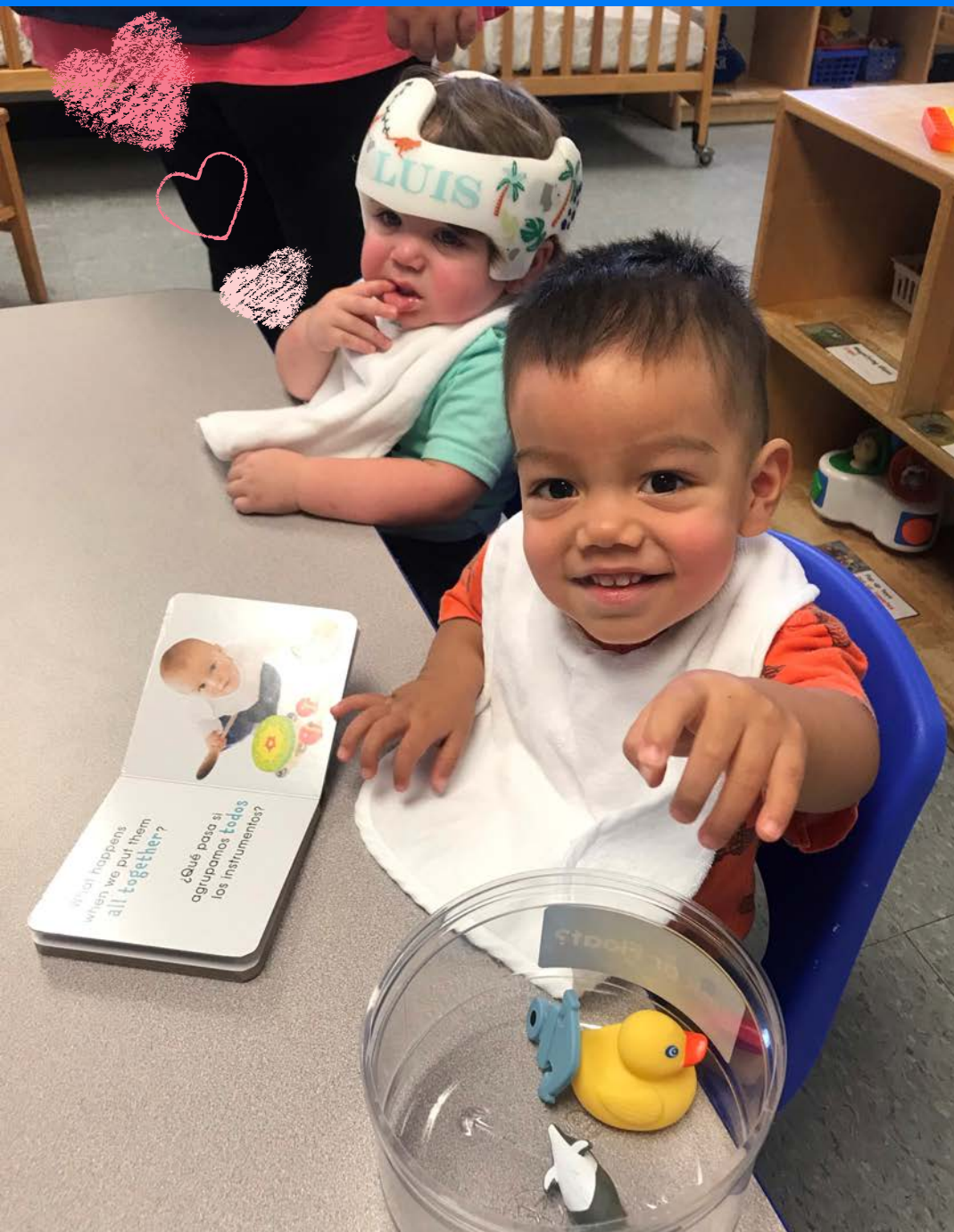


Annual Report 2020-2021

COMMUNITY ACTION INC. OF CENTRAL TEXAS
HEAD START & EARLY HEAD START PROGRAMS



Mission Statement

COMMUNITY ACTION INC. OF CENTRAL TEXAS
HEAD START (CAI)

Community Action, Inc. of Central Texas' mission is to develop opportunities for people and communities to realize their potential by providing resources and comprehensive services to empower Central Texans of all ages to become self-sufficient. Community Action, Inc. Head Start Program has served more than 20,000 children in the 55+ years that it has been in operation.

The CAI Head Start program was one of the first Head Start Programs established when President Lyndon B. Johnson declared war on poverty in 1964. We serve children ages 3 to 4 in 5 Head Start Centers in Hays and Caldwell Counties.



Program Shared Governance

CAI Board & Policy Council



The CAI Board consists of members of the community in both Hays & Caldwell Counties who share a passion and commitment for serving the underprivileged. The CAI Policy Council consists of parents from each of the 9 Child Development Centers that make up the CAI Head Start and Early Head Start Programs. Together the CAI Board, the Policy Council, and the Head Start Leadership Team share decision-making and oversight responsibilities as they work to provide high quality services to the families in the program.





Note from the Policy Council Chairperson

What exactly is Policy Council...

