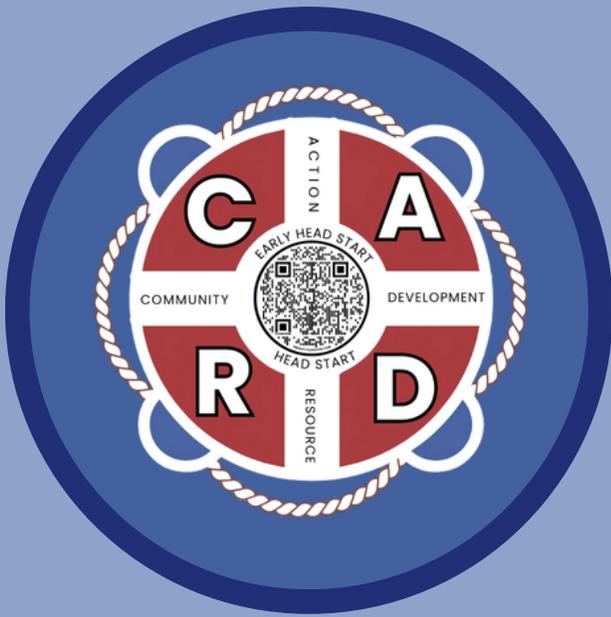


# ANNUAL REPORT

2024-2025



**COMMUNITY ACTION  
RESOURCE &  
DEVELOPMENT, INC.  
HEAD START & EARLY  
HEAD START**

Executive Director

**Karol May**

Head Start Director

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74018**



**www.cardhead  
start.com**

# GEOGRAPHIC SERVICE AREA

CARD Head Start/EHS services area include the following counties:

Tulsa county–(Broken Arrow School district), Washington, Rogers, Mayes, Wagoner



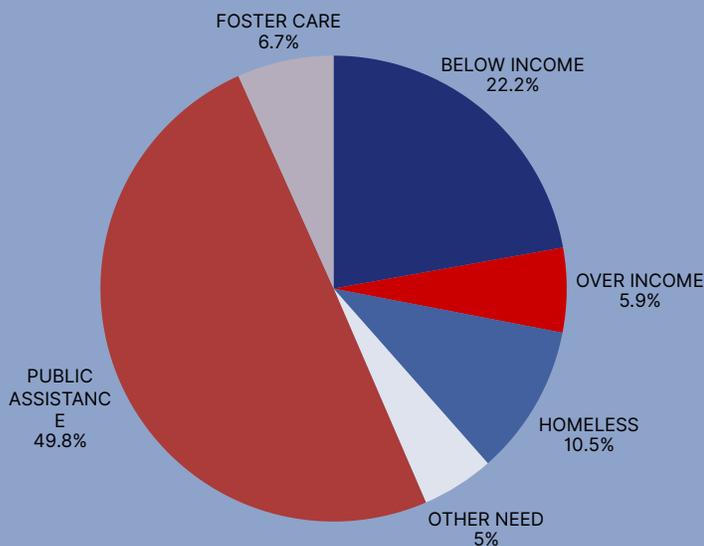
| COUNTY     | SITE                | # HS CLASSROOMS | # EHS CLASSROOMS |
|------------|---------------------|-----------------|------------------|
| WAGONER    | COWETA              | 2               | 0                |
|            | WAGONER             | 2               | 1                |
|            | PORTER              | 3               | 0                |
| MAYES      | PRYOR CENTRAL       | 2               | 1                |
|            | PRYOR SOUTH         | 0               | 2                |
| ROGERS     | CATOOSA SPUNKY      | 2               | 2                |
|            | CATOOSA PUBLIC      | 4               | 0                |
|            | CLAREMORE           | 2               | 0                |
| TULSA      | BA SOUTHSIDE        | 7               | 1                |
|            | BA ELC              | 0               | 5                |
| WASHINGTON | BARTLESVILLE EAST   | 2               | 0                |
|            | BARTLESVILLE QUAPAW | 0               | 2                |

EHS provides home-based services in BA, Mayes & Rogers counties. Expectant mothers are also served in EHS. Additionally, extended day/year services are offered at all EHS sites except Wagoner, and selected HS sites based upon the family assessments.

