

# Empowering Children, Families & Communities



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

2020 - 2021

Annual Report





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**This annual report is generated in accordance with Head Start Policy & Regulations for the San Felipe Del Rio CISD Cardwell Head Start and Pre-K Program. A variety of data sources 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.**

# 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.



OUR MISSION



**OFFICE OF  
HEAD START**  
An Office of the Administration  
for Children & Families



## ACF FA1 Monitoring Review

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

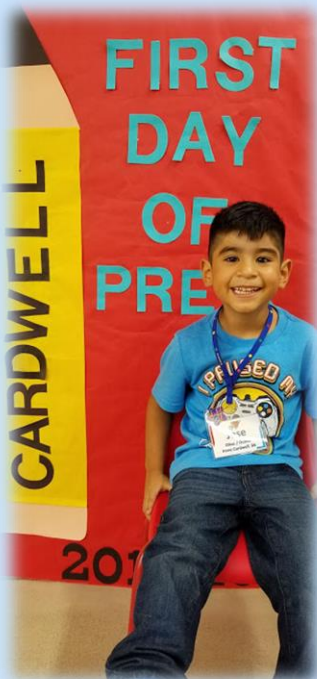
- **January 2020 FA1 Monitoring Review**
  - **Areas Reviewed:**
    - **Program Design and Management**
      - **Program Design, Program Management, & Program Governance**
    - **Designing Quality Education Program Services**
      - **Alignment with School Readiness**
      - **Effective and Intentional 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**

**FEDERAL REVIEW**

## 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 families.

Providing professional development to support staff in becoming highly qualified by earning CDA credentials.



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 Advisory Committee recommendations. These goals are reflective of the ages of children we serve and are monitored through ongoing assessment and tracking.



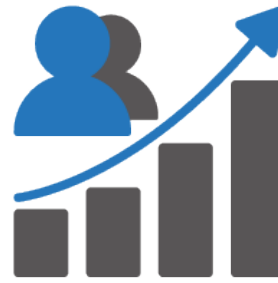
# SCHOOL READINESS



Monthly events are planned and implemented to support and engage parents in supporting school readiness. Math and Literacy Festivals are held twice a year offering parents opportunities to learn about simple activities they can replicate to support learning at home.



