



# Rising Above

San Felipe Del Rio C.I.S.D.  
Irene C. Cardwell Head Start

2021 - 2022  
Annual Report



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# Introduction

The Program Annual Report is written in accordance with Head Start Program Policy & Regulations for the San Felipe Del Rio CISD Irene C. Cardwell Head Start and Pre-K Program. A number of data resources have been utilized to support the information presented in order to provide reasonable public access to information, books, and records of the program's ongoing activity involving the use of authority or funds for which it is responsible.

(Sec. 644. [42 U.S.C. 9839])



## Required Content:

1. Total amount of public and private funds received with amount from each source.
2. A summary of budgetary expenditures and proposed budget for the fiscal year.
3. Enrollment
4. Results from most recent review by the Secretary and the financial audit.
5. Percentage of enrolled children that received medical and dental exams.
6. Information about parent involvement activities.
7. Agencies efforts to prepare children for kindergarten.



# Program Mission

## MISSION

The mission of the San Felipe Del Rio CISD Irene C. Cardwell Head Start and Pre-K Program is to collaborate with families and community service organizations to provide our children and their families with opportunities and support in achieving lifelong growth and change through their individual strengths, needs, and interests.

## VISION

The vision for the San Felipe Del Rio CISD Irene C. Cardwell Head Start and Pre-K Program is to see our families and community members as active participants in the preparation of our students for academic success as we achieve School Readiness Goals.





# Federal Review

## ACF FA1 Monitoring Review

There were no findings upon completion of the following program review conducted from January 13, 2020 to January 17, 2020.

- **January 2020 FA1 Monitoring Review**
  - **Areas Reviewed:**
    - **Program Design and Management**
      - Program Design, Program Management, & Program Governance
    - **Designing Quality Education Program Services**
      - Alignment with School Readiness
      - Effective and Intentional Teaching Practices
      - Supporting Teachers in Promoting School Readiness
    - **Designing Quality Health Program Services**
      - Child Health Status and Care
      - Safety Practices
    - **Designing Quality Family and Community Engagement Services**
      - Family Well-being
      - Strengthening Parenting and Parent-Child Supports
    - **Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance Strategies and Fiscal Infrastructure**
      - Eligibility, Recruitment, Selection, Enrollment, and Attendance
      - Enrollment Verification
      - Fiscal Infrastructure, Capacity, and Responsiveness



**OFFICE OF  
HEAD START**

An Office of the Administration  
for Children & Families

# School Readiness



## Long Term Program Goals

- Enhance children's language development.
- Enhance the health, mental health and well being of the families and children served by the program.
- Enhance the quality of relationships within enrolled families and their children.