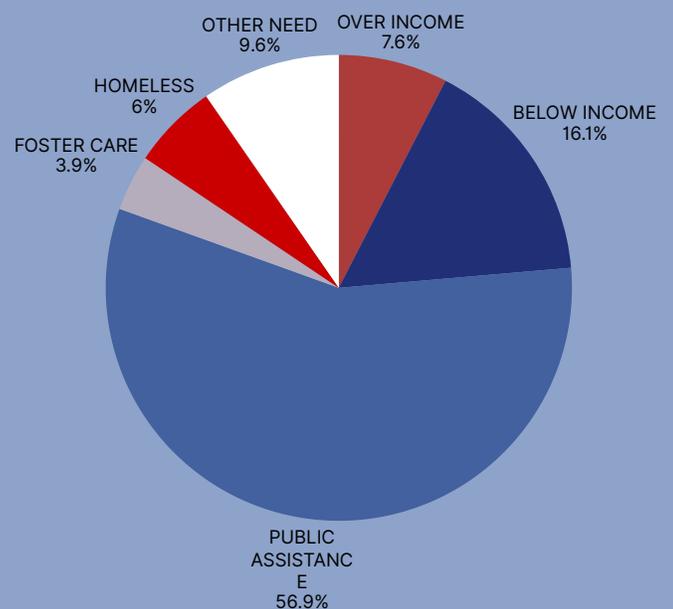
# ELIGIBILITY AT A GLANCE

Most HS/EHS families qualify through income or a qualifying circumstance such as public assistance, homelessness, or foster care. A small portion may be enrolled as over-income when a child would benefit and federal limits allow it. The charts below show the primary eligibility category recorded for children enrolled during the program year.

## EARLY HEAD START ELIGIBILITY



## HEAD START ELIGIBILITY



Head Start and Early Head Start families are more alike than different. However, a larger share of EHS children qualify under foster care and homelessness compared to HS. Because EHS has fewer funded slots and serves families earlier in a child's life, children experiencing greater stressors may be more represented in EHS. Children included under "other needs" are often navigating significant challenges that may not fit neatly into a single eligibility category.

# ENROLLMENT & NUMBER SERVED

## EARLY HEAD START

Early Head Start funded for 143

**Served 239**

Due to a Change in Scope approved during the program year, Early Head Start funded enrollment was adjusted mid-year. The program began the year funded for 143 slots and concluded the year funded for 130 slots.

## HEAD START

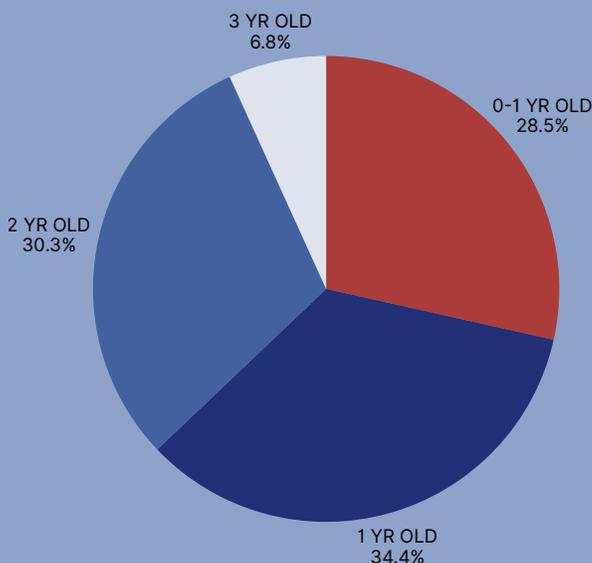
Head Start funded for 436

**Served 436**

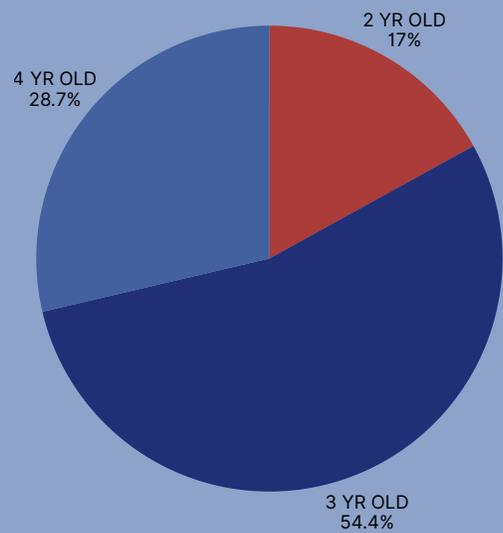
Due to a Change in Scope approved during the program year, Head Start funded enrollment was adjusted mid-year. The program began the year funded for 436 slots and concluded the year funded for 315 slots.

