


CAP Tulsa

Head Start Annual Report

2024-25

NOTE: The CAP Tulsa Annual Report is shared directly with CAP Tulsa Leadership and the CAP Tulsa Board of Directors each year. Additionally, the Annual Report is made available to the public on the CAP Tulsa website.



2024-25 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, family engagement, English language acquisition, and access to resources.

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.

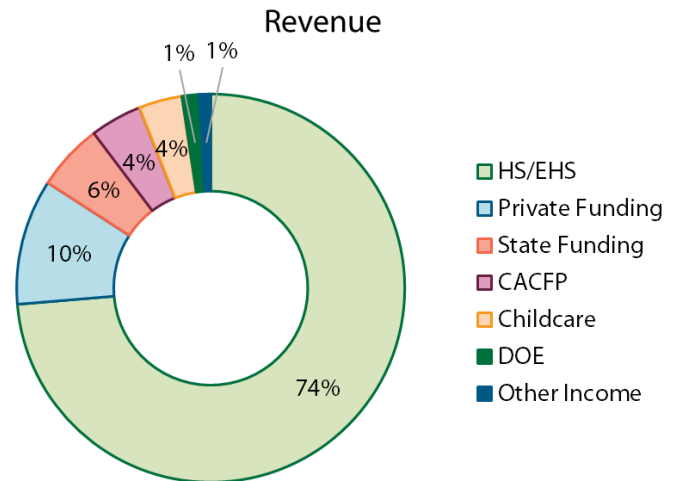
Additionally, a long-term, independent study conducted by Georgetown’s Center for Research on Children in the United States concludes that “the Tulsa CAP Head Start program produced significant and consequential effects into the middle school years” and that CAP Tulsa’s “Head Start alumni are 7.5 percentage points more likely to be enrolled in college than non-alumni.”

CAP Tulsa was recently designated as a 2025 Nonprofit Top Workplace, and in 2024, the agency was named an Oklahoma Top Workplace. 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.

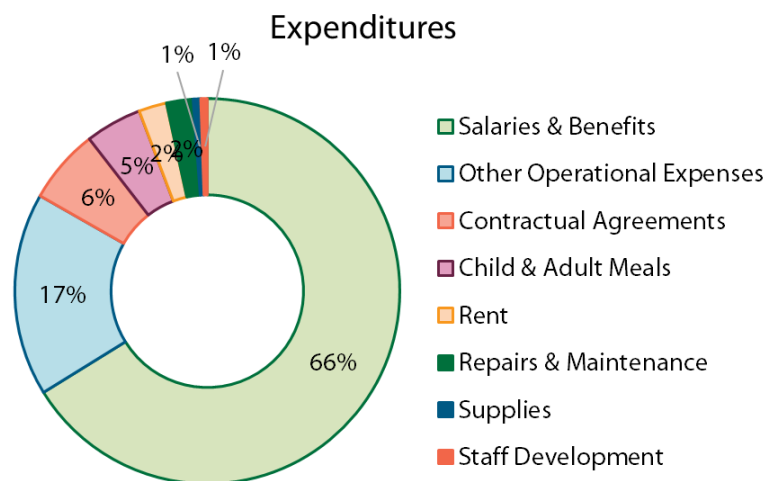


Funding and Budgets

Revenue	
HS/EHS	\$18,330,529
Private Funding	\$2,602,664
State Funding	\$1,387,053
CACFP	\$1,071,207
Childcare	\$896,861
DOE	\$355,694
Other Income	\$237,221
Total Revenue	\$24,881,229



Expenditures	
Salaries & Benefits	\$16,469,831
Other Operational Expenses	\$4,242,312
Contractual Agreements	\$1,556,863
Child & Adult Meals	\$1,180,817
Rent	\$583,057
Repairs and Maintenance	\$555,599
Supplies	\$158,614
Staff Development	\$134,136
Total Expenditures	\$24,881,229



Enrollment and Community Needs

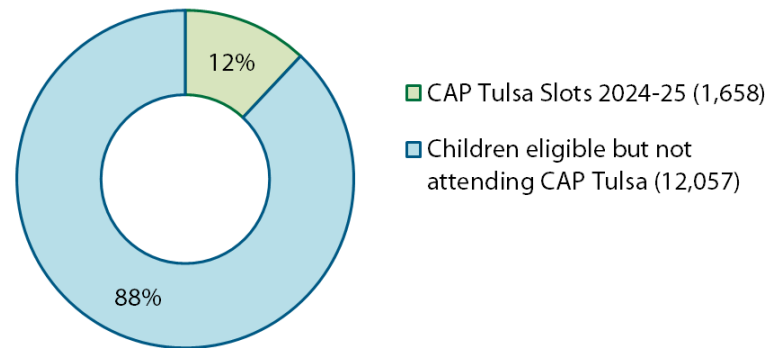
CAP Tulsa's Head Start and Early Head Start program funded enrollment is reflected in the following numbers:

