

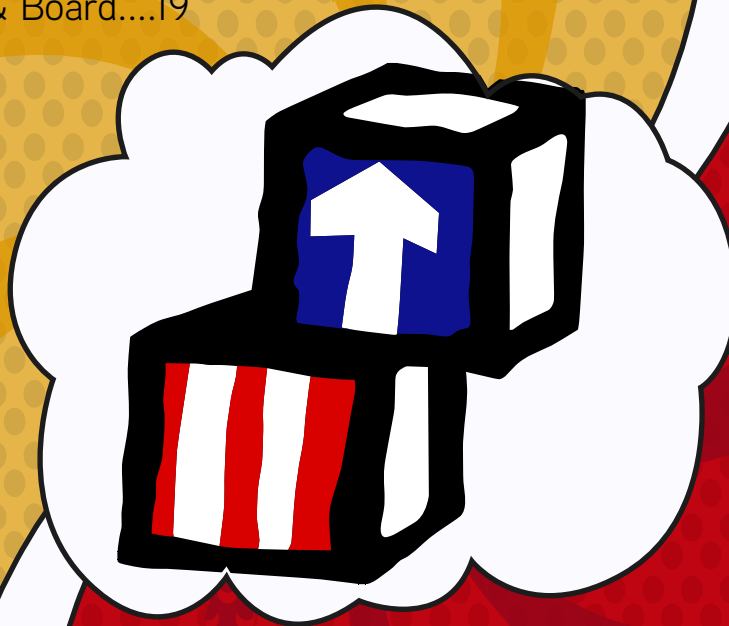
***EVERY
CHILD IS A
SUPERHERO***



***ANNUAL REPORT
2017  2018
EDUCATING CHILDREN.
RAISING FAMILIES.***

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VISION

To provide high quality comprehensive services for children age birth to five and their families, and build a continuum of high quality early childhood services that support a community of lifelong learners.

MISSION

Provide high quality education and comprehensive support services for children and their families while supporting personal and social responsibility in the communities we serve.

WELCOME FROM THE EXECUTIVE DIRECTOR

Not all superheroes wear capes. Our heroes are our dedicated and qualified staff—most of whom are from the same communities and speak the same languages as the families we serve. Drawing on their extensive training, experience, and firsthand knowledge, our team works to ensure that the young children in our care are developmentally on track—academically, socially, and emotionally—and ready to learn at the level of their peers when they transition into kindergarten. Our staff builds trusting relationships with parents and the community to promote school readiness, as we believe that strong family and community engagement prepares children for future educational excellence.

Since 1972 when we first opened our doors, Child Inc Head Start has long recognized that just as we need to ensure children begin school academically ready to learn, we also need to ensure that they begin life socially and emotionally ready to thrive. When children walk through our doors, we look at them holistically—at their physical, cognitive, social, and emotional health with the goal of helping them achieve their full potential. Child Inc also supports parents and families in achieving their educational, financial and other goals. It is an investment not only in our children, but in our community as a whole.

This year we are pleased to report continued investments for the advancement of our Head Start program with the purchase of new classroom furniture, playground equipment, advancing the technology used to track educational improvements, incorporating appropriate levels of technology within our curriculum, and providing ongoing training to our teachers and employees. Additional attention was also placed on nutrition, we improved our menus to ensure meals are made from whole, nutritious ingredients. We expanded our parental engagement program to include fatherhood involvement and as a component of our strategic planning we have also successfully implemented a practice based coaching and mentoring system for education staff.

We practice what we believe. Our work begins with promoting the safety, health, wellness, and education of all children. We invite you to visit one of our Centers throughout Travis County and with this report learn more about Child Inc Head Start.

Warmest regards,

ALBERT L. BLACK

THE SCHOOL READY CHILD EXHIBITS



**PHYSICAL HEALTH & WELLBEING,
SOCIAL COMPETENCE,
EMOTIONAL MATURITY,
LANGUAGE & COGNITIVE SKILLS,
COMMUNICATION SKILLS,
& GENERAL KNOWLEDGE**

APPROACH TO SCHOOL READINESS & HEAD START ACTIVITIES

We work to ensure that by the time our children leave our Head Start program, children are prepared to thrive in kindergarten and their parents are confident and equipped to support them on their educational journey. Our Head Start centers have forged strong relationships with local elementary schools within Austin, Del Valle, and Manor Independent School Districts as well as charter schools and faith based organizations. Kindergarten and school readiness is a theme that flows within our programming throughout the year. We ensure students are academically ready by teaching academic concepts in ways that make sense to young children and get them excited about their education.