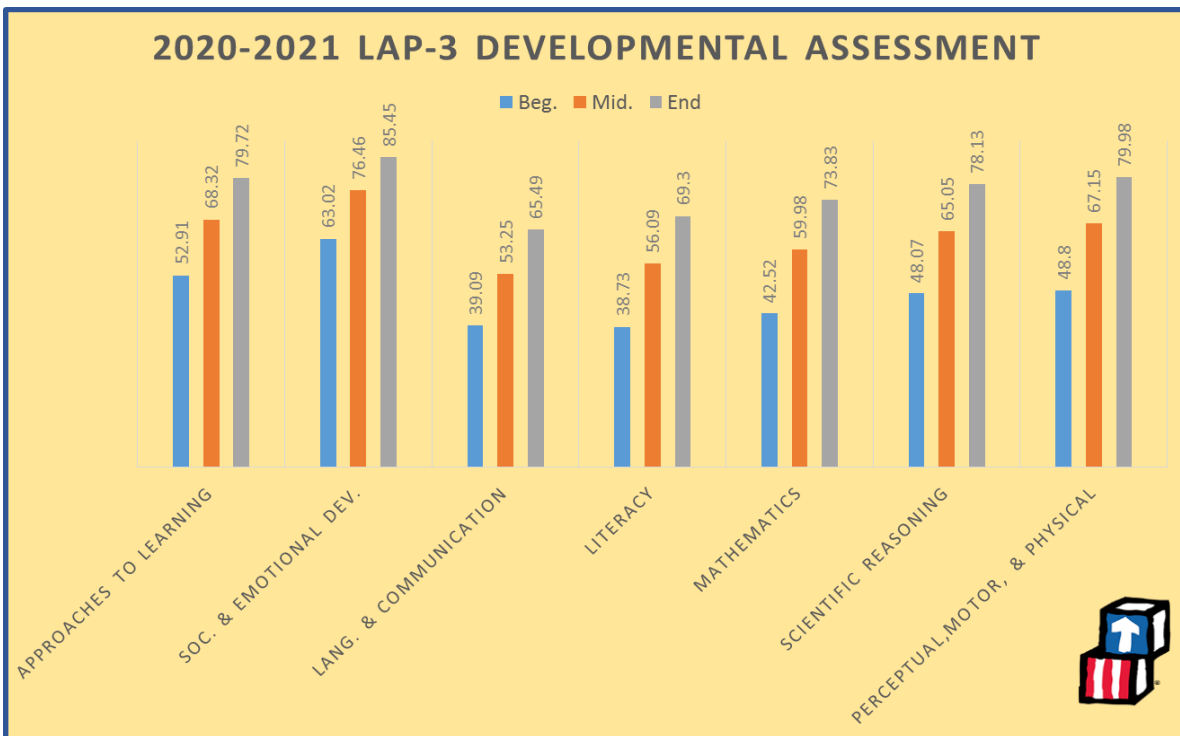
SCHOOL READINESS



Program staff assure that every student is assessed accordingly within the first 30 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 30 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 T/TA program goal setting.

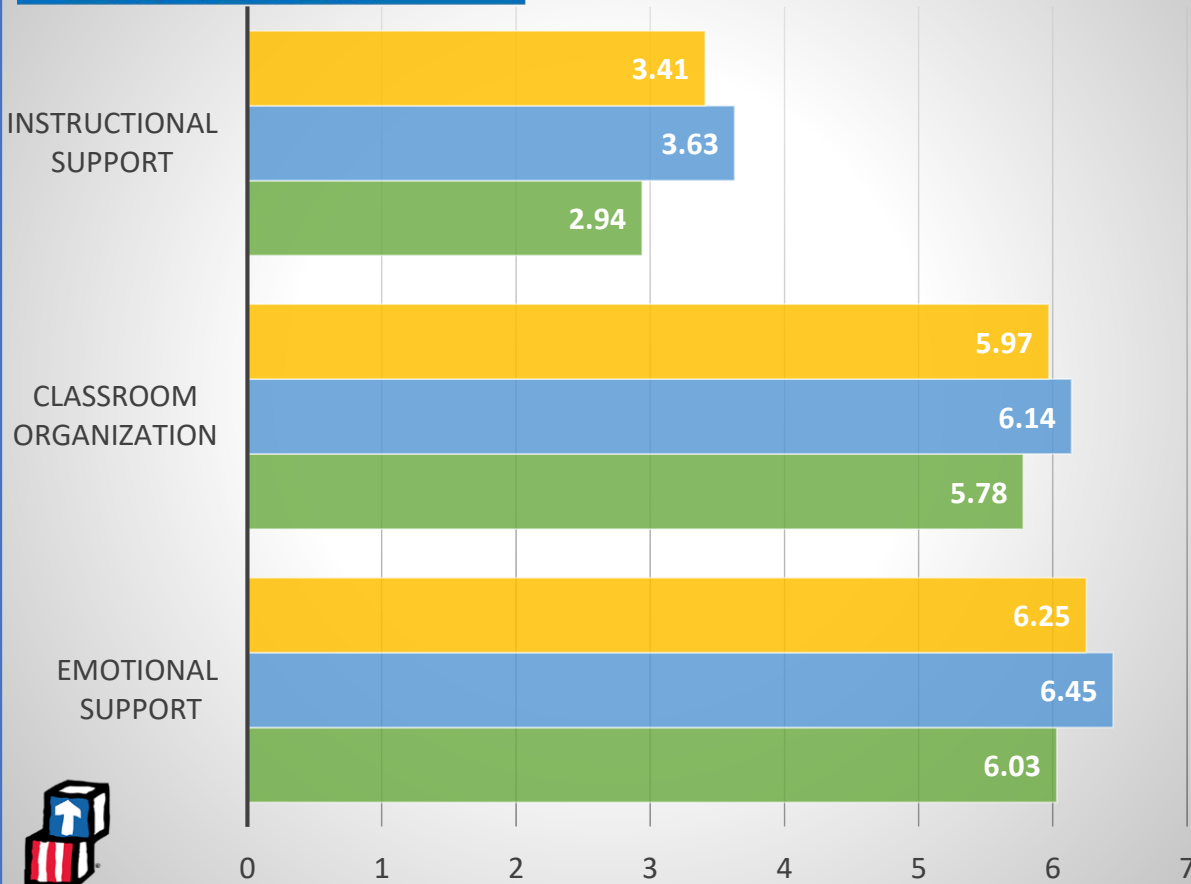
The table below indicates progress within all seven domains of the Head Start Early Learning Outcomes Framework.



