

# 2022-2023 Head Start Annual Report



CAP Tulsa helps families in need achieve economic self-sufficiency. Our vision for the future is that children grow up and achieve economic success so that their children are not born into poverty. Our method is to combine high-quality early childhood education with innovative family services and resources by empowering low-income families with the education and tools they need to break the cycle of poverty.

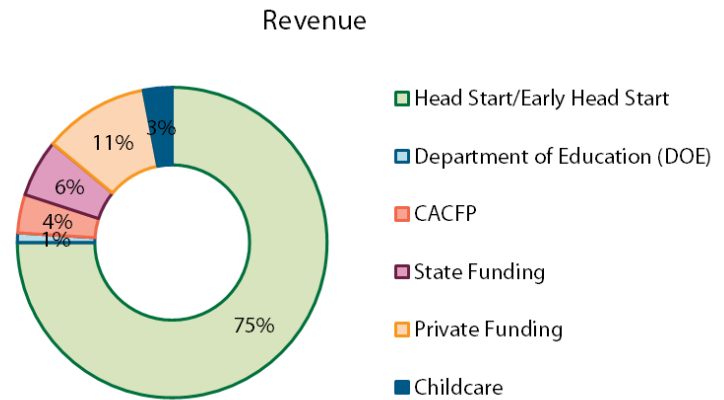
CAP Tulsa has been nationally recognized for providing high-quality early childhood education coupled with two-generation support programs for parents. The two-generation approach aims to prepare not only young children for future success in school, but also their parents through programs designed to increase parenting skills, employability, and earning potential.

CAP Tulsa was profiled as an exemplary program in the 2019 “Leading by Exemplar: Lessons from Head Start Programs” publication, which is part of the Leading by Exemplar project, a multi-year study conducted by Bellwether Education Partners. Additionally, in 2016, *Developmental Psychology* published results of a long-term, independent study conducted by Georgetown’s Center for Research on Children in the United States concluding “the Tulsa CAP Head Start program produced significant and consequential effects” including “significant positive effects on achievement test scores... grade retention and chronic absenteeism.”

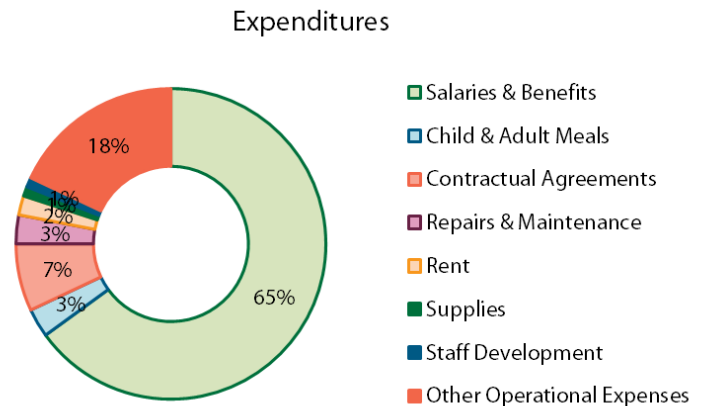
Each year since 2015, the NonProfit Times has named CAP Tulsa one of the top employers in the country, and in 2021, the agency was ranked #1 among best large non-profit employers in the US. Throughout the past decade, CAP Tulsa’s programs and partnerships with child development experts at Columbia and Northwestern University have been featured by top news outlets, including National Public Radio, as innovative examples growing the evidence base for ‘what works’ for children living in poverty.

## Funding and Budgets

Revenue	
HS/EHS	\$16,828,257
Department of Education (DOE)	\$254,299
CACFP	\$854,275
State Funding	\$1,385,829
Private Funding	\$2,566,937
Childcare	\$612,784
<b>Total Revenue</b>	<b>\$22,502,381</b>



Expenditures	
Salaries & Benefits	\$14,767,689
Child & Adult Meals	\$725,328
Contractual Agreements	\$1,528,030
Repairs & Maintenance	\$604,775
Rent	\$466,443
Supplies	\$181,067
Staff Development	\$146,090
Other Operational Expenses	\$4,082,959
<b>Total Expenditures</b>	<b>\$22,502,381</b>