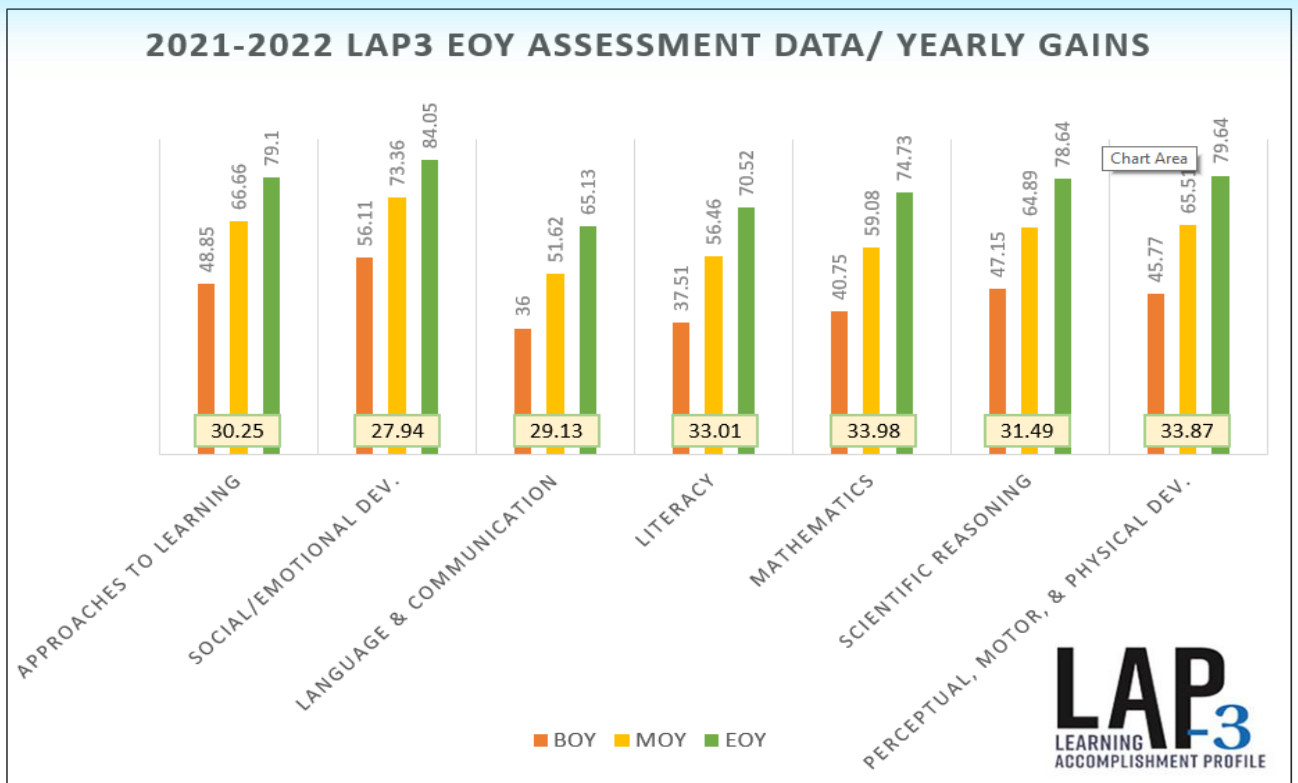
In accordance with the most recent Head Start Performance Standards, our School Readiness Goals are appropriate for the age, culture, and language of the children that we serve. Our School Readiness Plan is aligned with the 2015 HSELOF - Head Start Early Learning Framework, 2015 Texas Pre-K Guidelines, and our School Readiness Collaboration Committee recommendations. These goals are reflective of the ages of children we serve and are monitored through ongoing assessment and tracking.

# School Readiness

Monthly events are designed and implemented to support and engage families in supporting school readiness. Math and Literacy Festivals are held twice a year, while other programs like “Families Reading Together”, and Kinder Readiness Training which are done monthly, keep parents engaged in supporting their children’s development. Parents are provided with numerous opportunities to learn about simple activities they can implement at home to support learning.



# Developmental Assessment Data



Program staff assure that every student is assessed accordingly within the first 45 days. Within the first 20 days a mental health screener as well as a curriculum designed initial screener are administered. The first formal evaluation is performed within the first 45 days to be able to identify specific targets to implement individualized instruction.

The LAP-3 Assessment is an approved developmental tool that is administered 3 times yearly to identify and inform parents of their child's ongoing progress. The LAP-3 data is utilized for instructional planning and other purposes, such as individualization, specialized instruction, professional development and Technical Training Assistance program goal setting.

The table above indicates progress within all seven domains of the Head Start Early Learning Outcomes Framework.