So my wife signed me up to attend a meeting for my sons school. At the time I was not sure what Policy Council was, but I knew that I wanted to be more involved in my son's school. Little did I know it that my wife and another parent had already talked and nominated me to be the Policy Council Representative for Henry Bush, our son's Head Start Center. I attended the first meeting and ended up being elected to be the Chairperson. I guess being a part of a committee is kind of intimidating to some people but I was all for it. I have been a part of other committees so I kind of had an idea on how things worked. I think people do not realize the importance of having a Policy Council until you get involved with it. We oversee just about everything that goes on with all of the head start centers from buying new equipment, making repairs, hiring new employees, to making sure parents complaints or concerns are correctly addressed. The Policy Council gets to look over the budget and see where money is spent and probably the most important thing is that we are a voice for the centers we represent. We also get training in every meeting that you get to take with you and use on a daily basis weather it be on nutrition for the kids, safety, first aide, financial planning and even fundamental skills employers use when hiring employees. Some of the skills you would have to pay for but we get them taught to us free by serving on the Policy Council. You also get to learn that there is much more to the Head Start program that many people in the program are not aware of like financial assistance, adult education, and free training programs. This is all information that you get to pass on to the other parents at your centers. All in all, being a part of Policy Council for the Head Start program has been a very positive experience and hopefully I can serve for the remainder of the time my kids are in the program. How could you not want to be a part of changing your kid's future. Thank you Head Start for everything you have done and will continue to do for our kids.

Mr. Joshua Romero, Policy Council Chairperson



Commitment of the Program Director

There is nothing more important or more rewarding than meeting the needs of our most vulnerable children during this pandemic. We are committed to doing whatever it takes to find them, enroll them, and work together to keep them safe, healthy, and well-loved as they play and learn. Here at the Community Action, Inc. of Central Texas Head Start Program, our main priority is to give these children experiences that will help them to be kindergarten ready. We strive to teach them to be curious, to communicate their needs and their ideas, to be kind and to find joy in learning together. In partnership with our local school districts, our health partners, and our parents, we will make sure our children and their families are provided with the comprehensive services they need to move forward.