# Enrollment and Community Needs

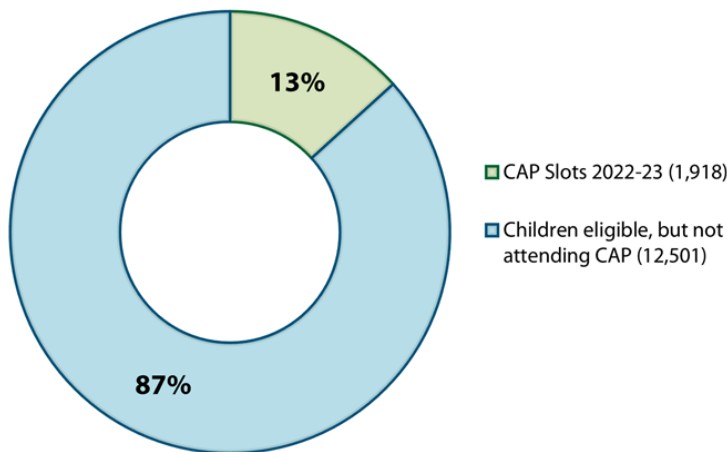
CAP Tulsa’s Head Start and Early Head Start program funded enrollment is reflected in the following numbers:

2022-2023 Total Funded Enrollment	
Head Start (HS)	748
Early Head Start (EHS)	492
Early Head Start (EHS) – Child Care Partnership	216
<b>Total Funded Enrollment</b>	<b>1,476</b>

CAP Tulsa’s Early Childhood Program provides free, high-quality early childhood education for children from birth to kindergarten living in low-income households in Tulsa County. The agency serves nearly 2,000 young children through Head Start, Early Head Start, and the state-funded Oklahoma Early Childhood Program. The Early Childhood Program, with 10 preschools, one childcare facility partnership, and a home-visiting program, maintains an average monthly enrollment of 79%, which is lower than pre-pandemic rates. The primary objective is to prepare children for kindergarten to increase the likelihood of their future academic and economic success.

CAP Tulsa conducts a community assessment at least once during the five-year grant period and annually reviews and updates the community assessment to reflect any significant changes. According to recent census data, approximately 45,023 children under the age of five live in Tulsa County. Using five-year estimates (2021), we estimate that 14,419 are children in low-income families. This means approximately one in three children in Tulsa County are eligible for CAP Tulsa’s services. When we consider our current capacity for slots, this translates to CAP Tulsa serving 13% of all children eligible.

Tulsa County children eligible for CAP Tulsa (130% FPL)



Based on American Community Survey 2021 5-year estimates

In addition to child eligibility and attendance, the agency also identified rising needs for our community. According to our most recent community assessment update:

- 18% of all Tulsa families rely on Supplemental Nutrition Assistance Program (SNAP) benefits (an increase of 7%).
- For health determinants, Oklahoma is one of the unhealthiest states at number 46.
- The living wage income level for a family of three consisting of one employed adult and two children in 2021 in Tulsa County is \$75,046 (compared to \$60,923 in 2020), which is 342% higher than the federal poverty level.
- 44% of families with young children in Tulsa County live with incomes below 200% of the federal poverty level. Research shows that 200% of poverty is a conservative proxy for earning a living wage or self-sufficiency wage in Tulsa County, demonstrating that close to half of young children live in families that are not self-sufficient, and therefore, require assistance to meet basic needs, including nutrition, housing, health care and transportation.

In response to the rise in families' needs, CAP Tulsa has maintained a website with resources for families with young children that is available in English, Spanish, and Zolai. Community resources listed include supplies for infants, child care providers, age-appropriate learning activities, child abuse prevention, counseling and recovery programs, crisis intervention, emotional support hotlines, food distribution locations, affordable housing and eviction prevention services, legal aid, transportation, financial navigation, public benefits including WIC, SNAP and unemployment insurance, dental, vision, and medical care, and low-cost internet access. The Resource Hub is available on CAP's website at <https://captulsa.org/what-we-offer/resources/>.

## Monitoring Review

The Head Start Act requires periodic federal review of all programs to measure the performance and accountability of Head Start programs across the country. The Head Start Monitoring System gives the Office of Head Start a multi-year perspective on grant recipient operations with a focus on performance, progress, and compliance.

The Office of Head Start conducts federal reviews of all Head Start grant recipients using a protocol that is updated annually. This protocol was revised in the fall of 2022 to show the changes made in what would be assessed within each area to ensure compliance with the Head Start Program Performance Standards.