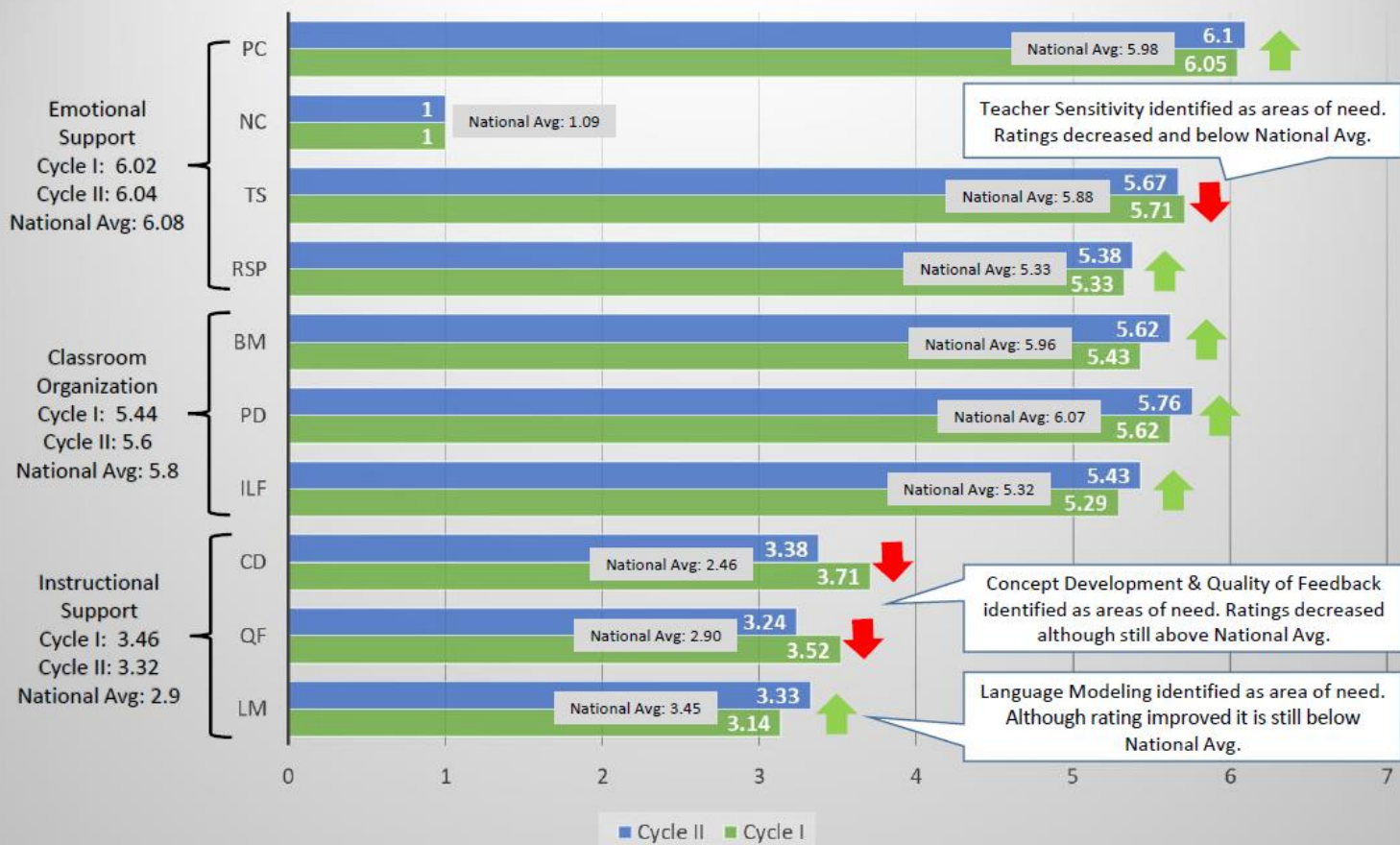


# Progress Monitoring Assessment Data

The CLASS instrument (Classroom Learning Assessment Scoring System) is administered twice a year. The assessment includes 2 twenty-minute observation cycles per teacher. CLASS measures the quality of teacher-child interactions and assists in identifying specific individualized targets for the teacher to focus on for professional development. It focuses on 3 major domains that support high quality practices within the classroom: Emotional Support, Classroom Organization, and Instructional Support.