Children's ages are reported using state school-entry cutoff dates, which vary by state. Because Oklahoma offers widespread universal Pre-K, more older preschoolers enroll in Pre-K, and Head Start enrollment skews younger

## EARLY HEAD START BY AGE

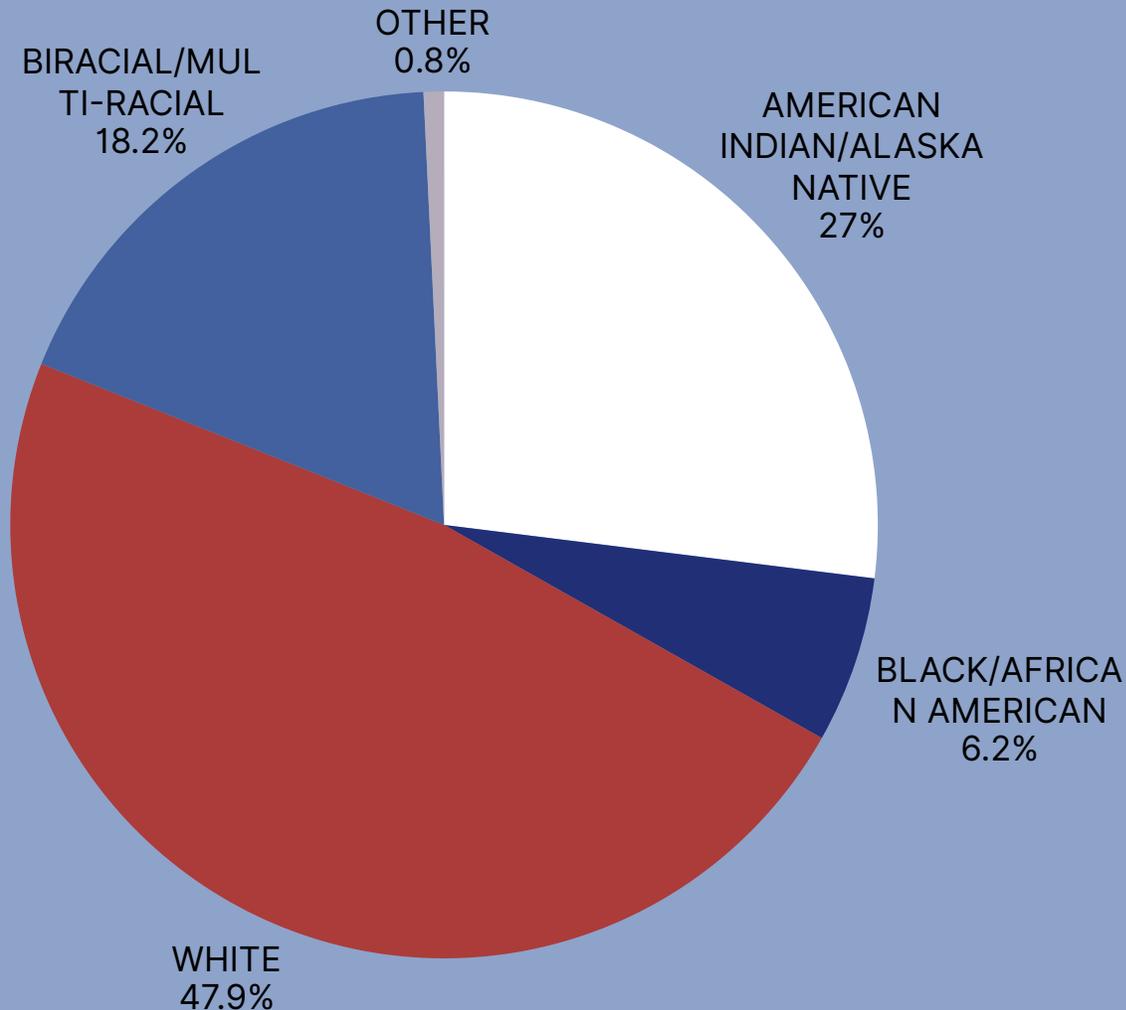


## HEAD START BY AGE



As compared with the enrollment in HS nationally, CARD's enrollment has younger children overall.

# ENROLLMENT BY RACE



Participation in Head Start promotes equity by expanding access to early learning and comprehensive family supports. Across HS and EHS, about **22% of enrolled children were ethnically Hispanic**, and **about 18% were identified as Dual Language Learners**. We serve families from many cultural backgrounds and support full participation through culturally responsive practices and interpretation/translation as needed, helping families engage confidently in their child's learning and services.