CAP Tulsa was prepared for the Focus Area One audit in 2022-23, which occurred in April, for both our Head Start and Early Head Start programs. Focus Area One: Understanding the Approach to Program Services monitoring review is conducted entirely off-site and begins with conducting a document review using data, reports from the Head Start Enterprise System, and other resources. Focus Area One reviews are designed to be more fluid, multifaceted, and conversational than past monitoring reviews.

The report for the Focus Area One monitoring review included no areas of concern, no areas of non-compliance, and no deficiencies, indicating a successful audit. Detailed summaries regarding the results were provided for each section included in the review.

## Audits

CAP Tulsa's most recent financial statement audit revealed no material weaknesses in internal control or grant compliance. Information about the agency's audit is publicly available from the Office of Management and Budget's Federal Audit Clearinghouse – searching Auditee Name: “Community Action Project of Tulsa County, Inc: at the following link:

<https://facdissem.census.gov/SearchA133.aspx>

The agency's entire 2022 financial audit can also be viewed here:

<https://captulsa.org/about/accountability/>





## Family Engagement

CAP Tulsa offers a variety of opportunities for parents to be engaged in their child's learning and educational experience. We believe that family engagement is building upon a family's capacity and desire to promote their child's whole development. Each family has access to individualized family support services and mental health services for the entire family. All families are invited to participate in events at their school such as monthly Family Connections, Male Involvement events, school celebrations, parent-child activities, Resource Fairs, and monthly Policy Council meetings. We also facilitate evidence-based, parent skill enhancement programming, which utilizes the Active Parenting: First Five Years curriculum to promote school readiness and parent engagement at the same time including topics such as temperament, mindfulness, brain development, and self-calming skills.

In addition, CAP Tulsa offers specialized opportunities for families in the community, particularly targeting parents of young children and those with children enrolled in Head Start. These opportunities include the CAP Connect program, which supports alumni families in their transition to kindergarten by providing opportunities such as monthly discussions, goal setting, connection to community resources, and various educational materials; a longitudinal alumni research project to gain more information about participants upon departure from the program; English as a Second Language classes and cohort support; and Storytime Tuesday and Books Over Break, programs to encourage family literacy. All family involvement activities help connect early childhood parents with their children's early education.

CAP Tulsa also partners with Family & Children's Services to provide the following Early Childhood Program services: family assessments; child and family services; classroom consultation; parent engagement; parent skills training; case management services; crisis management; community partnership development; coordination of services with CAP Tulsa and other appropriate agencies; and mental health services and consultation. Family & Children's Services fully recognizes the impact that the stress of poverty has on a family's capacity to nurture their children; therefore, services are aimed at reducing the stressors on families that arise from poverty, social isolation, and untreated physical and mental illness, as well as many social, economic, and health disparities.

All Family & Children's Services Early Childhood Program programming includes family engagement components, employs self-determination approaches, and focuses on strengths-based goal setting. The overall goals align with federal Head Start Program Performance Standards and CAP Tulsa early childhood programming, which aim to enhance the healthy development of children 0-5 years of age and support healthy family functioning.

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[captulsa.org](https://captulsa.org)  
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Twitter, and Instagram



**CAP**  
Tulsa  
*Helping Families Succeed*

CELEBRATING  
**25**  
25 YEARS  
of Helping Children  
and Families Succeed

## Medical and Dental Care for Children

	Total	Percentage
Enrolled students that received a medical exam	1062	71%
Enrolled students that received a dental exam	882	58.9%

The numbers above reflect the number of children who completed the 2022-23 school year with a current medical/dental exam on file during the 2022-23 school year. It is important to note that these numbers reflect documentation obtained verifying medical and/or dental exam and do not include children who may have received an exam but did not provide documentation. Percentages are based on children who completed the 2022-23 program term.

	Total	Percentage
Have ongoing source of Medical Care	1,494	99.9%
Have ongoing source of Dental Care	1,493	99.8%

The numbers above reflect children served who have a medical and dental home on file. Percentages are based on children who completed the 2022-23 program term.

## Helping Children Reach Their Full Developmental Potential

CAP Tulsa’s strategic vision is that all children served by our program reach their full developmental potential by the end of third grade. Realizing this aspiration entails more than helping children to be academically ready in reading and math; it also requires nurturing the broader development of the “whole child” to ensure that young children are emotionally and physically healthy, feeling safe and supported, and ready to be lifelong learners. To help meet this vision, CAP Tulsa directly provides high-quality education and care to children during their earliest years. We individualize, differentiate, and personalize our instruction so that all children grow and develop while in our program.