2024-2025 Total Funded Enrollment	
Head Start (HS)	665
Early Head Start (EHS)	460
Early Head Start (EHS) – Child Care Partnership	216
Total Funded Enrollment	1,341

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 more than 1,600 young children through Head Start, Early Head Start, and the state-funded Oklahoma Early Childhood Program. The Early Childhood Program, with 10 preschools and a home-visiting program, maintains an average monthly enrollment of 95%. 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. CAP Tulsa's last full Community Assessment was compiled in 2023. According to recent census data, approximately 44,164 children under the age of five live in Tulsa County. Using five-year estimates (2023), we estimate that 13,715 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 12% of all children eligible.

Tulsa County Children Eligible for CAP Tulsa (130% FPL)



Based on American Community Survey 2023 5-year estimates

In response to the families' needs, CAP Tulsa has maintained a website with resources for families with young children that is available in English and Spanish. 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. In addition to the wraparound supports, community referrals, and emergency assistance that CAP Tulsa provides, the online Resource Hub serves as a centralized tool to connect families to a wide range of community services. The Resource Hub is available on CAP's website at captulsa.org/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 (OHS) a multi-year perspective on grant recipient operations with a focus on performance, progress, and compliance. OHS conducts federal reviews of all Head Start grant recipients using a protocol that is updated annually. This protocol was revised in the fall of 2024 to show the changes made in what would be assessed within each area to ensure compliance with the Head Start Program Performance Standards.

In 2024-25, CAP Tulsa prepared for the Focus Area Two (FA2) audit that occurred from April 14th-18th. The FA2 review is an opportunity for recipients to demonstrate the implementation of high-quality services to children and families that meet Head Start requirements.

The monitoring report for the Community Action Project of Tulsa County, Inc. highlighted several strong areas of practice, including effective program governance, staff support and development, mental health and social-emotional well-being, and compliance in family and community engagement services. Notable strong practices included fair staff compensation, innovative career pathways, targeted attendance support, and an eligibility verification process to prevent fraudulent enrollment.

Additionally, the report identified specific areas of concern that require attention, such as improving the timeliness of developmental screenings, sensory screenings, and federal financial report submissions. The report notes an area of non-compliance regarding oral health determinations for children, with 13% of children under grant 06CH012014 and 8%

under grant 06HP000477 lacking required oral health assessments within 90 days of enrollment.

A 120-day corrective action plan will be developed with guidance from the agency's Program Specialist and through technical assistance to address this issue and ensure compliance with regulation 1302.42(b)(1)(i). This plan will focus on improving processes for obtaining timely health determinations and implementing strategies to meet all compliance requirements effectively.

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 2024 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 engagement activities at their school such as Family Connections events, Male Involvement events, school celebrations, parent-child activities, Resource Fairs, and 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 English as a Second Language classes and cohort

support; and Storytime Tuesday, a program that encourages 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 (FCS) to provide the following Early Childhood Program services: family success planning; classroom consultation; parent engagement; parent skills training; case management; crisis response; community partnership development; coordination of services with CAP Tulsa and other appropriate agencies; and mental health services. These services are aimed at reducing the stressors on families that may arise from poverty, social isolation, and untreated physical and mental illness, as well as many social, economic, and health disparities.

All FCS 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.

Medical and Dental Care for Children

	Total	Percentage
Enrolled students that received a medical exam	983	81.92%
Enrolled students that received a dental exam	808	61.17%

The table above reflects the number of children who completed the 2024-25 school year with a current medical/dental exam on file during the 2024-25 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 2024-25 program term.

	Total	Percentage
Have ongoing source of Medical Care	1,203	100%
Have ongoing source of Dental Care	1,200	99.75%

The table above reflects children served who have a medical and dental home on file. Percentages are based on children who completed the 2024-25 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.