# EDUCATION & CURRICULA KEY POINTS

**1**

## **Research-Based & Developmentally Appropriate**

EHS and HS curricula are grounded in scientific research and designed to support developmentally appropriate learning.

**2**

## **Aligned with State Standards:**

Curricula address required Head Start domains and align with Oklahoma Early Learning Guidelines.

**3**

## **Classroom Curricula:**

HS uses Creative Curriculum; EHS uses the PITC framework, with Creative Curriculum as a supplemental resource.

**4**

## **Individualized Child Assessments:**

Ongoing observations using GOLD support individualized learning and development in HS classrooms.

**5**

## **Home Visitor Support:**

Home visitors use tools such as DRDP and evidence-based home visiting curricula to support families.

**6**

## **Parental Involvement:**

Families engage through GOLD and additional resources that support participation in assessments and planning.

**7**

## **Interest-Based Learning:**

Teachers design lessons around children's interests to encourage curiosity and meaningful learning.



# SCHOOL READINESS

## Health and Dental Care:



"It's hard to focus and learn when I'm feeling sick, in pain, or if my eyes or ears aren't working properly!"

## Healthy Families:



"When my family is doing well, so am I! Positive parenting gives me the confidence to thrive and learn."

## Nutrition:



"My brain needs the right fuel to grow and help me learn!"

## Prenatal Care:



"Expecting moms can support me before I'm even born by getting dental care, proper nutrition, and regular prenatal checkups."

## Social and Emotional Health:



"When I can manage my emotions and stay focused, I'm ready to explore and learn new things!"

## Engaged and Involved Parents:



"I feel supported and ready to learn when I know you're cheering for me every step of the way!"

## Appropriate Learning Environment:



"When my teacher and parents know what to teach me, how to teach me, and encourage me to learn independently, I achieve so much more!"

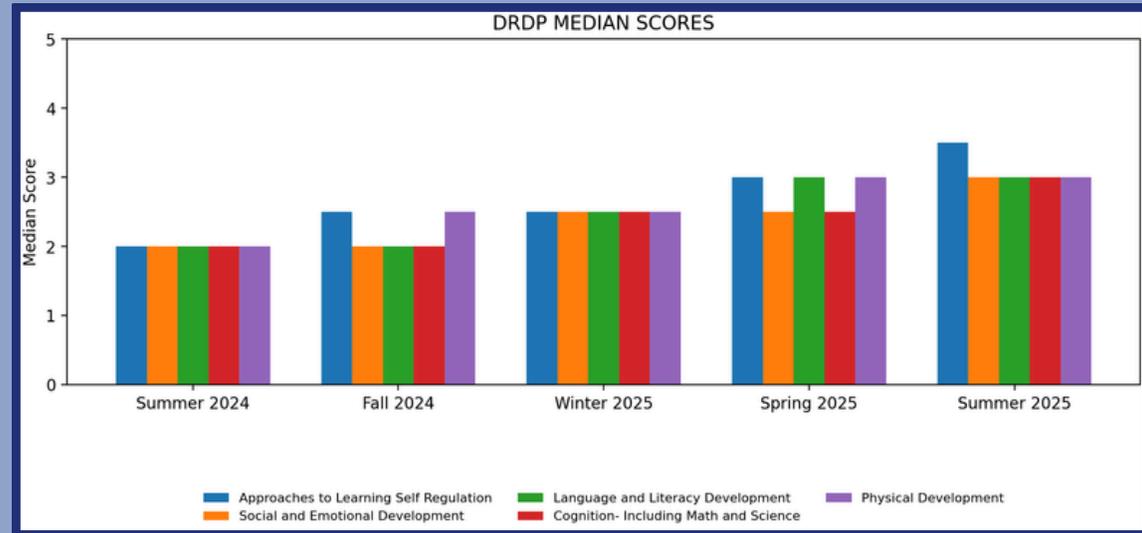
# CARD EDUCATIONAL ASSESSMENTS

Observation-based tools for ongoing child assessments are linked to each child's individual curriculum. Head Start uses GOLD as an assessment tool, while Early Head Start uses DRDP.

## PROGRAM INSIGHTS:

DRDP median scores for 2024–2025 show consistent developmental progress across all domains, with growth from fall through summer. Increases were most evident in the winter and spring periods, reflecting positive developmental gains as the year progressed.