DR. IMELDA MEDRANO

Head Start Program Director



Early Head Start Program

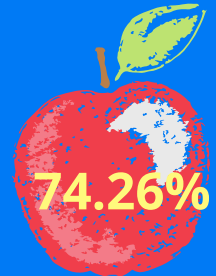
Funded Enrollment



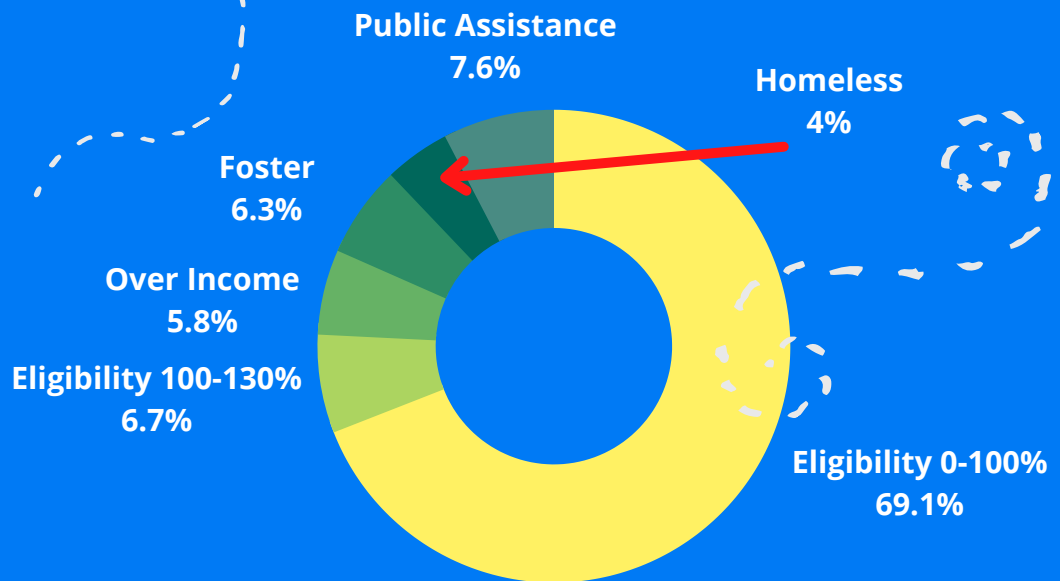
Cumulative Enrollment



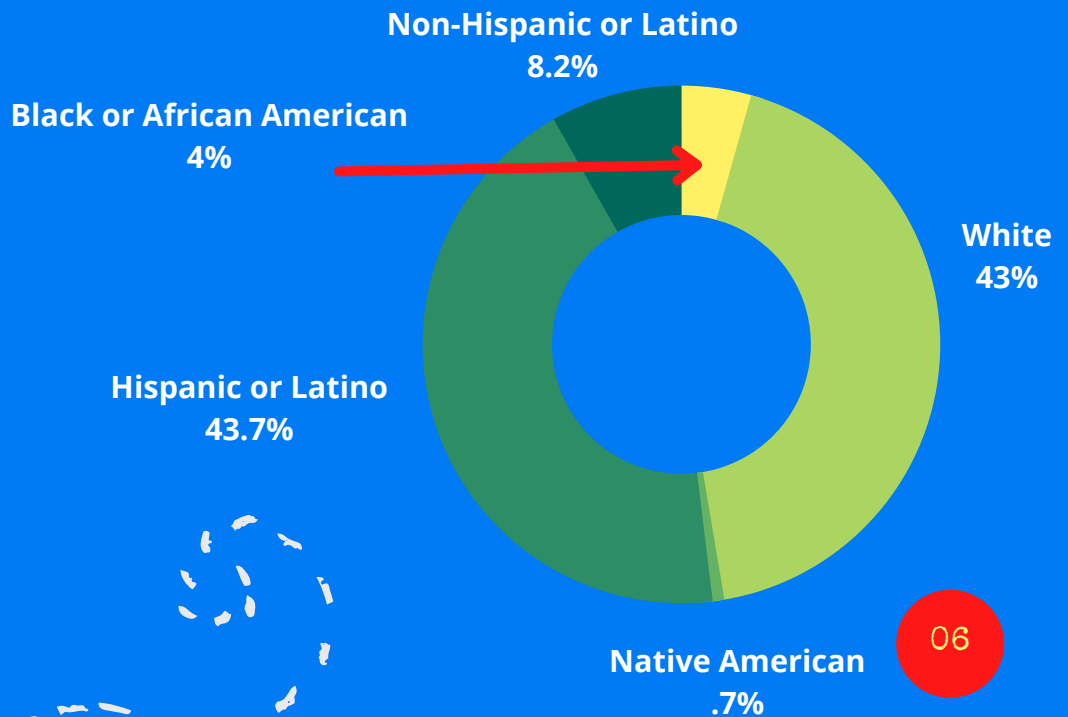
Average Monthly Attendance



Eligibility

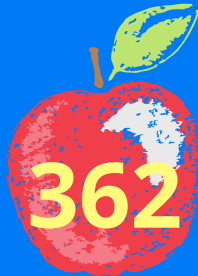


Demographics



Head Start Program

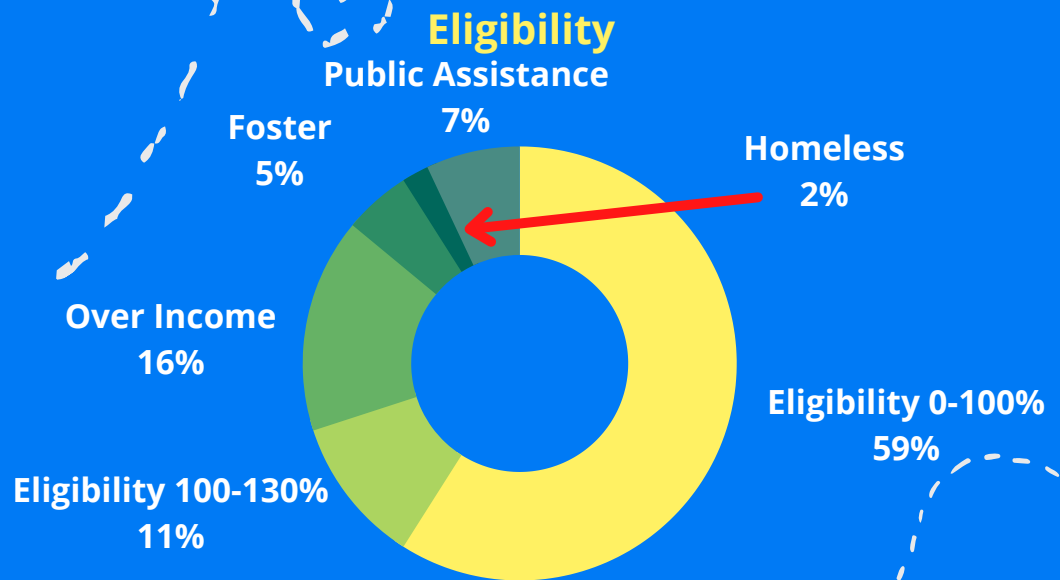
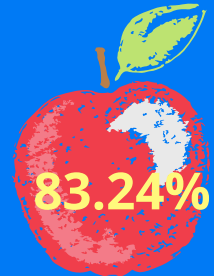
Funded Enrollment