Our teachers use the Creative Curriculum Teaching Strategies GOLD to assess children's progress in all developmental domains and for planning appropriate learning activities. Children were assessed three times during the school year. Results aid teachers to individualize learning for every child. Staff development topics included literacy, observations of children, and intentional planning. Our emotionally responsive teaching and support services, introduce conflict resolution techniques allowing for strong relationships, positive interactions between teachers and children help ensure they are emotionally ready for kindergarten. We also help parents prepare for this new stage by teaching them how to advocate for their children and encouraging parents to form a circle of support themselves, allowing children to problem solve socially and academically.

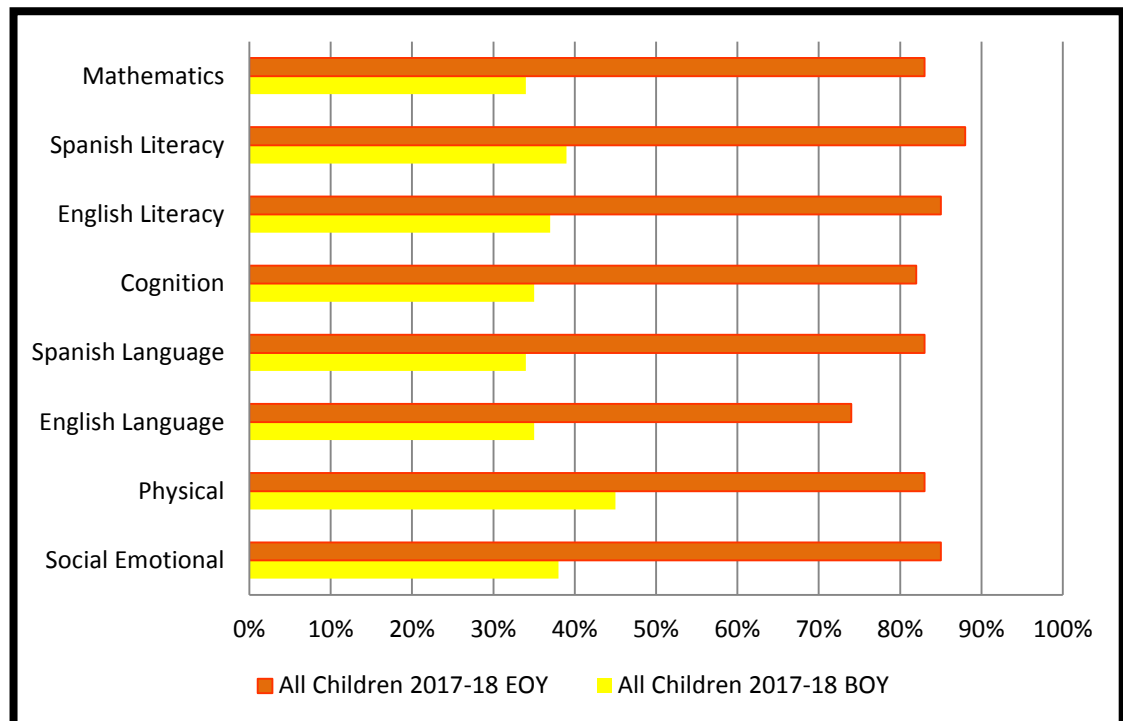
Child Inc's educational goals were and continue to be aligned to a number of state guidelines: the Texas Pre-K Guidelines, Texas Kindergarten Guidelines, The Texas Infant, Toddler, and Three-Year Old Early Learning Guidelines. In addition, Child Inc's School Readiness Goals are aligned with the agency's adopted curricula (Scholastic Big Day for PreK4, Creative Curriculum for Zero to Three, Innovations, and Partners for a Healthy Baby) and the comprehensive child assessment system-Teaching Strategies Gold (TSG).



Child Inc Early Head Start classrooms provide children with engaging and intentional activities designed to promote child growth and development. Each child receives an individualized educational program based on his/her strengths and needs. Each curriculum is evidenced-based and specifically designed to help children develop language and literacy, problem solving skills, and learn how to socialize and interact with others. Children are provided with the opportunity to participate in activities that support math, science, art, drama, language, technology and culture. Children leave Head Start prepared for kindergarten, excited about learning, confident in their own abilities and ready to succeed.