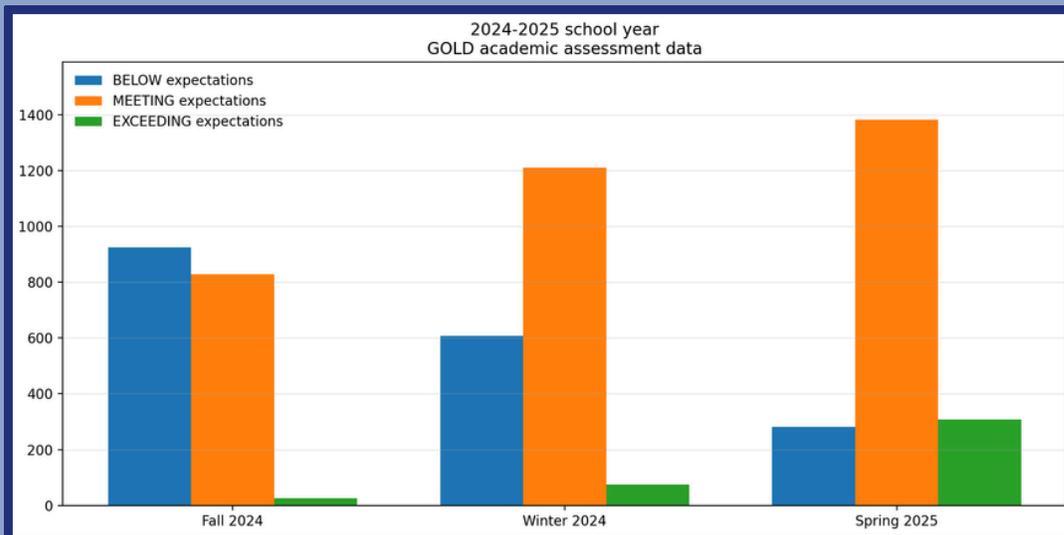
## EARLY HEAD START DRDP MEDIAN SCORES



## AREAS FOR CONTINUED SUPPORT:

Social-emotional development and self-regulation showed slower growth relative to other domains, indicating a continued need for targeted, relationship-based and trauma-informed supports.

## HEAD START GOLD ACADEMIC DATA



## PROGRAM INSIGHTS:

GOLD assessment data indicate increased academic performance over the school year, with more children meeting or exceeding expectations by spring and fewer remaining below expectations.

**AREAS FOR CONTINUED SUPPORT:** Some children continue to require additional support, particularly earlier in the year, highlighting the importance of differentiated instruction and individualized learning strategies.

# SOCIAL/EMOTIONAL WELLNESS

The single most predictive factor for children's future school success is social and emotional skills. Managing self-regulation, attention span and making friends are essential skills for future academic performance.

## What does "social emotional wellness" and "mental health" mean for children from 0-5 years?

For young children, this refers to how well a child develops socially and emotionally.

Understanding infant mental health and wellness is the key to preventing and treating such issues for very young children and their families.

It is essential to treat young children's social emotional issues within the context of their families, homes, and communities. The emotional well-being of young children is directly tied to the functioning of their caregivers and the families. Many Oklahoma families experience great stress. In fact, Oklahoma's children have the highest Adverse Childhood Experiences scores in the United States. When children have adverse experiences, these experiences literally affect their brain health and their brain structure.

There are proven strategies for "buffering" children from these adverse experiences, though! Such services to assist parents in using these strategies for resilience are offered within program.

## Our Special Needs Services

### Strength-Based Approach:

- Encourages each child's growth by focusing on their special strengths and abilities in an environment where every child's talents can be seen and shine.

### Tailored Experiences for Individual Needs:

- Creates personalized experiences that fit exactly what each child needs, ensuring that the things they learn match up with how they like to learn and how fast they learn.

### Collaborative Support Network:

- Works closely with parents to understand their child's needs and goals.
- Long-held partnerships with community services offer complete check-ups and assistance.

### Developmental Intervention Plans:

- Participate in plans that align with the child's growth and development.
- Ensures that each child's specific needs are taken care of using plans that have clear goals.

## 2024-2025

- 55 children in HS and EHS were referred within our programs for an IDEA (Individuals with Disabilities Education Act) evaluation..
- 42 children enrolled in HS and EHS last year had an Individualized Education Plan or an Individualized Family Service Plan

# HEALTH SERVICES

## Our Health Services:

### Physical Development Emphasis:

- Promotes well-rounded physical growth through indoor and outdoor activities.
- Offers a variety of play-based exercises to enhance motor skills and overall health.