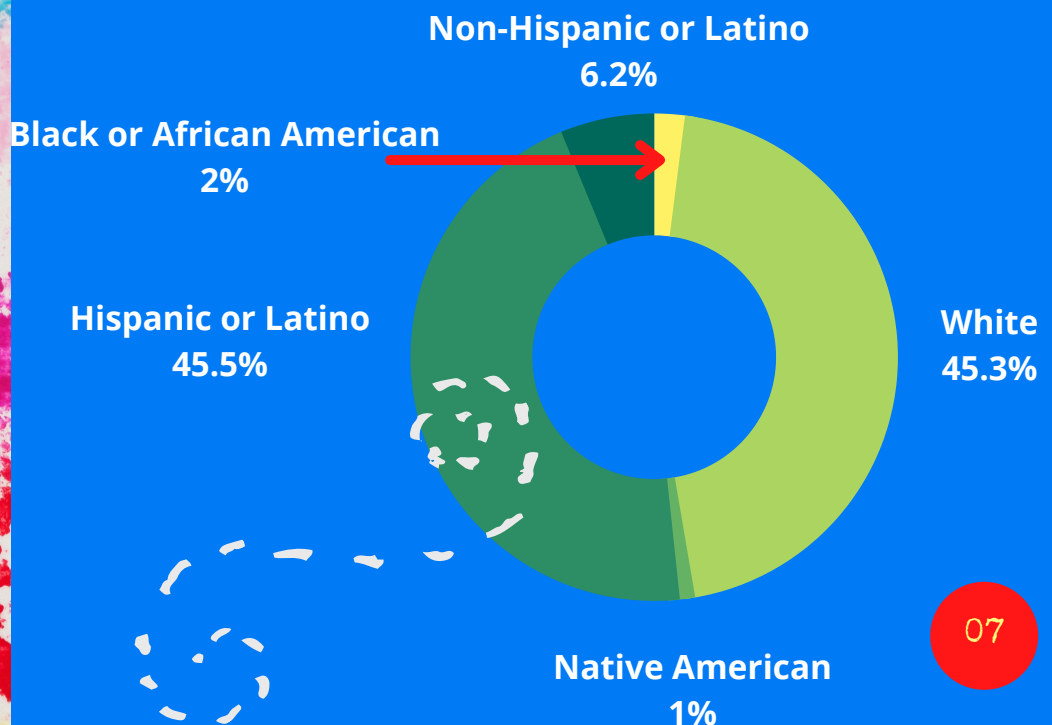
Cumulative Enrollment



Average Monthly Attendance



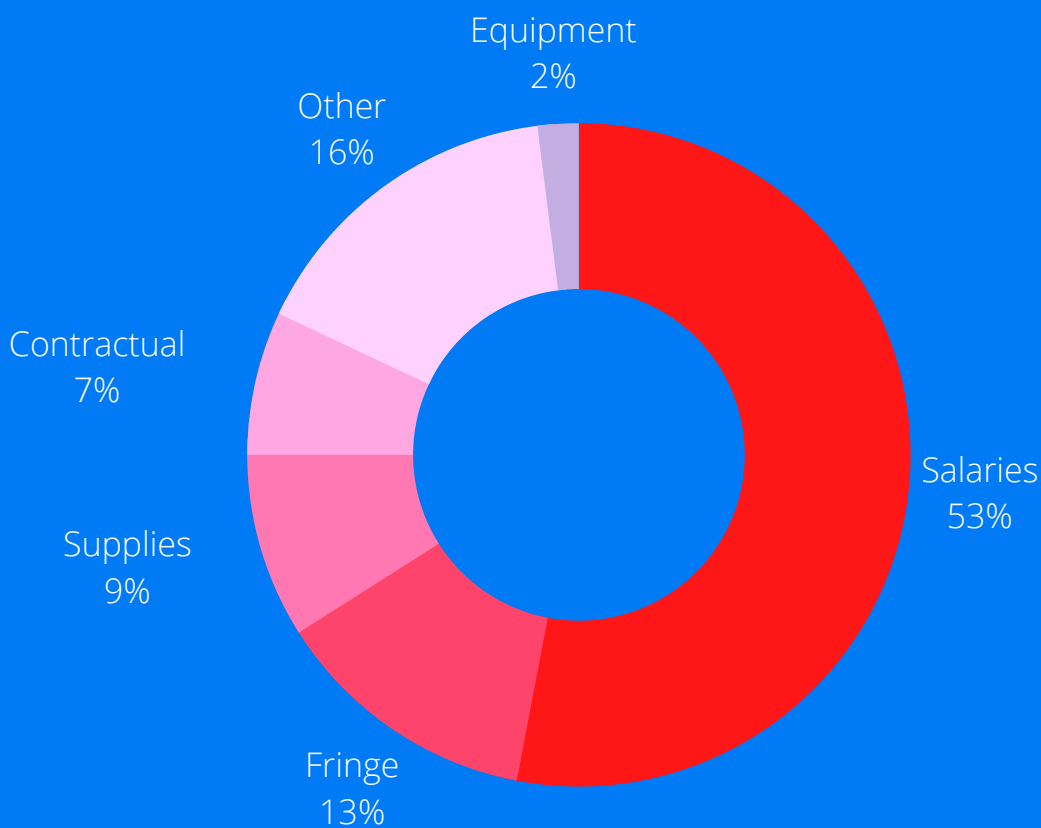
Demographics



Financial Overview

EARLY HEAD START & HEAD START 2020-2021

Federal	\$6,755,333
Non-Federal	\$1,588,924
Total	\$8,344,257



Travel expenditures were minimal due to COVID.
Other includes items such utilities, telephone,
insurance, and vehicle expenses.



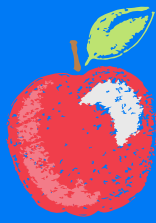
Parent Survey 20-21

DREAM BIG,
WORK HARD,
-MAKE IT-
happen.