- All CAP Tulsa teachers meet or exceed minimum credentialing qualifications.
- Our onboarding process includes a five-day orientation to give our teachers the training, knowledge, and tools they need to be successful in the classroom. Our School Leaders and Instructional Coaches provide additional support and training to our new teachers as they begin in the classroom. Our new teachers are also assigned an Ambassador Recruitment Committee partner, who provides the teacher with further individualized support.
- Beyond our five-day orientation, all teachers also engage in two full-day and three half-day professional development training days throughout the school year, and new teachers participate in an ongoing professional learning series focused on cultivating classrooms that promote social-emotional learning skills and equity.
- Our classrooms are well-maintained, include many books and educational toys that educate children on an array of topics, and are organized to support daily routines, including small groups.
- Teachers are provided research-based curricula and child assessment tools that support developmentally appropriate classroom practices.
- Teachers regularly receive feedback from their School Leader on their effectiveness. Staff annually create goals based on these conversations.
- Each classroom teacher is supported by an Instructional Coach who regularly mentors, models effective teaching, and provides general instructional leadership.

To monitor the quality of our program and use of data for program improvement, we collect, analyze, and discuss a variety of data. Below, we share findings in the following areas:

- Teacher appraisal scores
- Child assessment scores

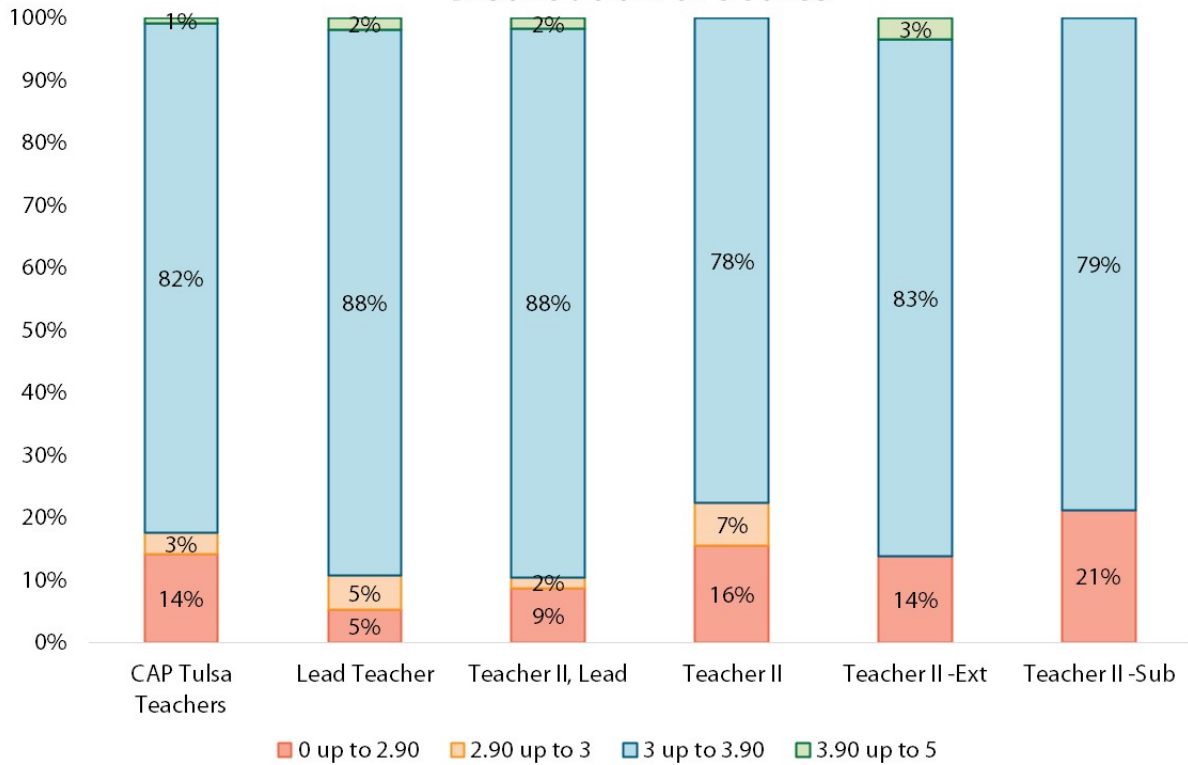




# Teacher Appraisal

Teachers regularly receive feedback on their performance from their School Leader. To collect and deliver the feedback, the School Leader uses our teacher effectiveness rubric. Teachers are scored on a Likert scale where 1 is ineffective, 3 is effective, and 5 is superior. At year-end 2022-23, 82% of our teachers scored effective or higher.