## 2021-2022 CLASS Dimensions Program Data





# Data Driven Professional Development

## Individualized Professional Development Plan

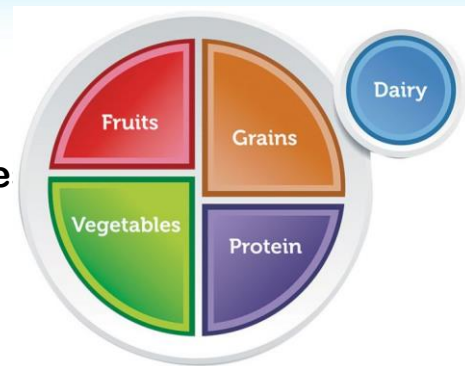
Once teachers are assessed with CLASS, the data is then used to determine specific learning goals that would help to improve the quality of teacher-child interactions impacting the learning in the classroom. Each teacher receives a plan that outlines a short term goal designed to support her in developing or improving specific skills that are targeted through CLASS and are considered to support 3 domains of instruction in the classroom: Emotional Support, Classroom Organization, and Instructional Support. An outline of supporting professional development activities are then prescribed from the Head Start ECLKC resources to support the teacher in reaching that goal.

This data is also utilized to support goal setting in the Training and Technical Assistance Plan of the Head Start Program. The plan outlines goals, activities, and resources (including funding) to be implemented the following year. This plan is also dependent on data analysis of students and classrooms.

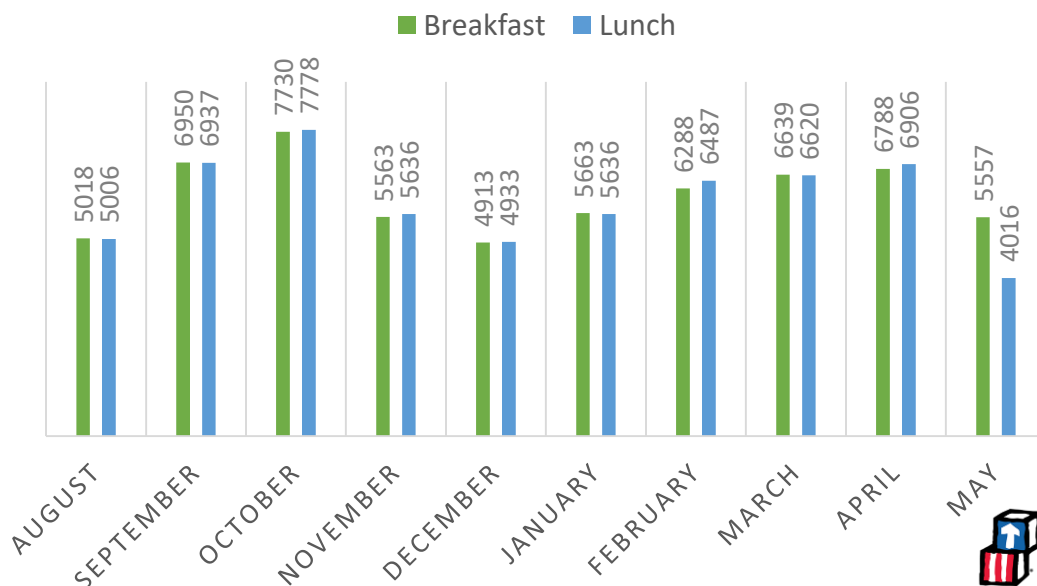


# Nutrition Data

San Felipe Del Rio CISD Head Start serves approximately 1000 + family-style meals daily. San Felipe Del Rio Food service provides nutritional balanced meals each day and ensure that all children gain a full understanding of the relationship between proper eating and good health. The goal is to provide our children with nutritious, flavorful, and well-balanced meals. Monthly USDA reports are provided to the governing board to inform them of funding expenditures and reimbursements.