106 Surveys Returned
20% Return Rate



Community Action, Inc. of Central Texas Head Start Program is committed to providing high quality services to our children and families. We conduct a survey annually to determine the strengths of our program and to ensure we are meeting our families' needs. Surveys are sent electronically and only take a few minutes for parents to fill out directly on their phones using our Learning Genie Parent Communication Ap. Highlights from the survey are as follows:



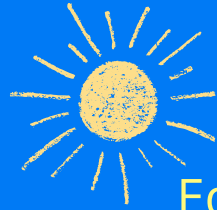
Parent Survey

20-21

Program
Satisfaction



96%



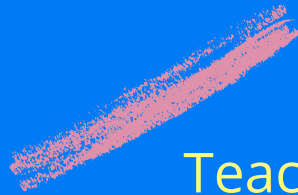
Education
Services
Satisfaction

92%



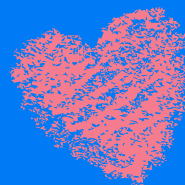
Health
Services
Satisfaction

90%



Teacher
Satisfaction

98%

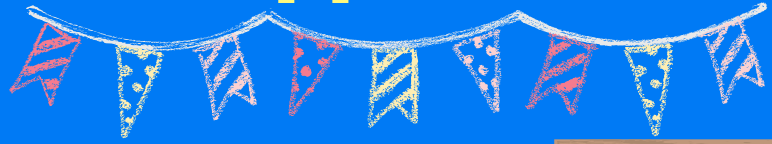


Family
Support
Satisfaction

96%



Family & Community Support



Families
Served

533

Families that
received at least 1
supportive service

461

Family Goals
Set

450

Parent/Guardian Educational Achievement

Less than HS Diploma

154

HS Diploma/GED

252

Bachelor's/Associates

88

Job Training/License

385

Empowering Our Parents



Pictured above is Mrs. Lydia Ramirez, Bonham Head Start Parent who served on the Policy Council. "It is a privilege to be able to serve in the head start policy council. It's the best way to be involved in our child's school."

Head Start parents & guardians participated in the following activities:

- Governance & Leadership
- Parent Training Sessions
- Addressing Challenging Behaviors
- Ready Rosie
- Nutrition Education Classes
- Food Bank Fairs
- Health Fairs
- Health & Wellness Training



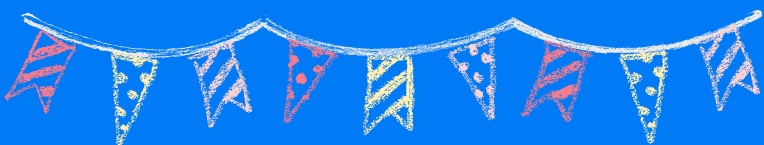


HEALTH & WELLNESS

Head Start promotes the physical, social, and emotional well-being of all the children as the foundation for school readiness.



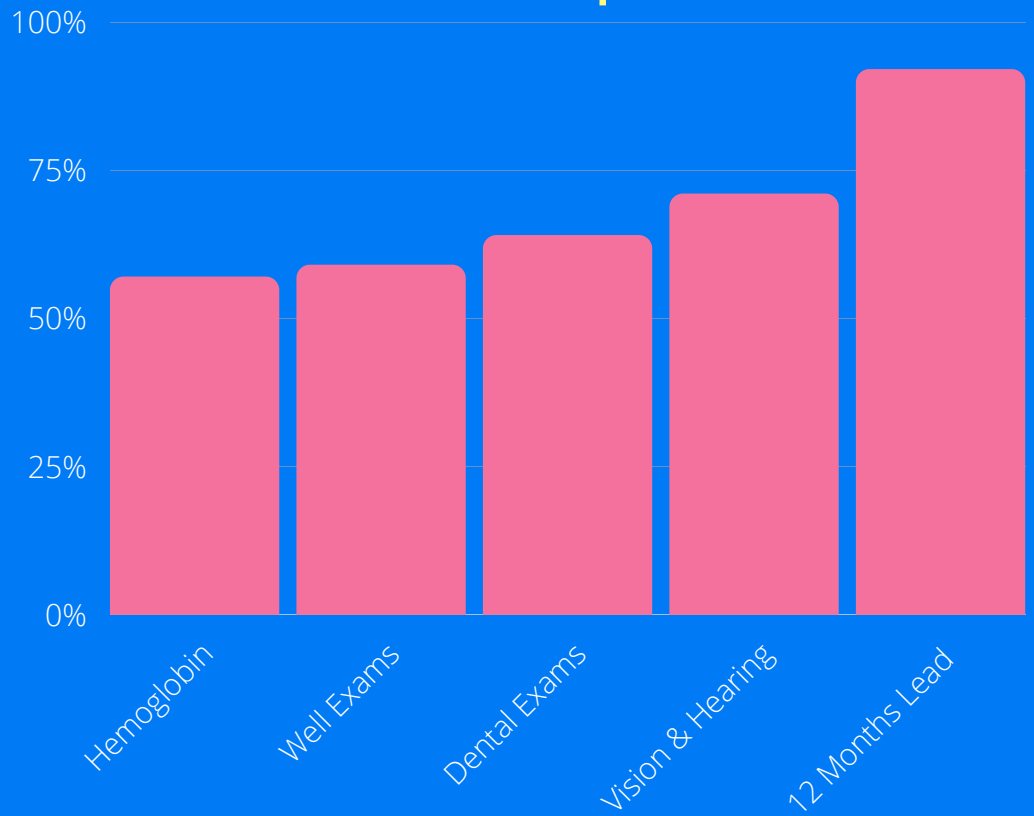
Children are better able to learn when they are healthy and feel safe.