Classroom activities are age-appropriate and aligned with the learning outcomes of the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Child Inc has adopted a number of supportive educational systems to help teachers provide responsive care and effective teaching. One of these systems includes the use of a number of research-based curricula: some fully adopted and others in the pilot phase. Fully adopted curricula include the use of Creative Curriculum and Scholastic Big Day. Supplemental curricula includes Second Step (social-emotional support), and CATCH (nutritional/health support) CATCH Healthy Smiles (tooth brushing). Center managers and members of the education team review daily lesson plans to help teachers more effectively create lessons and use classroom time efficiently.

SKILL DEVELOPMENT Across All Programs Beginning of Year To End of Year Results



EHS Home-Based and Center-Based Programs

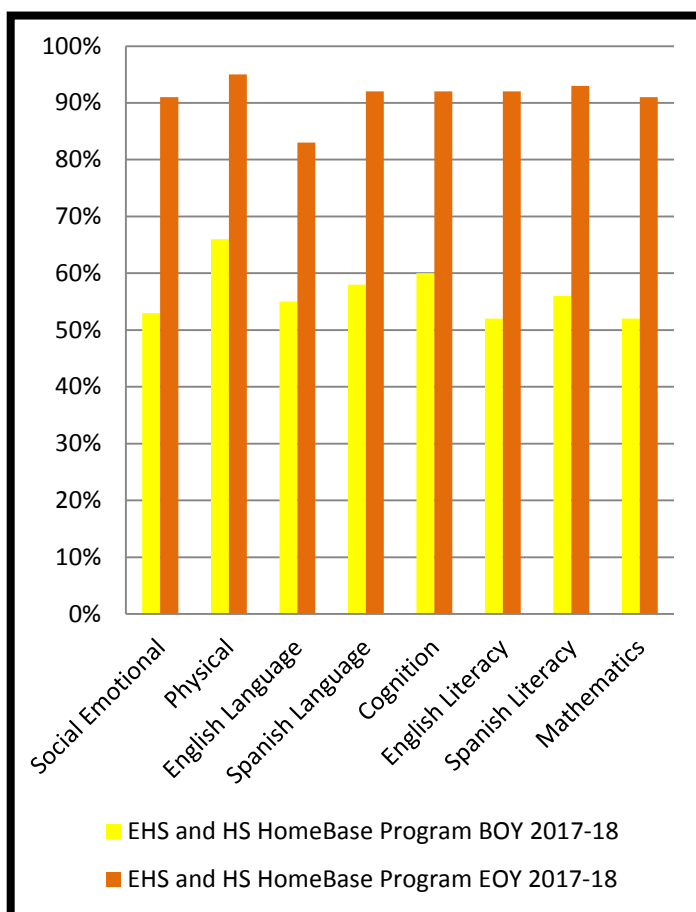
The EHS home-based program and the EHS center-based program have adopted the research-based Creative Curriculum (ages 0-5 years). Creative Curriculum is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and state early learning guidelines. Creative Curriculum provides EHS teachers with lessons and activities that are developmentally appropriate. The EHS home visitor program has also adopted the research-based curriculum, Partners for a Healthy Baby, which provides expectant mothers with information about pregnancy and child development.

HS Home-Based and Center-Based Programs

The HS home-based program and the HS center-based program have adopted the research-based curriculum, Creative Curriculum (ages 0-5 years) for three-year old children and the research-based curriculum, Scholastic Big Day, for four-year old children. Both curricula provide teachers with developmental and sequential activities for preschool learners. Both Curricula are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five as well as the Texas Prekindergarten Guidelines.

SKILL DEVELOPMENT

Early Head Start &
Home-Based Services
Beginning of Year To End of Year Results



The Teaching Strategies Gold (TSG) Assessment Tool captures children's growth over 9 domains and 38 learning objectives. Throughout the year, the teaching staff use the assessment data when planning lessons, whether in the classroom or on a home visit. Children needing additional support in a particular domain are provided with specific activities that are designed to strengthen their growth and development in that domain. The results of each individual child's TSG assessment are shared with parents during the fall, winter, and spring parent conferences.

**HEAD START
ADVANTAGE!**

Growth Development Comparison for All Children 2016/17 to 2017/18

(Areas Assessed: Social Emotional, Physical, English Language, Spanish Language, Cognition, English Literacy, Spanish Literacy and Mathematics)

- Children demonstrated consistent stronger growth over all learning domains in 2017-18 than in 2016-17.
- On average, growth in all learning domains was 4% higher in 2017-18 than in 2016-17.
- In 2017-18, there was a 15% increase of children identified as "below expectations" at the Beginning of Year (BOY) assessment.