# DEVELOPMENTAL ASSESSMENT DATA

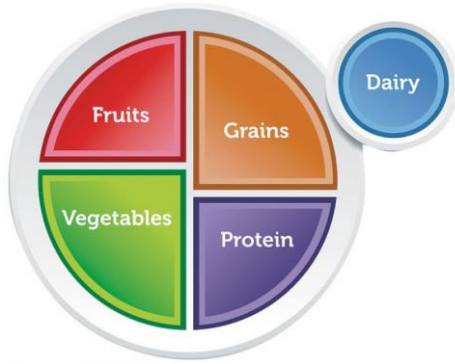






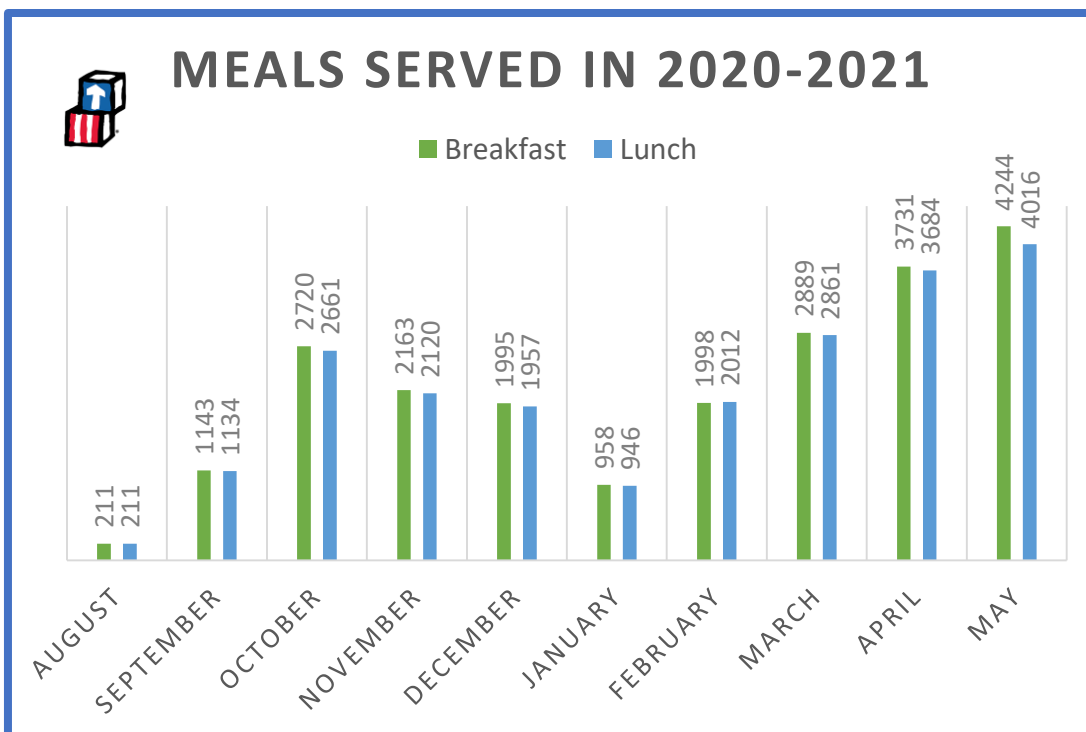
Through individualized professional development goals, teachers are able to grow professionally and become role models for others to follow.

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.