### Nutritional Support:

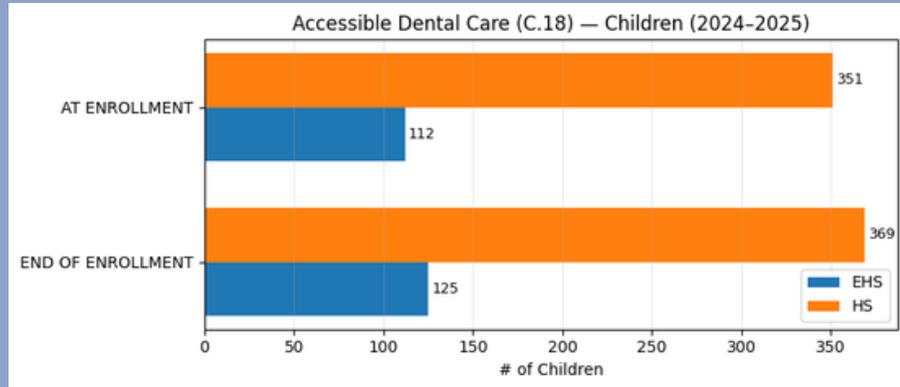
- Provides free and nutritious breakfasts, lunches, and snacks to ensure balanced diets that contribute to overall well-being.

### Comprehensive Health Screenings:

- Conducts free medical screenings to monitor children's overall health.
- Offers free dental screenings and services to promote oral health and hygiene.
- Provides free hearing and vision screenings to detect any potential issues early.
- Conducts free behavioral screenings to address emotional and psychological well-being.



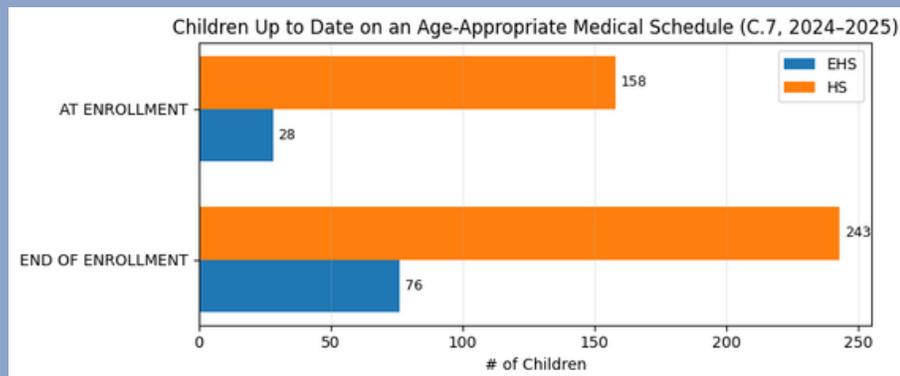
## In 2024–25...



- In 2024–2025, 488 HS and EHS children completed a professional oral examination during the program year (HS: 225; EHS: 263).

- By the end of enrollment, 404 children (93%) had an ongoing source of continuous, accessible health care; 58 children (14%) accessed care through a federally qualified health center/Indian Health Service/Tribal or Urban Indian Health Program facility.