## MEALS SERVED IN 2021-2022







# Transition Services

## Transitioning to Kindergarten

San Felipe Del Rio CISD Head Start prepares children enrolled for the transition to Kindergarten by conducting the following activities:

- ♥ The School Readiness Advisory Committee engages in collaboration with staff for program planning, curriculum revision and vertical alignment to prepare Head Start students for Kindergarten.
- ♥ Mental Health Coordinator facilitates a homework activity to encourage parents to discuss transition with their children.
- ♥ Mental Health Coordinator hosts a pep-rally to get children excited about going to Kindergarten.
- ♥ Mental Health Coordinator will arrange a field trip in coordination with the school district to the various elementary schools in town.
- ♥ Elementary principals, counselors, and teachers are invited to conduct a Kindergarten orientation for all Head Start and PK parents to coordinate and ensure a smooth transition for students.



**KINDERGARTEN**

# Transition Services



- ♥ Transition activities and events are scheduled throughout the program year to support children in school readiness. A school wide pep rally is held to recognize the schools that will be receiving children the following year.
- ♥ Annual ARDs are be conducted for special needs students with multiple modifications and an invitation will be given to a representative of the receiving school or the campus diagnostician.
- ♥ A copy of the individualized Education Plan will be included in the cumulative folder for all special needs students.



# Fiscal Reports



**Most recent financial audit review of SFDRCSID Head Start fund 205 in fiscal year ending 2021-2022:**

**There were no financial statement findings required to be reported in accordance with Government Auditing standards as noted in audit conducted by Belt Harris Pechacek, LLLP.**

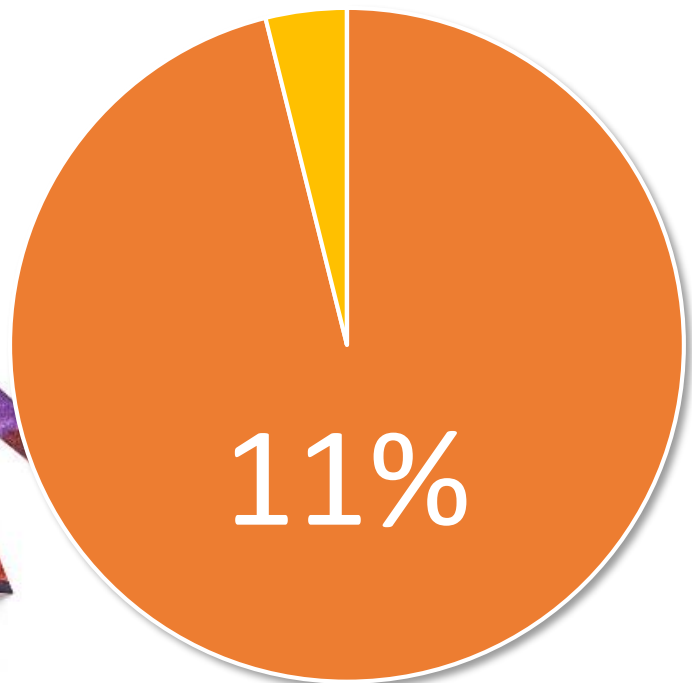
2021-2022 FUNDING SOURCES	AMOUNT
US Department of Health & Human Services	\$2,497,779.00
Head Start Categories	Amount \$\$
Salaries	\$ 1,678,117.00
Fringe	\$ 543,028.00
Supplies	\$ 98,015.00
Contractual	\$ 53,036.00
Travel	\$ 13,360.00
Other	\$ 112,223.00
TOTAL Non-Federal Share 20% Match by Grantee SFRDCISD	\$ 589,802.00
TOTAL Federal Assistance Award	\$ 3,087,581.00

# Enrollment



2021-2022 Enrollment Data	
ACF Funded Head Start Enrollment	346
Total Number of Children Served	333
Average Monthly Enrollment (% of Funded Enrollment)	96%
Percentage of Eligible Children Served	100%