# 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 ensures 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. The food service program transitioned to curbside service with sites throughout the community in the summer during the pandemic.





# HEALTH & SAFETY DATA

San Felipe Del Rio Head Start children receive health screenings on site. The health screenings help us determine how to best meet the child's needs. The screenings include: hearing, vision, height, weight, and developmental assessment. For this scholastic year only preliminary screenings were conducted due to the COVID-19 Pandemic quarantine. Data tables indicate baseline data only. The program focused on planning and implementing a protocol for a safe and healthy return to school once CDC guidelines allowed.



2020-2021 Health Data	
Percentage of Enrolled Children Who Received Medical Exams	88%
Percentage of Enrolled Children Who Received Dental Exams	82%

# PRE-K → K

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 with Spinoza the Bear to get children excited about going to Kindergarten
- ♥ Mental Health Coordinator will arrange a virtual trip in coordination with the school district to the various elementary schools in town. Students will virtually tour their assigned Kindergarten elementary campus
- ♥ 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

## TRANSITION SERVICES



MENTAL HEALTH &  
DISABILITIES



- ♥ Annual ARDs will 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.
- ♥ Head Start assessments (including Pre-LAS, LAP-3, DECA, O.W.L Progress Monitoring Assessment, and 9 week monitoring Report Card) are included in the cumulative folder that is transitioned to the child's assigned Kindergarten Elementary campus.
- ♥ Monthly Kinder Readiness trainings offered by Head Start certified teachers engage parents in kindergarten preparedness activities



# MENTAL HEALTH & DISABILITIES



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.



# MENTAL HEALTH & DISABILITIES



# 2020-2021 BUDGET

Most recent financial audit review of SFRDCISD Head Start fund 205 in fiscal year ending 2018-2019:

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, III P.

2020-2021 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

# FISCAL REPORT



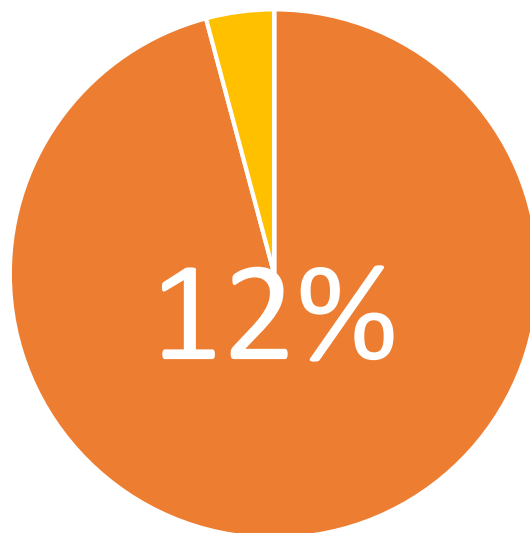
# ENROLLMENT

## 2020-2021 Enrollment Data

ACF Funded Head Start Enrollment	346
Total Number of Children Served	302
Average Monthly Enrollment (% of Funded Enrollment)	87%
Percentage of Eligible Children Served	100%

\* Data reflects student enrollment during Covid-19 Pandemic.