Year-End Teacher Appraisal 2022-23  
Distribution of Scores



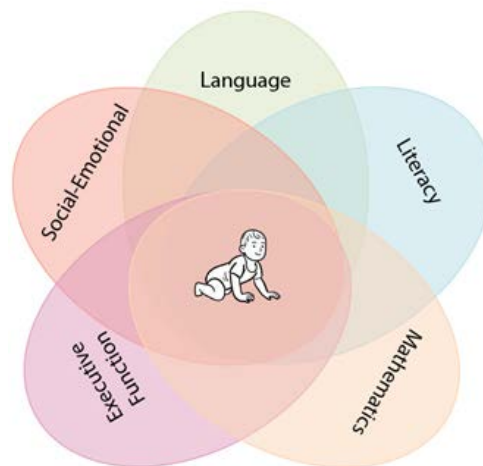
# Child Assessment Scores

To measure the development of our children, students are regularly observed and assessed throughout the year using four different efforts:

	ASQ-3	MyTS	ELQA	Child Achievement Research Partnership
Which Children	All children according to birthday	All children	Preschool children only	Random sample of 2-, 3-, and 4-year-old children
Purpose	Screen for developmental delays	Individualizing instruction	Individualizing instruction	Evaluate program and improve program quality
When	According to child's birthday	October, January, April	October, January, April	Fall and Spring
Content	Broad array of skills	Broad array of skills	Language, Literacy, Mathematics	Broad array of skills
Assessor	Teacher or bilingual staff	Teacher; based on observations of child	Teacher-guided	University of Oklahoma staff assess children outside of classroom
Language of Assessment	English and Spanish	N/A- observational	English	English; Spanish vocabulary also assessed for Spanish-bilingual children
CAP Tulsa Began	2009-10 or before	2010-11	2018-19	2018-19
Notes				CAP Tulsa conducted a similar study from 2013-16

