson, Board Member
Douglas Wilson, Board Member

POLICY COUNCIL

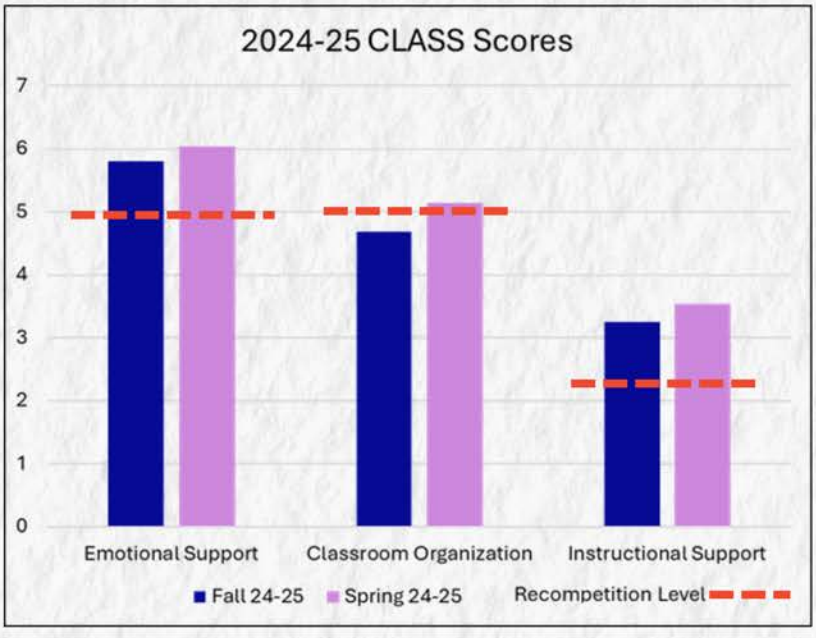
Shadora Cody, Chairperson
Teairra Young, Vice Chairperson
Shayna Weed, Secretary

CLASS

Classroom Assessment Scoring System (CLASS™)

The Classroom Assessment Scoring System™ (CLASS) is a research-based tool used to assess the quality of interactions between teachers and children. It uses a standardized framework to consistently gather data on classroom practices that support learning and development. Observers complete annual training and certification to ensure reliable and accurate use of the tool.

CLASS results are used to guide professional development and strengthen practices that support children's learning outcomes. Grounded in developmental research, the CLASS framework emphasizes that positive, intentional interactions between adults and children are central to effective early learning environments. Observations are conducted by trained, certified observers who follow a structured protocol and rate each CLASS dimension on a 7-point scale, ranging from low to high quality.