2020-2021 Enrollment  
Children with Disabilities



■ Funded Enrollment ■ Disabilities ■ ■



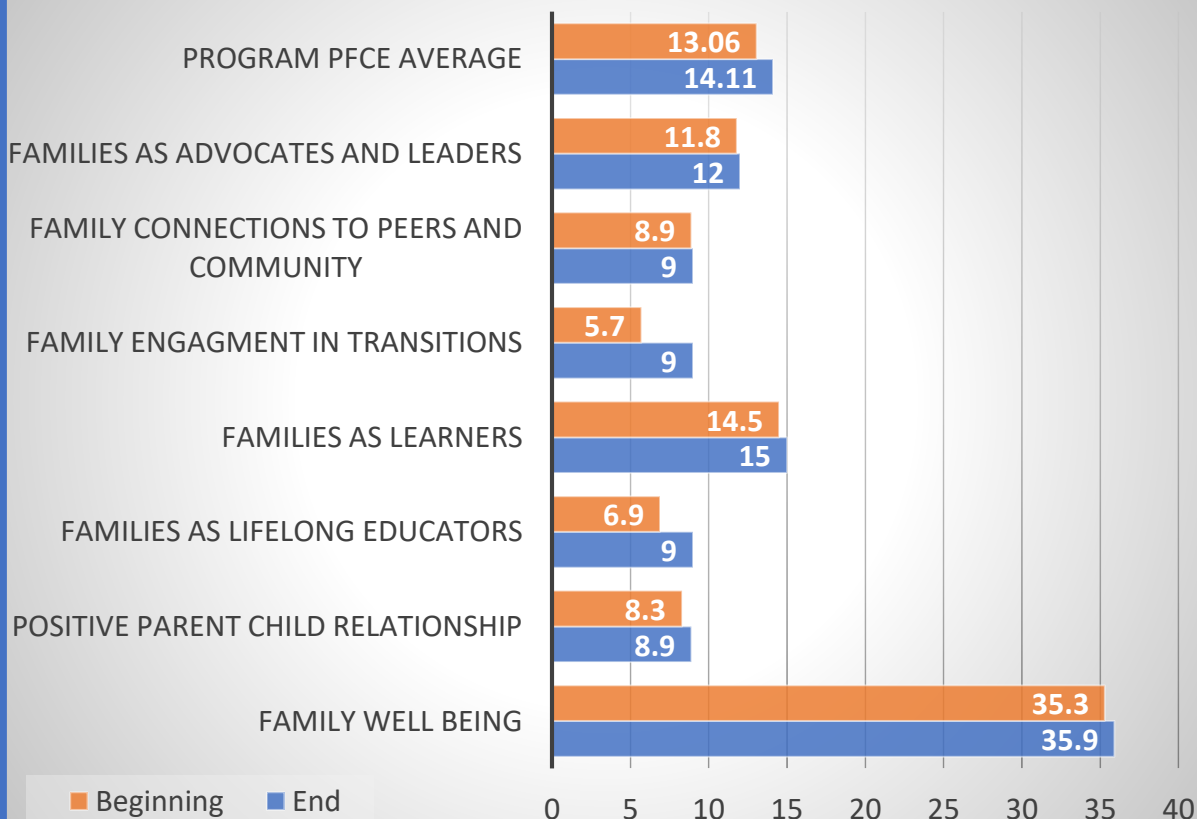
# PFCE

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

2020-2021 PFCE Outcome Framework Program Data



Parents engage in many ways while their children are enrolled in the program. Parents participate in two home visits and two parent-teacher conferences per school year. Other activities include:

- ♥ Participating in weekly instructional planning meetings with teachers
- ♥ Program monitoring activities
- ♥ Working as a home volunteer to prepare materials for the classroom.
- ♥ Attending educational parent trainings via ZOOM



Google Classroom



zoom  
Video Conferencing

- ♥ Engaging in Program Governance as Head Start Policy Council
- ♥ Working with the child's teacher and program staff to establish educational goals including School Readiness, Campus Improvement Plan, Comprehensive Needs Assessment, and LPAC Committee
- ♥ Scheduling and taking their child for health and dental services as part of the referral procedure
- ♥ Taking part in parent/child activities such as our Families Reading Together
- ♥ Attending and engaging in monthly Love and Logic parenting curriculum Zoom sessions





**Cardwell Head Start & Pre-K**  
**Fatherhood**  
**Program**  
 Empowering Fathers, Strengthening Families



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.