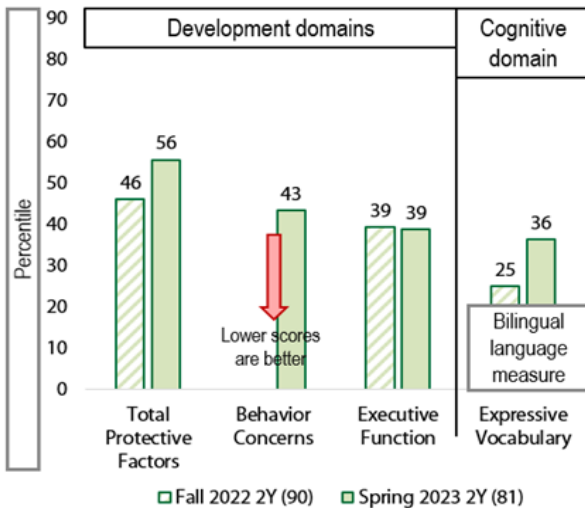
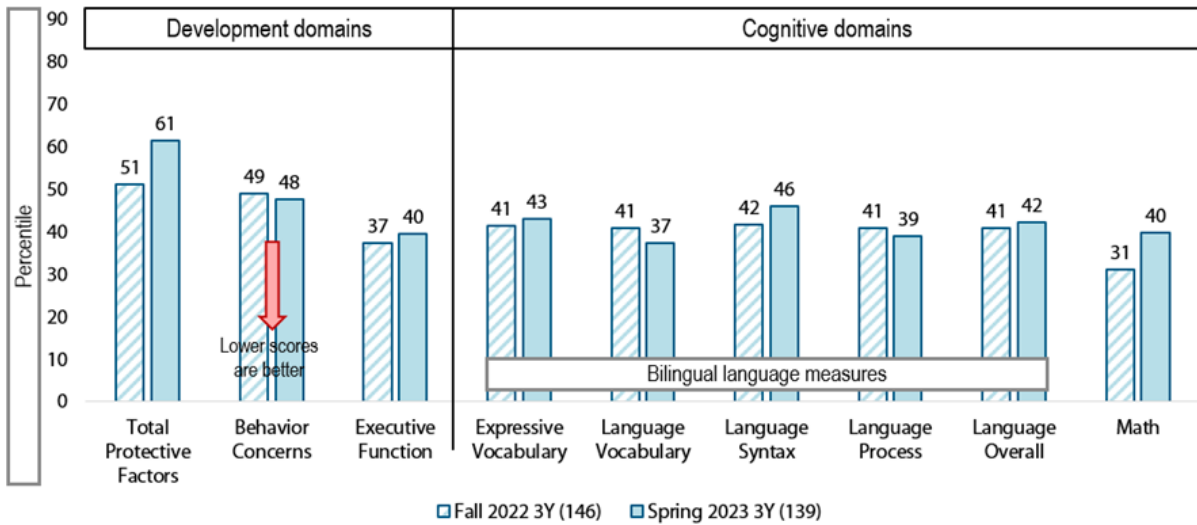
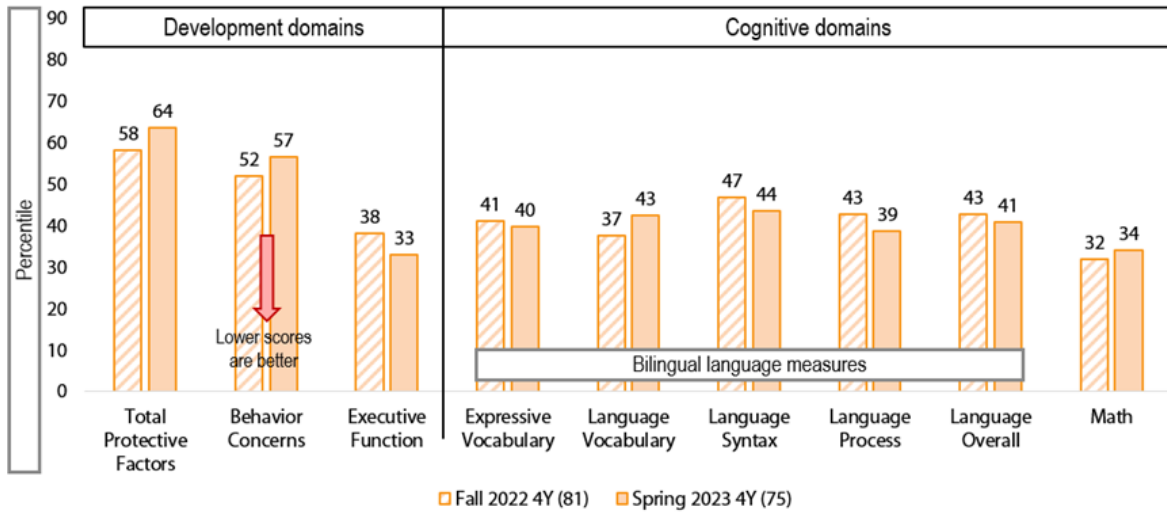


The Child Achievement Research Partnership is a multi-year evaluation involving CAP Tulsa and the University of Oklahoma’s Early Childhood Education Institute. This evaluation began in 2018-19; however, a similar evaluation was conducted from 2013-16. This evaluation seeks to measure progress toward various strategic goals, such as: 1) growth children experience during an academic year, 2) growth children experience through their full enrollment at CAP Tulsa, 3) determine the differential impact of the program by various child and classroom characteristics, and 4) determine the relationship between child outcomes and specific classrooms qualities/teaching practices. The Child Achievement Research Partnership applies a whole-child lens, assessing children’s growth in language, literacy, mathematics, social-emotional skills, and executive functioning.