## 2021 - 2022 Enrollment Children with Disabilities



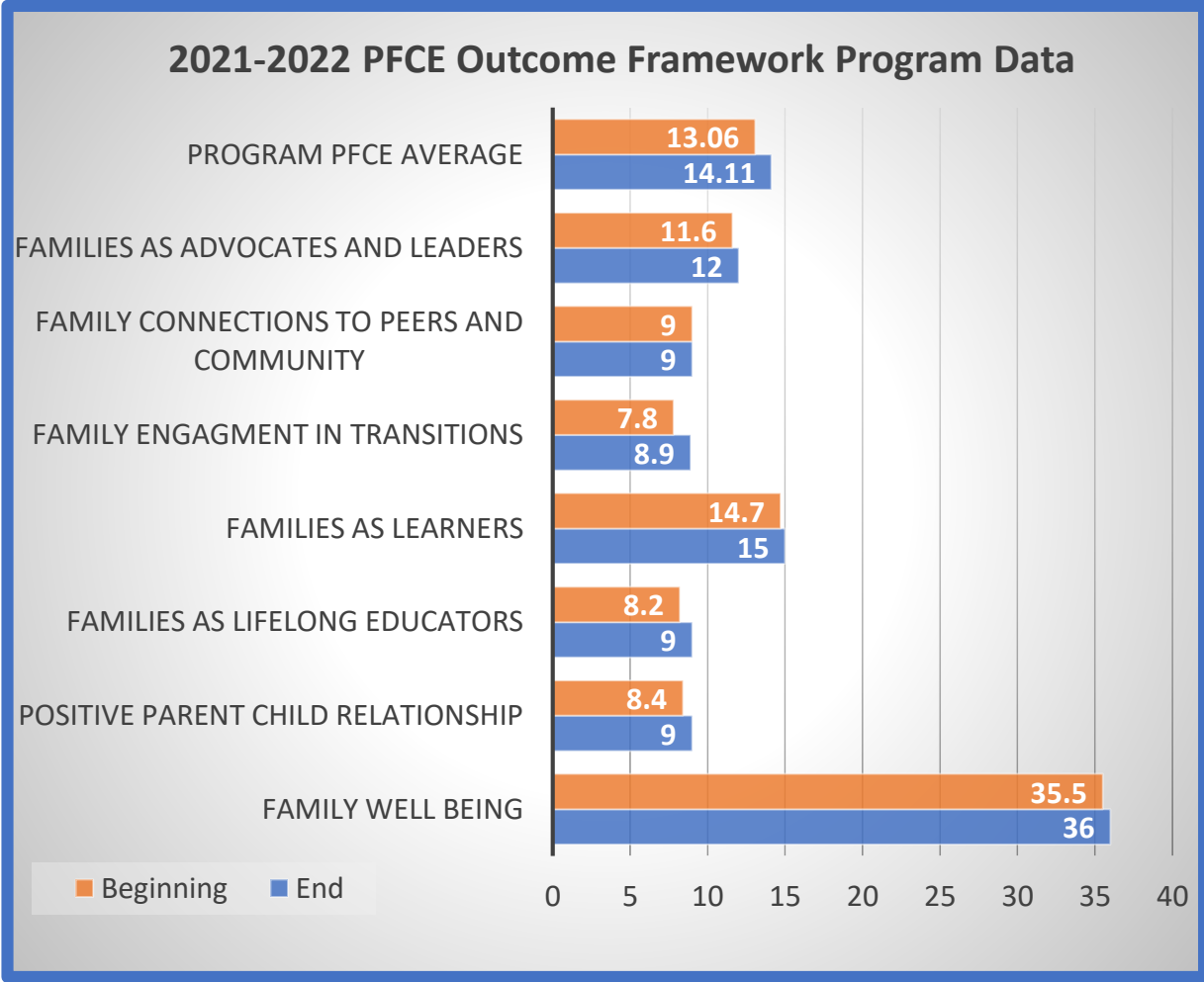
■ Funded Enrollment ■ Disabilities





# Family Engagement

The Parent, Family, and Community Engagement component is one of the most vital parts of the program. Focused on meeting the needs of our families it establishes connections to local, private, state, and federal resources within the community. The PFCE service area manages multiple resources to reinforce seven major outcomes as outlined in the Head Start PFCE Family Outcomes Framework. The program also establishes and implement a PFCE Plan in order to focus on short term and long term goals and gathers data in order to measure all desired outcomes.