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

**ZOOM Fatherhood Training**  
 Parent Training  
 Thursday, October 22, 2020

**THAT'S MY DAD**

**IRENE C. CARDWELL  
 HEAD START & PRE-K  
 FATHERHOOD  
 PROGRAM**

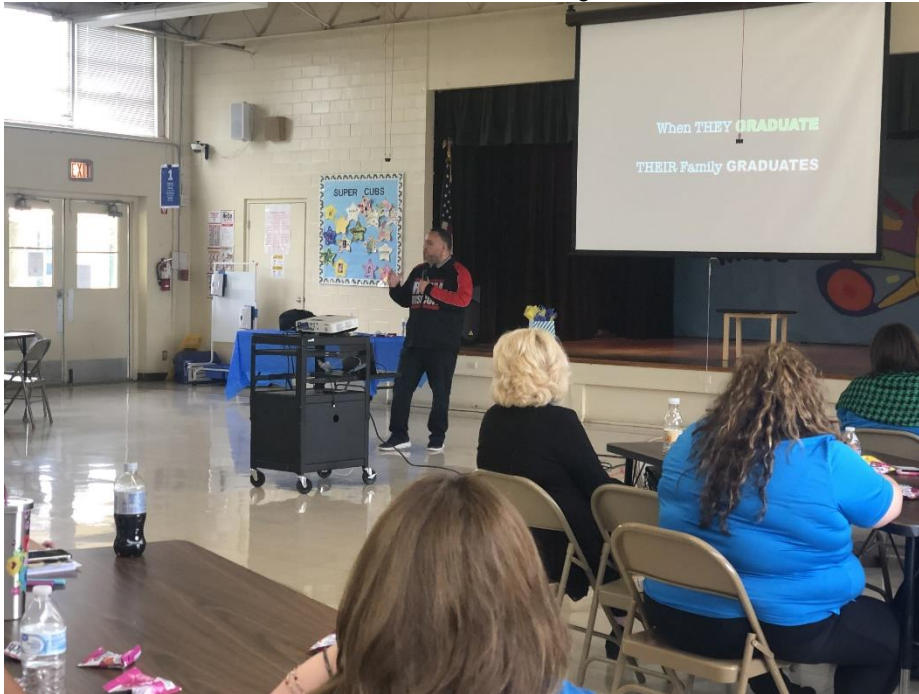


**FAMILY ENGAGEMENT**

# PROMOTING FAMILY WELL-BEING



## Motivational Speakers



## Strengthening Families



FAMILY ENGAGEMENT

# FAMILY LITERACY OUTREACH

The Covid-19 Pandemic was unprecedented as it presented multiple challenges to many aspects of the program especially Family Engagement. Engagement now involved a whole new venue to bring needed resources to families. The program equipped families with new ways to access literacy resources through the utilization of online tools such as Class Dojo, Google Classroom, and Digital Libraries on MyOn and Epic.



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.



FAMILY ENGAGEMENT

# Health Services Advisory Committee



## COLLABORATION



## COMMUNITY PARTNERS PLANNING FOR SUCCESS

COMMUNITY  
ENGAGEMENT

# SUPPORTING &



**Del Rio Pastoral Alliance**  
Supporting for Recruitment and Enrollment

# STRENGTHENING



**Texas Congressman**  
Supporting for Recruitment and Enrollment

# RELATIONSHIPS

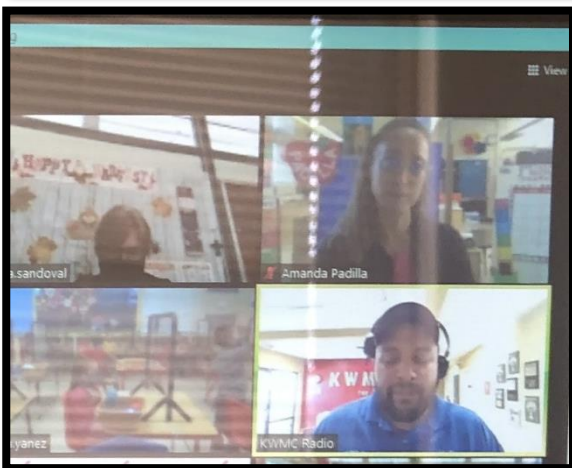


**Partnerships that promote awareness.**

**COMMUNITY  
ENGAGEMENT**

# Community Representatives Supporting and Encouraging Lifelong Learning

Community leaders such as the City Mayor, Texas Congressman, Local Judges, Radio Personality, and famous Sports Figures took time to speak words of encouragement to students as they led them in reciting the Pledge of Allegiance via Zoom presentations.



COMMUNITY ENGAGEMENT