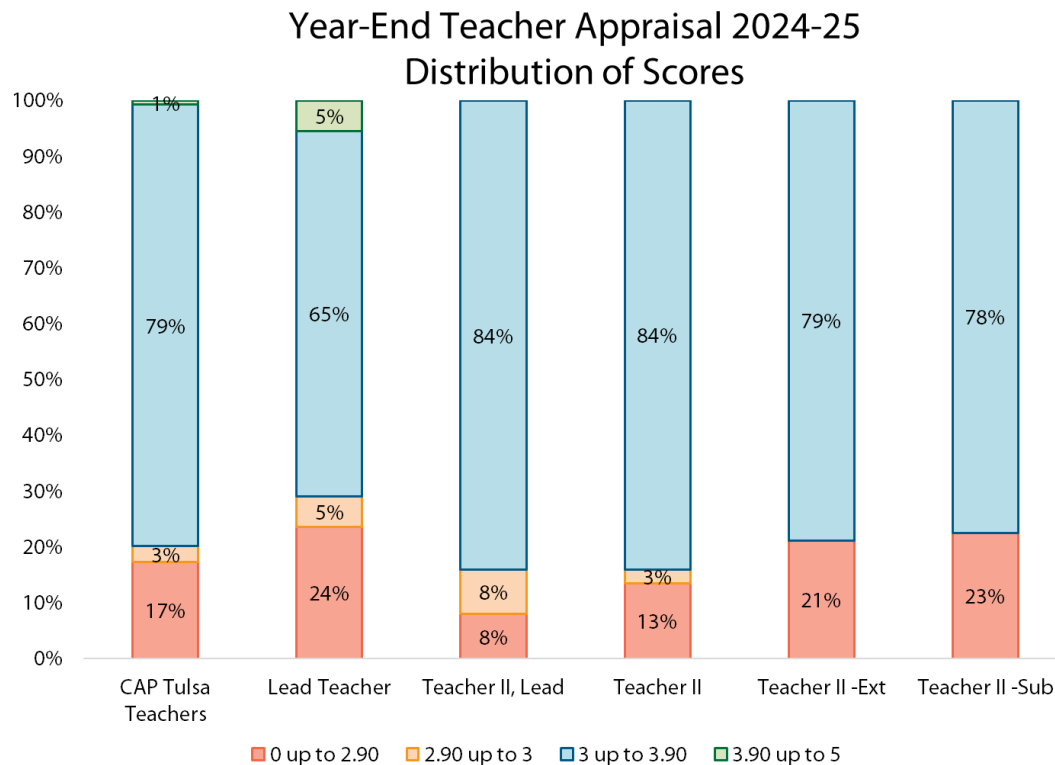
- All CAP Tulsa teachers meet or exceed minimum credentialing qualifications.
- Our onboarding process includes a five-day orientation to give our teachers the training, knowledge, and tools they need to be successful in the classroom. Our School Leaders and Instructional Coaches provide additional support 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 2024-25, 80% of our teachers scored effective or higher.