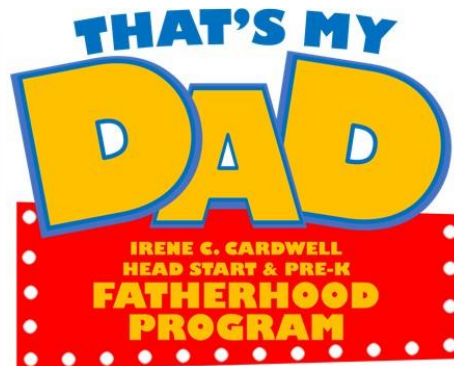


# Family Engagement

## The Fatherhood Program



One of the Parent, Family, & Community Engagement goals is to focus on improving family wellness through increasing the quality of Father-Child relationships within the families. A campus fatherhood committee is responsible for the planning and implementation of engagement activities that support this goal. One of the main events that fostered father engagement was a STEM focused kite building activity which was very popular with the Dad. This was the first Face to Face meeting with the fathers since before the pandemic.



# Family Engagement

## The Fatherhood Program



The Fatherhood Program also utilizes a curriculum focused on 15 principles of becoming the best father they can be. The 15 sessions that were meant to be delivered in person in various workshops were presented via Zoom throughout the year. An online program called “Fathering in 15” was also promoted for Dads to participate outside of the these trainings. The “Fathering in 15” program is an online self facilitated program giving Dads opportunities to learn these principles at their own pace by accessing the program from home on the internet. These programs were made available to Fathers at no cost.



Four Zoom events were carried out impacting over 45 different families. Fathers engaged through online zoom discussions and take home activities.

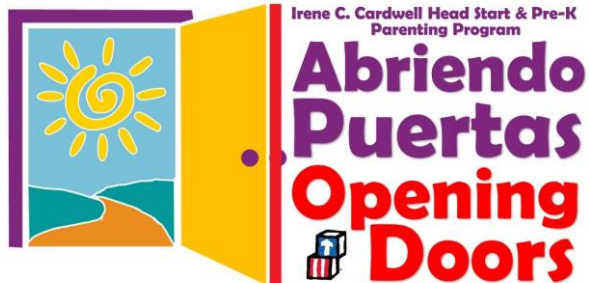
# Family Engagement

## Promoting Family Well-Being

### Strengthening Families



Parenting  
Classes





# Family Literacy Outreach

## Supporting Early Literacy Development

The Covid-19 Pandemic continued to present multiple challenges however the availability of technological abilities to communicate and present information presented a variety of opportunities to support Kinder Readiness in regards to early literacy development. Engagement now involved a whole new venue to bring needed resources to families. The program continued to equip families with new ways to access literacy resources through the utilization of online tools such as Class Dojo, and Digital Libraries on MyOn.



**myON** READER  
*myChoice, myBooks, myGrowth*

The Families Reading Together Literacy Program engaged families in Zoom Read Aloud Story Times on a monthly basis as they encouraged families to implement daily reading routines at home. The program promotes best practices as to how to read to children in order to support reading comprehension.

Irene C. Cardwell Head Start & Pre-K



**Families Reading Together**

# Community Engagement



Collaborating Partners



Community partners planning for success

# Community Engagement

Supporting and Strengthening Relationships



Casa De La Cultura  
Showcasing Diversity

Promoting  
Health & Fitness



Promoting Program Awareness



# Community Engagement

Community Representatives  
Supporting and Encouraging  
Lifelong Learning