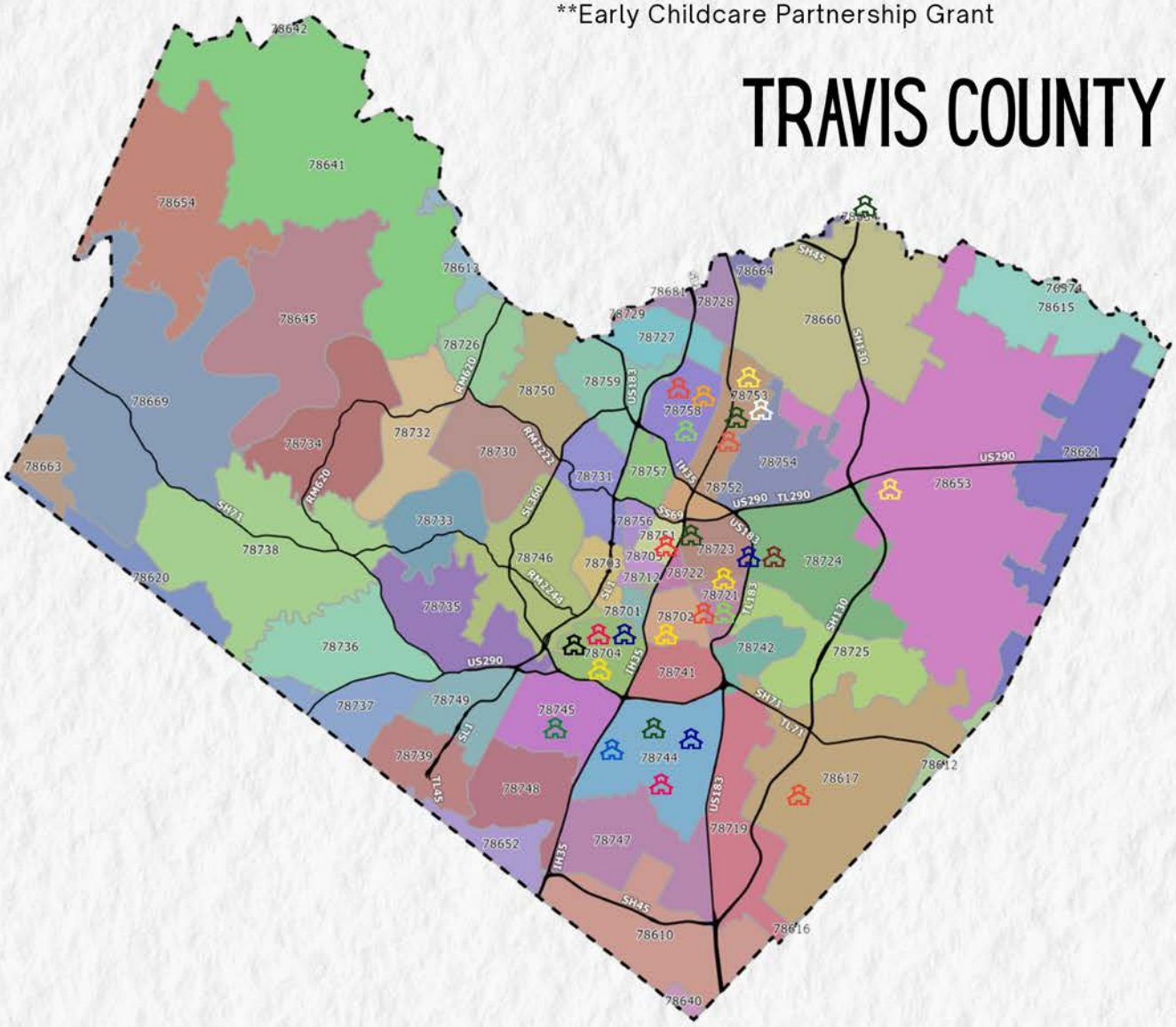
PROGRAM AREA & SITES

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

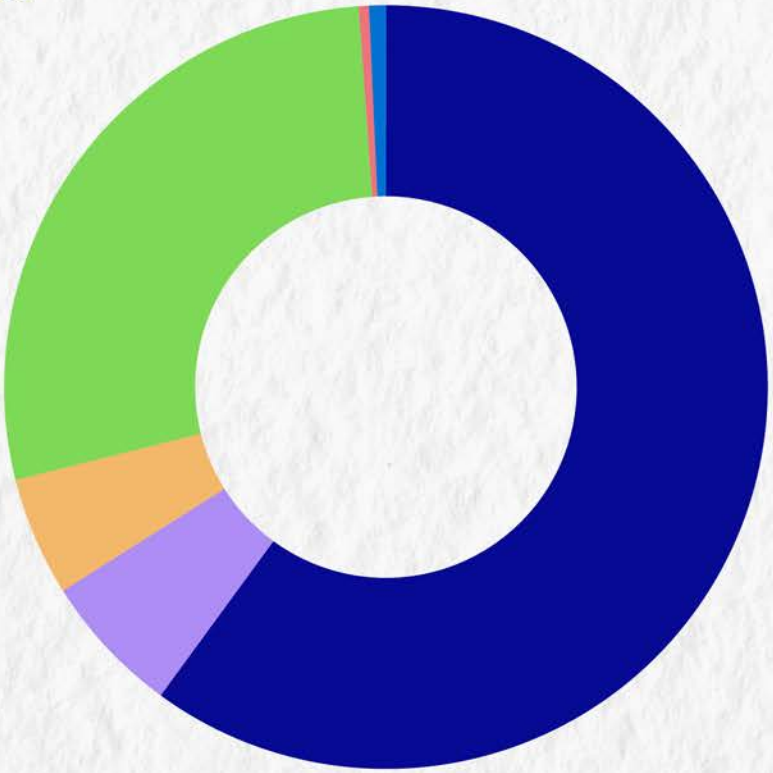


FINANCIAL REPORT

Head Start and Early Head Start

Distribution of Expenditures by Category

Salaries	60%
Contract	6%
Supplies	5%
Other	28%
Travel	0%
Depreciation	1%



May 1, 2024 to April 30, 2025	BUDGET	ACTUAL	VARIANCE
TOTAL FEDERAL	$20,445,554	$20,331,548	$134,006
NON FEDERAL	$5,050,321	$5,050,321	$0.00
TOTAL BUDGET	$25,495,875	$25,361,869	$134,006

Fully audited financial statements prepared by Doeren Mayhew Assurance, for fiscal year ended April 30 2025. 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 are available at childinc.org.

QUALITY ASSURANCE

Child Inc's Head Start, Early Head Start, and Early Head Start–Child Care Partnership (EHS-CCP) programs utilize a comprehensive, multi-level Quality Assurance system designed to ensure the delivery of high-quality services and full compliance with Head Start regulations at both the grant recipient and service provider levels. This system supports ongoing oversight and continuous program improvement through multiple layers of review. Quality Assurance activities include announced and unannounced site visits, child file reviews, staff and parent interviews, and surveys.

At the service provider level, Child Inc maintains an internal monitoring system that supports continuous review and improvement of services through our self-assessment process. This system includes self-monitoring as well as regular oversight conducted by Child Inc program staff. In addition, Early Head Start services delivered at community-based child care centers are monitored by Texas Health and Human Services–Child Care Regulation to ensure compliance with state minimum standards.

A third level of monitoring is provided through the State of Texas Texas Rising Star (TRS) system. Texas Rising Star is the state's Quality Rating and Improvement System (QRIS) and provides ongoing quality oversight of all EHS-CCP child care partners to ensure adherence to high-quality early learning standards.

At the federal level, the Office of Head Start (OHS) conducts oversight through the Head Start Monitoring System, which evaluates the performance and accountability of Head Start and Early Head Start programs nationwide. OHS assesses compliance with the Head Start Performance Standards and the Head Start Act using a multi-year monitoring approach focused on performance, progress, and regulatory compliance. This system includes both on-site and off-site reviews and shares findings through formal monitoring reports, providing Child Inc with valuable feedback and opportunities for continuous quality improvement

SOURCE	DATE	COMPLIANT
Classroom Assessment Scoring System (CLASS)	Oct/2025 to April 2025	Compliant
Focus Area One: Understanding the Approach to Program Services	2025	Compliant
Focus Area Two: Understanding Performance for Continous Program Improvement	2025	Compliant

HEAD START IS THE RIGHT START

CHILD INC
HEAD START
www.childinc.org

EDUCATING CHILDREN. RAISING FAMILIES.

CONNECT WITH US

Contact Us
info@childinc.org

818 East 53rd Street
Austin, TX 78751

Our Website
www.childinc.org

512-451-7361