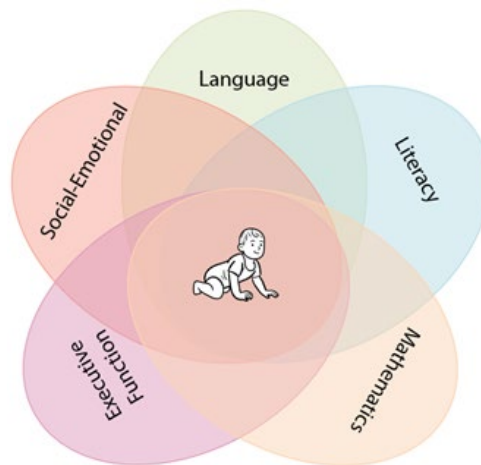


Child Assessment Scores

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

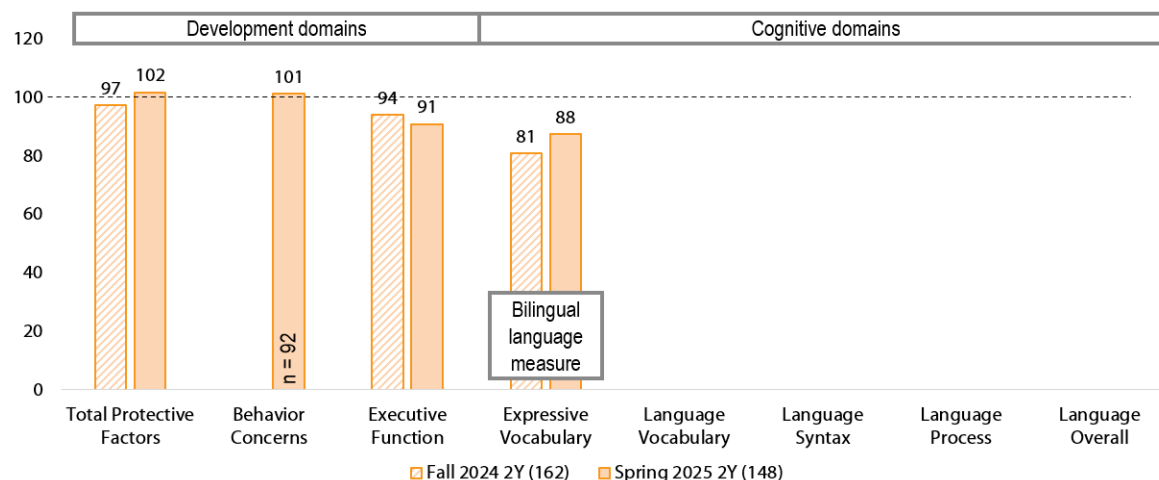
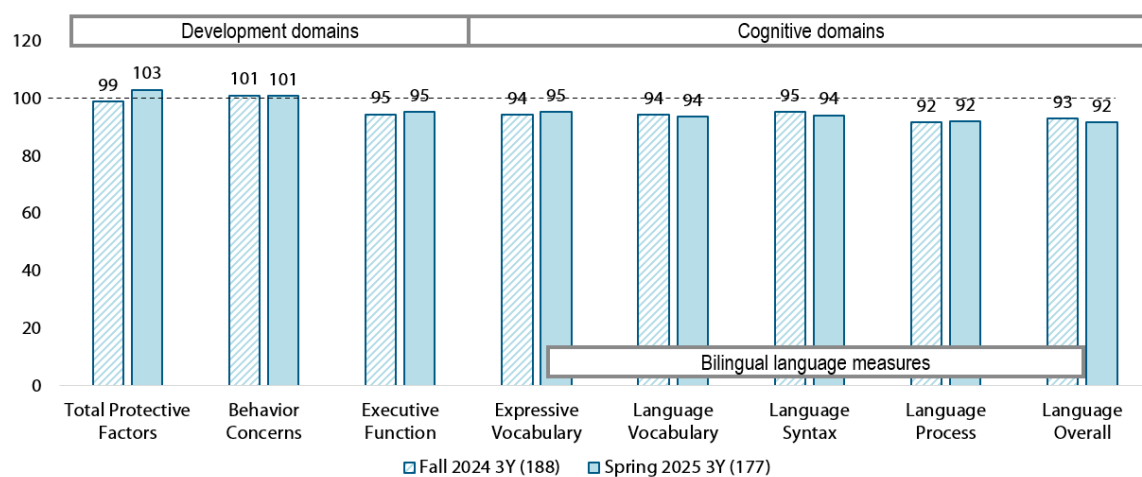
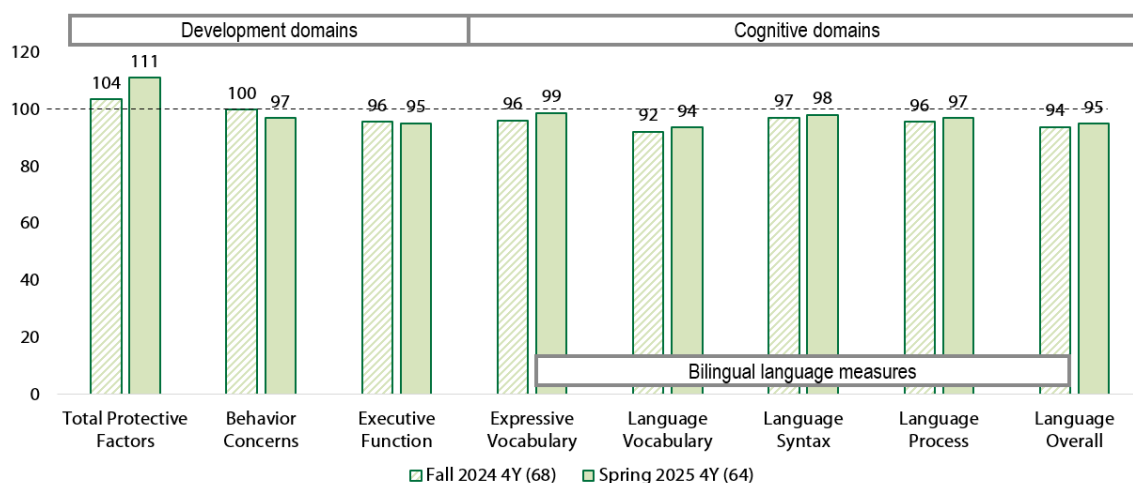
	ASQ-3	MyTS	ELQA	Child Achievement Research Partnership
Which Children	All children	All children	Preschool children only	Sample of 2-, 3-, and 4-year-old children
Purpose	Screen for developmental delays	Individualizing instruction	Individualizing instruction	Evaluate program and improve program quality
When	Within first 45 days and then according to milestones	Fall, Winter, Spring	Fall, Winter, Spring	Fall and Spring
Content	Broad array of skills	Broad array of skills	Language, Literacy, Numeracy	Broad array of skills
Assessor	Teacher or bilingual staff	Teacher; based on child observation	Teacher-guided via iPad or computer	University of Oklahoma staff assess children outside of classroom
Language of Assessment	English or Spanish	N/A – observation	English; Spanish vocabulary also assessed for Spanish-speaking students	English; Spanish vocabulary also assessed for Spanish-speaking students
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 function skills.