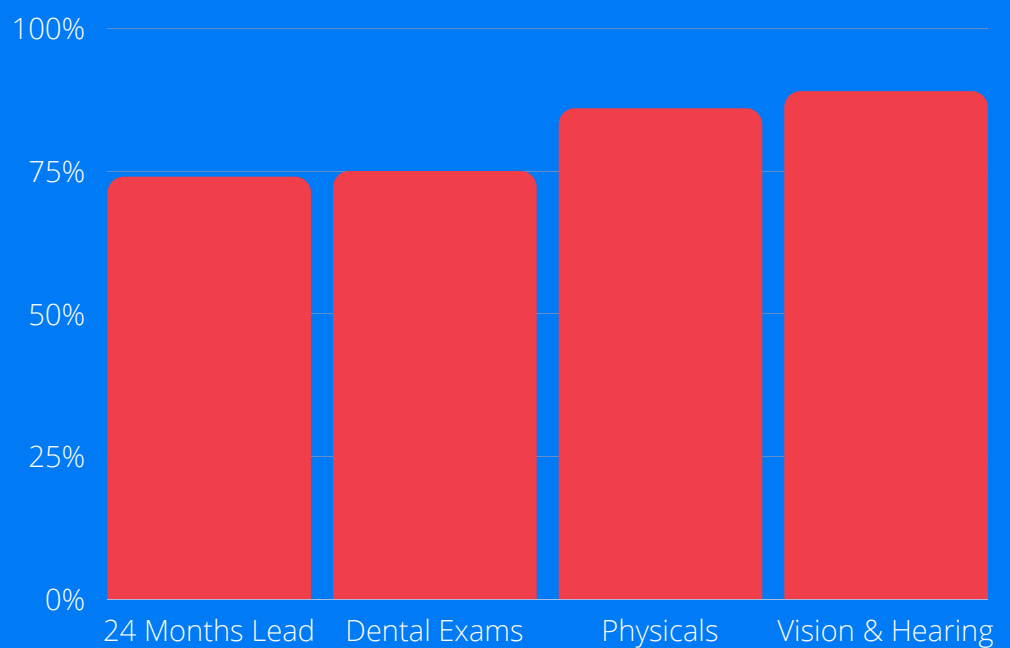


Health & Wellness

EHS Completed



HS Completed



Operations & Safety

COVID 19 Precautions

One of our top priorities during 2020-2021 has been to keep our children and staff COVID free. We have implemented all of the COVID prevention guidelines recommended by the CDC and our local Health Department. In addition, we purchased equipment from Frist Responders Technologies to sanitize our classrooms and our teaching material. We use the NEST to sterilize commonly used items, the UV Wand to quickly sterilize surfaces, and the backpack sprayer to thoroughly sanitize any classrooms or offices where there has been a positive case of COVID. We also purchased air purifiers for every classroom. The health of our families is essential to the success of our program.





Early Childhood Education

Early Head Start (EHS) and Head Start (HS) teachers at Community Action, Inc. ensure that each child's individual needs, abilities, learning styles, interest, and cultural backgrounds are nurtured. Each child is provided with the highest quality of early childhood education. Both the Early Head Start and Head Start Programs utilize a curriculum that provides research-based content and teaching practices in order to support each child's development and learning. Individualized instructions is planned for children by analyzing information from online assessments and screenings.

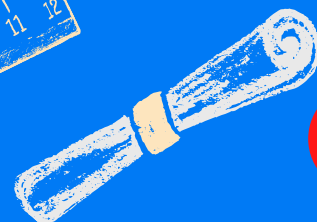
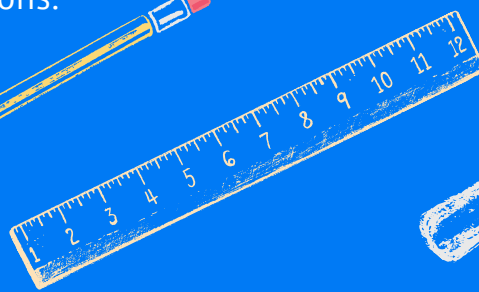
Our primary curriculum is Frog Street Infant & Toddlers for EHS and Frog Street 3s for our HS Program. The Frog Street Curriculum offers learning experiences that link instruction across all developmental domains. The curriculum is organized around themes and includes daily lesson plans for large and small group instructions/activities and learning centers. The curriculum aligns with all the Head Start Early Learning Outcomes Framework (ELOF).

Secondary curricula we use to supplement our instructional program are Conscious Discipline, Second Step, and Children's Learning Institute Engage.



Texas School Ready

Each of our Head Start locations participated in the Texas School Ready Project (TSR) during the 2020-21 school year. TSR provides individualized and research-driven support, training, and materials to educators who work with students in at-risk communities. During the 2020-21 school year, 17 Head Start classrooms at CAI participated in the Texas School Ready Project. During the 2021-22 school year, TSR will expand to cover Infant and Toddler Classrooms at our Early Head Start locations.