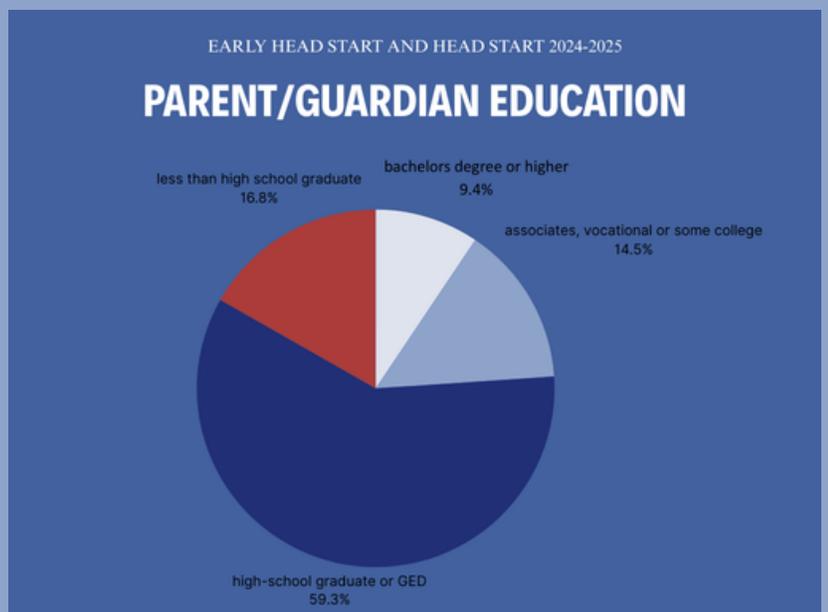
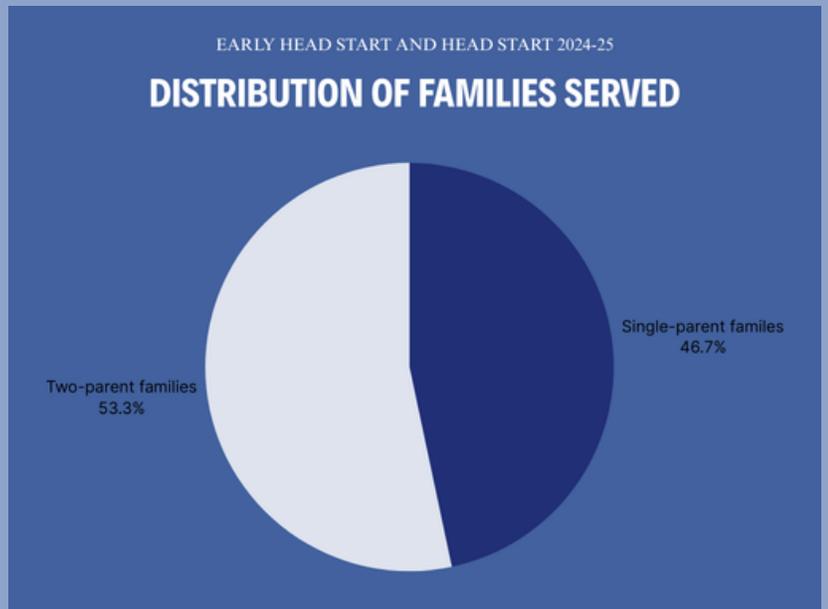
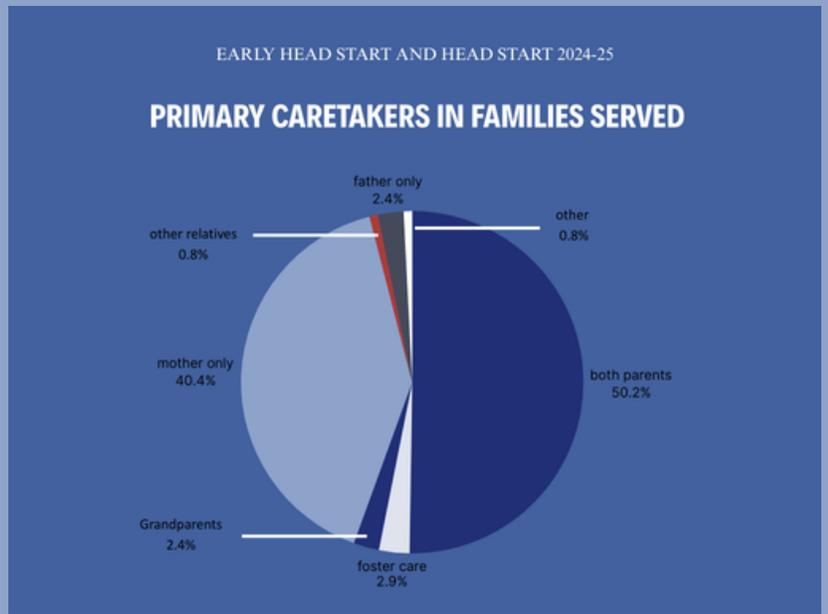
- Early Head Start supported the prenatal health and well-being of 18 pregnant women during the 2024–2025 program year.



# WHAT DID OUR FAMILIES LOOK LIKE IN 2024–2025?

Families served in 2024–2025 include both two-parent and single-parent households, with mothers most often serving as the primary caregiver. Most parents and guardians have completed a high school education or higher, while a smaller portion report less than a high school education.

These trends highlight the continued importance of family support services and access to education and workforce readiness opportunities.



# FAMILY ENGAGEMENT

At C.A.R.D., we know children learn best when families feel supported. Our Family Engagement team—especially our Family Advocates—partners with families to set goals, navigate challenges, and connect to resources that strengthen home life and support school success

## Family Engagement Services

### Community Connections:

- Referrals and support linking families to local services that improve overall well-being.

### Goal Setting & Empowerment:

- Help families identify and achieve goals like housing, employment, education, and parenting supports.