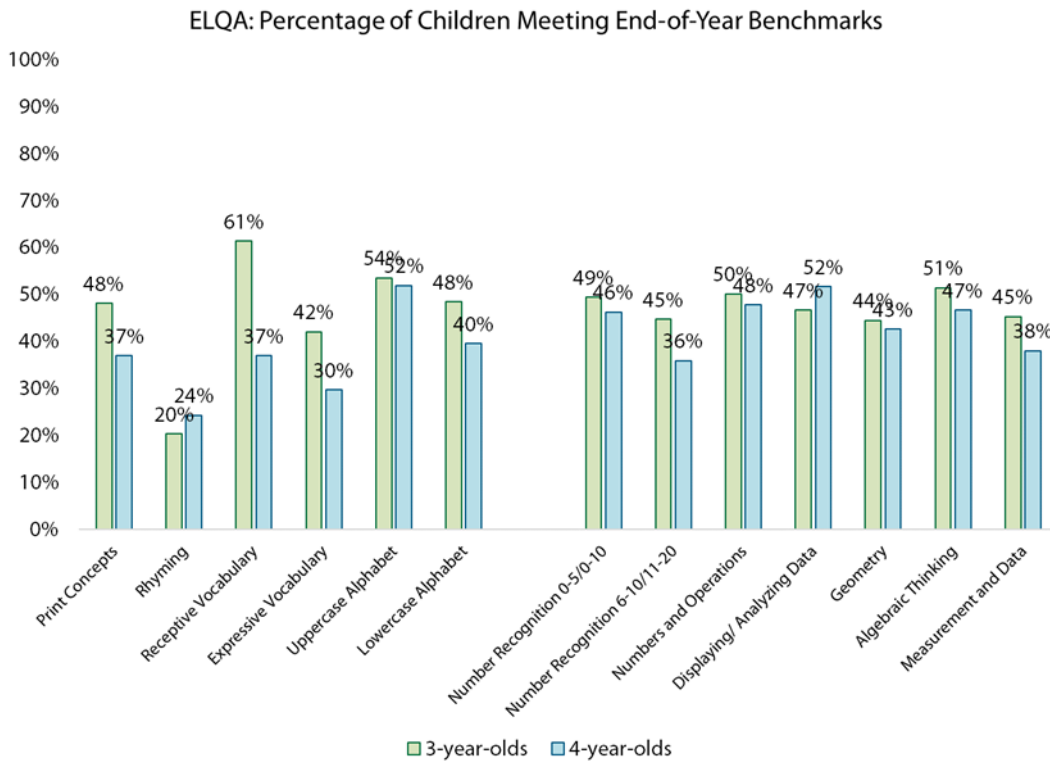
Results from 2022-23 show that the average child enrolled in our program experiences growth over the year (please note: within the domain of behavior concerns, a decrease from fall to spring is desirable).

Our evaluation also included a new language assessment, the Quick Interactive Language Screener, that assessed children within various components of language development. Children whose home language is Spanish were given the assessment in both English and Spanish. The results of this assessment are being used to inform our planning processes for instructional support within our classrooms, and more specifically, to help us understand the differences in language development for children who are English monolingual, proficient dual language learners, and emerging dual language learners.



Finally, scores on the Early Learning Quick Assessment (ELQA) were recorded on all children enrolled in 3- and 4-year-old classrooms three times throughout the year. ELQA is a web-based, direct assessment aligned to the Oklahoma State Pre-K Standards. ELQA provides teachers with a variety of reports at both the child and classroom levels. These reports are used to support lesson planning, individualization, and family-teacher communication and collaboration.

The following chart should be interpreted as the percentage of children who met the end-of-year, age-appropriate benchmark, as aligned to the Oklahoma State Pre-K Standards.





## Mission Statement

CAP Tulsa's mission is to help young children in lower-income families grow up and achieve economic success.

## Executive Leadership

Karen Kiely, Executive Director

Michelle Boatright, Chief Program Officer and Head Start Director

Michael Madsen, Chief Financial Officer

## Board of Directors

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Vice President: Brad Cunningham, Attorney, Partner, Connor & Winters

Secretary: Dr. Joyce McClellan, Chief Development & Diversity Officer, Tulsa Tech

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Dr. Sherry Been, Associate Professor, Curriculum and Instruction Elementary Education, NSU

Carlos Bejarano, Contracts Manager, CAE USA, Inc.

George Charlton, Owner, Charlton Investments

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Mica Harding, Sr. Supervisor, BCBS of Oklahoma

Dr. Kirt Hartzler, Superintendent, Union Public Schools

Chantel McKnight, Policy Council Chair & Parent

Christy Ptak-retired, VP of Human Resources, SageNet

Hitesh Pushpraj, IT Executive, Health Care Services Corporation

Paula Settoon, Dean of Libraries & College Librarian, Tulsa Community College