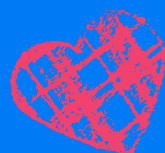


School Readiness Goals

EARLY HEAD START



- **Approaches to Learning**: Child develops the ability to show persistence and flexibility in actions and behaviors.
- **Social and Emotional Development**: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
- **Language and Literacy**: 1.) Child attends to, understands, learns from, and responds to communication and language from others.
2.) Child understands an increasing number of words used in communication with others.
- **Cognition**: Child actively explores people and objects to understand self, others and objects.
- **Perceptual, Motor, and Physical Development**:
1.) Child demonstrates effective and efficient use of large muscles to explore the environment.
2.) Child coordinates hand and eye movements to preform actions.



School Readiness Goals

HEAD START



- **Approaches to Learning:** Child develops the ability to show persistence and flexibility in actions and behaviors.
- **Social and Emotional Development:** Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
- **Language and Literacy:** 1.) Child attends to, understands, learns from, and responds to communication and language from others.
2.) Child understands an increasing number of words used in communication with others.
- **Cognition:** Child actively explores people and objects to understand self, others and objects.
- **Perceptual, Motor, and Physical Development:**
1.) Child demonstrates effective and efficient use of large muscles to explore the environment.
2.) Child coordinates hand and eye movements to perform actions.



Ongoing Monitoring



Federal Monitoring

The Office of Head Start requires periodic federal reviews of all head Start Programs. The CAI HS Program did not undergo a federal review during the 2020-2021 school year. The most recent monitoring review of our program took place in April 2019. There were zero findings as a result of that review.

Federal Review April 2019 CLASS Results

Emotional Support	6.37
Classroom Organization	5.85
Instructional Support	3.34

Internal Monitoring




Infant CLASS Results 2021



The 2020-2021 school year was the first year our program implemented CLASS observations for our Early Head Start Program. 5 infant classrooms and 13 toddler classrooms were observed in the Fall and the Summer by certified reliable CLASS observers. CAI uses the data obtained from CLASS observations to guide our professional development in order to improve teacher interactions with the children in our program, which will in turn increase child outcomes. Based on the results of these observations, Early Language support will be the focus for our infant teachers. Quality of Feedback will be the focus for our toddler teachers for the 2021-2022 school year.

Infant

	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Caregiving
Fall 2020	5.88	5.63	4.88	4.63	5.25
Summer 2021	6.6	6.6	6.3	5.9	6.35

Internal Monitoring



CLASS Ratings

All Head Start & Early Head Start teachers were observed by certified reliable CLASS Observers. The data obtained from CLASS observations serves as a guide for professional development for teaching staff to improve interactions that support children's learning and child outcomes. Instructional Support continues to be an area of focus for the Head Start Program.

Head Start Internal CLASS Monitoring April 2021



Domains	Emotional Support	Classroom Organization	Instructional Support
2018-2019	6.63	6.31	3.61
2019-2020	6.37	5.85	3.34
2020-2021	6.15	5.24	3.66



Internal Monitoring

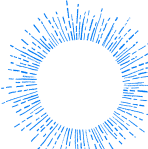


Toddler CLASS Results 2021



Toddler



	Positive Climate	Negative Climate	Teacher Sensitivity	Regard For Child Perspective	Behavior Guidance	Emotional & Behavioral Support	Engaged Support for Learning
Fall 2020	3	1	4	3	5	4.4	1.67
Summer 2021	6.65	1.08	6.35	6.12	6	6.41	5.17





Child Outcomes & Assessment

Assessments provide valuable information about each child's strengths and areas of growth. Community Action, Inc. of Central Texas' Head Start and Early Head Start programs implements systematic, ongoing child assessments that provide information on each child's development. Ongoing assessments allow teachers to individualize for each child based on their most current needs.

Child outcome data is also used in planning professional development for teachers and choosing school readiness goals for the upcoming school year. Our program administers formal assessments three times a year for our Head Start Program and four times a year for our Early Head Start Program. Our Early Head Start Program uses the Desired Results Developmental Profile (DRDP) as the primary assessment tool and our Head Start program uses CIRCLE Progress Monitoring (CLI) as our primary assessment tool. Both assessments are research- based and aligned to the Head Start Early Learning Outcomes Framework.

DRDP Child Development Summary

The Report below shows that children went from Exploring Earlier (EE) to Exploring Later (EL) in all domains from the Fall assessment period to the summer assessment period. With the exception of Physical Development-Health, however in this domain there was still progress, all children started in Exploring Later and ended closer to Building Earlier (BE).

Approaches to Learning-Self-Regulation (ATL-REG)

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2021								
Spring 2021								
Fall 2020								

Social and Emotional Development (SED)

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2021								
Spring 2021								
Fall 2020								

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Summer 2021									
Spring 2021									
Fall 2020									

Cognition, Including Math and Science (COG)

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2021								
Spring 2021								
Fall 2020								

Physical Development-Health (PD-HLTH)