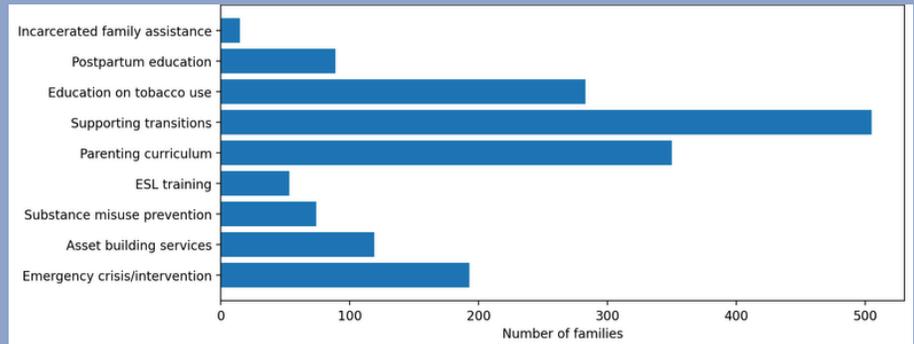
### Parent Support & Guidance:

- Expert help so caregivers can meet children's developmental needs at every stage.

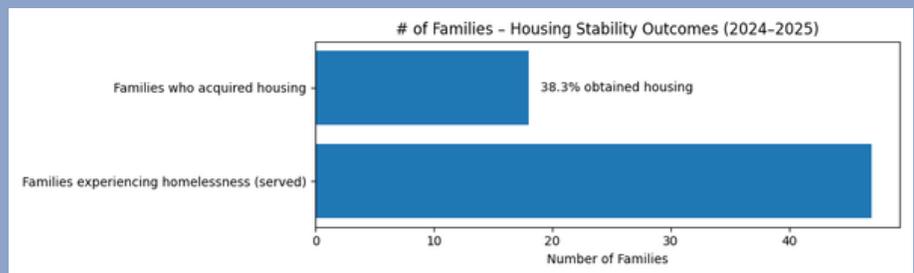
### Workshops & Classes:

- Learning opportunities such as Active Parenting, Circle of Security, Infant Massage, CPR, and more.

## # of families who received services in 2024-2025



## # of families- Housing Stability Outcomes in 2024-2025



## IN 2024-2025..

- Data shows that 100% of Head Start and Early Head Start families received at least one social service through our programs in the 2024–2025 program year.
- 281 fathers served showed involvement in EHS/HS child development experiences during the 2024–2025 program year.
- In 2024–2025, 231 families set family goals using their strengths and resources to build a stronger future, including housing, finances, education, employment, parenting skills, and health.
- Through collaboration with family advocates, home-based educators, and family service staff, families made measurable progress toward identified goals during the 2024–2025 school year.

# ANNUAL BUDGET, AUDITS AND FEDERAL REVIEW

C.A.R.D. undergoes an independent financial audit each calendar year; the most recent audit in 2024 reported no findings.

During the most recent federal monitoring review in 2025, an area of concern was identified related to health compliance (1302.42(b)(1)(xi)), specifically regarding oral and overall health status determination documentation, including dental exams and physicals. In response, the program created a health tracking checklist, increased family education and transportation support, and strengthened collaboration with Family Advocates to ensure timely completion and documentation of all required health services.

## REVENUE 2024-25

|                  |                     |
|------------------|---------------------|
| Grant Funds      | \$9,271,973         |
| CACFP            | 414,268             |
| SAF              | 131,831             |
| Childcare        | 264,424             |
| Donations, other | 2,243,194           |
| <b>TOTAL</b>     | <b>\$12,325,690</b> |

## PROJECTED REVENUE 2025-26

|                  |                     |
|------------------|---------------------|
| Grant Funds      | 8,972,773           |
| CACFP            | 421,000             |
| SAF              | 145,014             |
| Childcare        | 260,000             |
| Donations, other | 2,243,194           |
| <b>TOTAL</b>     | <b>\$12,041,981</b> |

## EXPENDITURES 2024-25

|                   |                    |
|-------------------|--------------------|
| Salaries & fringe | \$6,960,437        |
| CACFP             | 461,019            |
| Equipment &       | 238,864            |
| Contractual       | 108,062            |
| Professional      | 73,778             |
| Other             | 785,732            |
| <b>TOTAL</b>      | <b>\$8,627,892</b> |

## PROJECTED EXPENDITURES 2025-26

|                   |                    |
|-------------------|--------------------|
| Salaries & fringe | \$7,500,098        |
| CACFP             | 421,000            |
| Equipment &       | 298,876            |
| Contractual       | 191,487            |
| Professional      | 106,861            |
| Other             | 875,451            |
| <b>TOTAL</b>      | <b>\$9,393,773</b> |