CLASS EVALUATION

Child Inc utilizes the Classroom Assessment Scoring System (CLASS) to evaluate classroom quality in compliance with the 2007 Head Start Act, which mandates that research-based observational tools focused on teacher-child interactions be used for classroom quality assessment. The Office of Head Start maintains that teacher-child interactions are important, given research showing that adult-child interactions are key forces behind child development and learning.

CLASS assesses three domains of interactions:

- Emotional Support
- Classroom Organization
- Instructional Support

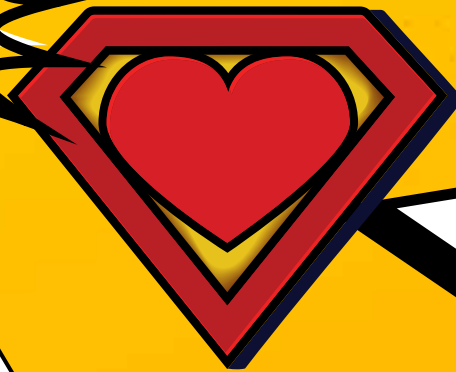




Early childhood is a critical time in human development. Understanding and supporting children's wellness early on can make the greatest impact on physical, social and emotional, and cognitive health throughout childhood and adulthood.

Established
Medical Home

95%



Received Hearing Assessment

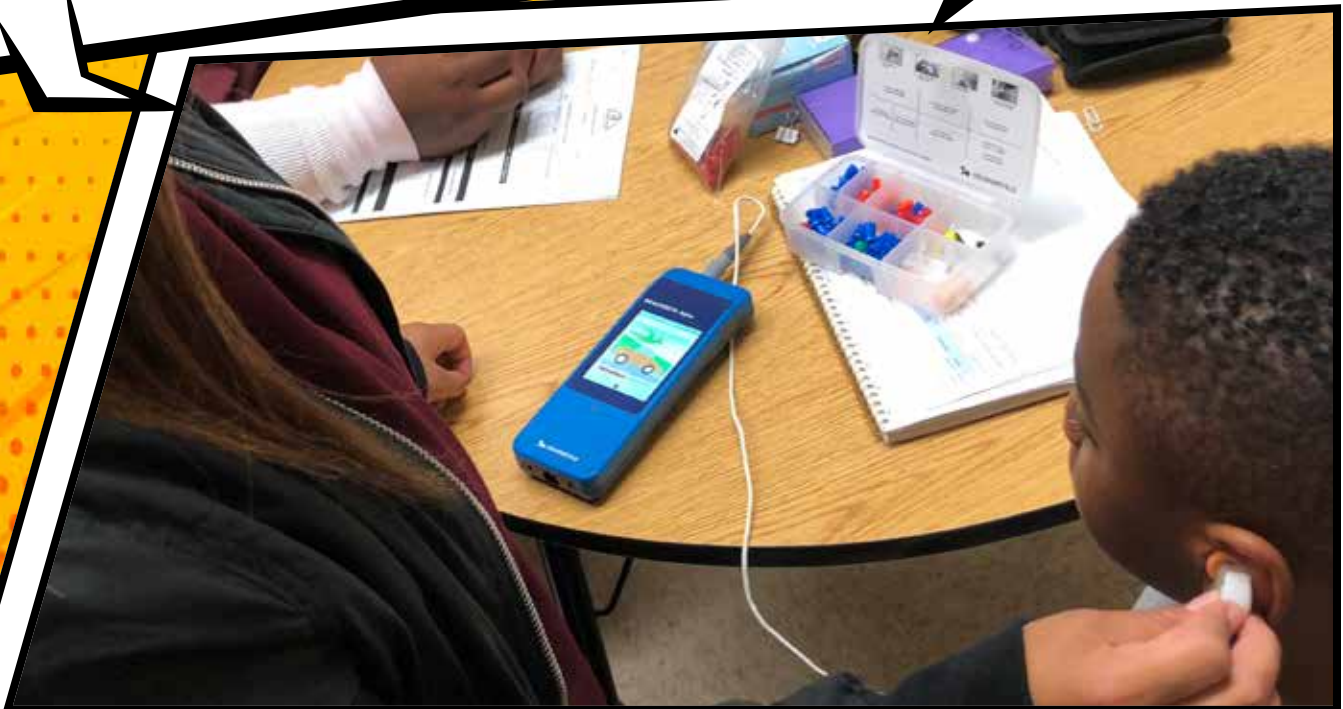
91%

Received Vision Assessment

91%

Up-to-date on
Immunizations

90%



290
Received
Services



MENTAL HEALTH

We embrace a program wide culture of wellness that promotes the mental health and social emotional well-being of children, families and staff. Child Inc has an on-site mental health department with licensed and bilingual mental health professionals who provide consultation, counseling and support for all of our program options. Through contributions and collaborative partnerships with community partners such as the United Way for Greater Austin, Austin Child Guidance Center, the YWCA and the University of Texas, Austin's department of educational psychology our children and families have access to no cost mental health services in multiple languages.

The mental health department also supports staff in utilizing the Second Step supplemental curriculum which specifically focuses on social emotional development. The Second Step program is utilized in all Centers.

172

Received
Services



187

Children Received
Speech, Occupational
& Physical Therapeutic
Services

DISABILITIES

Child Inc uses a comprehensive, collaborative team approach to support disability services for children. Staff work with community partners to deliver services to children with disabilities and their families. Screening is provided to identify any developmental delays in: language/articulation, connected speech, social/interpersonal, fluency and voice, fine/gross motor skills, and self/help life skills. Our educators provide recommended modifications or accommodations to students with disabilities so they can totally participate in classroom activities and events.

389,000
Healthy Meals



90%

Meals Made From
Scratch, Culturally
Diverse, Include Whole
Grains, Fresh Fruit
& Vegetables

NUTRITION