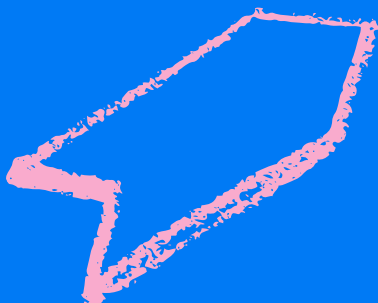
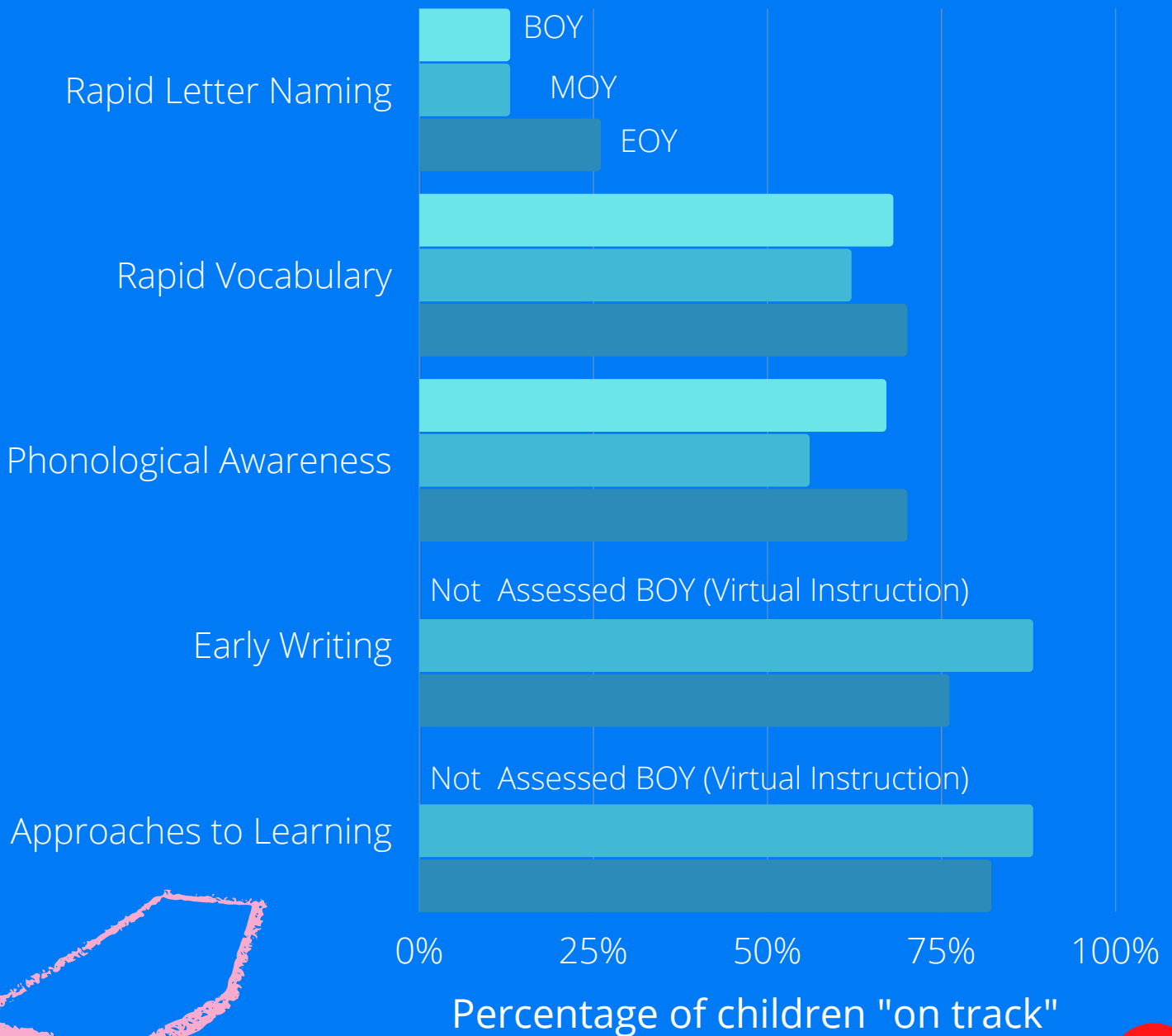
The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Summer 2021									
Spring 2021									
Fall 2020									

Circle Progress Monitoring Summary



The table presented below provides outcome data for the 2020-2021 school year for children 3 years old to 5 years old. The average percentage of children who are "on track" during each assessment period is indicated below. Due to COVID, some of the measures were not assessed at the beginning of the year while children were being served virtually. The assessment tool is designed to assess children 3 1/2 years and older. Many of our children are too young for the assessment at the beginning of the school year. The end of school assessment captures more and more children as they become old enough to be assessed using this tool.





Transitions

Transitions are an integral part of our service to families. Transitions start as a family begins the enrollment process with Head Start. Transitions include children moving from one class to another, one site to another as they get older, as well as exiting the program to begin pre-kindergarten or kindergarten. Our Family Advocates guide and support our families through every step of a transition. We want our families to have a positive experience and view transitions as an important first step in reaching their child's developmental milestones. Parents are the child's first teacher and they play an integral role in making transitions an opportunity for a celebration.

How do we support transition?

- ♥ Classroom visits or virtual Open Houses.
- ♥ Individualized transition time based on child/family needs.
- ♥ Guided registration support for Pre-K or Kinder.
- ♥ Collaboration with local school districts.
- ♥ Family Advocate check-ins at every step.
- ♥ Advertise and attend ISD enrollment functions with families.
- ♥ Inform families regarding school zones and boundaries.



I love how excited my
child is to tell me about
his day.



My sons talk more and
more since they
entered the program.



I didn't know she
would learn so much!