Results from 2024-25 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).

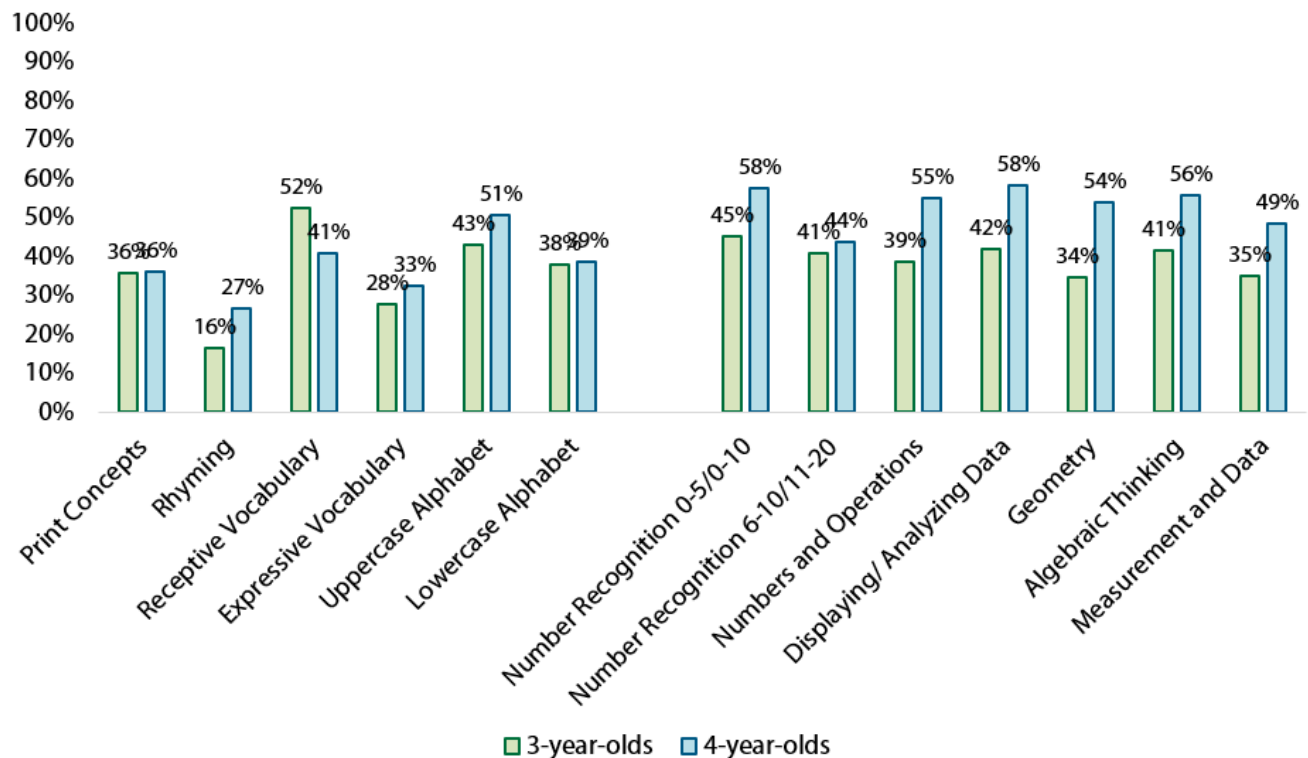
Our evaluation also included a language assessment, the Quick Interactive Language Screener, that assessed children within various components of language development. Children whose home language is Spanish were given the assessment in both English and Spanish. The results of this assessment are being 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.

ELQA: Percentage of Children Meeting End-of-Year Benchmarks



Mission Statement

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

Executive Leadership

Karen Tilkin, Executive Director

Michelle Boatright, Chief Program Officer and Head Start Director

Michael Madsen, Chief Financial Officer

Catheryn Ackenhausen, Chief Talent Officer

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