Each child's nutritional health status is assessed at enrollment. Meals are planned taking into consideration a child's developmental readiness and feeding skills. Family style meals are the standard in our program. Teachers do not act as server, but rather their role is to sit, eat, and encourage acceptance of new foods as well as demonstrate healthy habits. Children take part in every aspect of the meal from setting up the table to cleaning up spills. Manners and etiquette such as passing food, pushing in chairs, and saying "please" and "thank you" are practiced. Parents are provided with nutrition and health information, handouts, workshops, and trainings that encourage and help families to develop healthy behaviors that promote optimal growth and development and lessen the risk for chronic diseases.

Staff completed and exceeded the minimum of one or more full weeks of training with topics including policies and procedures, effective practices, team building, leadership development, early childhood education principles, literacy rich environments, and family support for both content areas. In addition to the many annual topics covered during program in-service, in-house training and technical assistance, based on agency self-assessment as well as staff and student outcomes data, was implemented throughout the year covering special training topics including developmentally appropriate activities and practices, policies and procedures, health, safety, nutrition, child and family mental health, C.A.T.C.H. Health Curriculum, Second Step Social Emotional Curriculum, Teaching Strategies Gold (TSG) Curriculum, lesson planning, TSG Platform and TSG observation and data, ACES, toxic stress and managing emotions, and Adult Mental Health First Aid.

15

Completed
Child Development
Associates Degrees
(CDA)

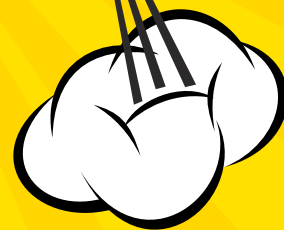
TEACHER OUTCOMES



120 HOURS

Early Childhood
Boot Camp
Training

BOOM!



PROFESSIONAL DEVELOPMENT

Child Inc's professional development systems provide consistent and uniform standards for our early childhood education programs to help guide implementation of high-quality services for our families and children.

Focus was placed on increasing internal capacity for developing credentialed Family Advocates and Home Visitors. A train-the-trainer approach for certification was delivered to the Parent, Family and Community Engagement Manager as well as a member of the Early Head Start and Head Start Home Visitor Team at the University of Connecticut Family Development Credential

Program, a 90 hour competency-based credential focused on providing candidates with the knowledge and skill to successfully coach families to set and reach their goals for healthy self-reliance. Initially based in Cornell University research, The National Family Development Credential has been approved by the Office of Head Start. These individuals will provide training to certify Family Advocates and Home Visitors in the Family Development Credential.

Child Inc established mentor-coach relationships to help support teaching practices and improve our professional development efforts. The role of a mentor-coach is to coordinate and implement the Practice Based Coaching Model. Providing coaching to the education staff supports their professional skill development to garner knowledge they need to provide high quality services to children and families.

This year, an additional two Child Inc team members completed the UCLA Anderson School of Management, UCLA/J&J Head Start Management Fellows Program, a 12-day, intensive leadership and management development training for Head Start directors and managers. In partnership with United Way of Greater Austin, Child Inc participated in the UCLA Center for Health Policy Research, UCLA/J&J Building Healthy Communities Program where a Child Inc director and manager collaborated with a community partner (United Way) to participate in 4 day intensive workshop to develop a Community Health Improvement Project (CHIP) and Staff Health Improvement Project (SHIP) to addresses community needs and complement existing efforts to improve the health and wellness of the children and families of Child Inc and surrounding community.

Annual conferences make up a portion of capacity building for the agency with participation in local, state and national conferences; the agency attended many conferences including NHSA, NHSA Parent Engagement, NHSA Manager Director Academy, THSA, NAEYC, AAEYC, WorkForce Solutions Director and Teacher Symposiums, ChildPlus, Non-Profit and Fiscal Management, Zero to Three, and several Office of Head Start Regional Events on Practice-based Coaching, Reflective Supervision, and Early Head Start Child Care Partnerships. Attendees, in-turn, present to applicable staff what was learned, enabling the agency to multiply the effects of small groups attending trainings while limiting the cost to the organization.





PARENT FAMILY & COMMUNITY ENGAGEMENT

KIDSfest - brings children of all ages, their parents and educators to celebrate and promote quality programs, parent education and collaboration. The festival welcomes over 2000 guests providing valuable community resources related to early development, health and wellness, nutrition, fitness, education, financial empowerment, as well as raising public awareness about early childhood development.

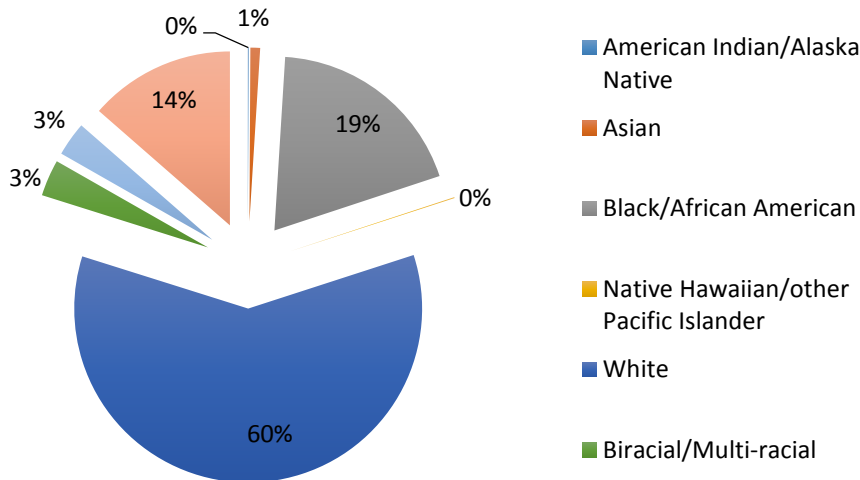
New Partners - American Youthworks Early Head Start Classroom. Removing obstacles with an on campus Head Start quality early childhood development classroom enables young parents the opportunity to focus on their coursework and work towards their self sufficiency goals.

Legacy Fatherhood Changers Program - recognizes positive engagement and involvement by fathers or father figures who are active in their children's lives.

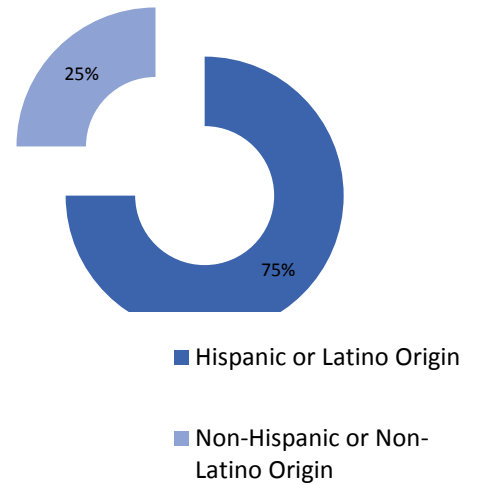


FAMILIES AT A GLANCE

CHILDREN BY RACE



CHILDREN BY ETHNICITY



ENROLLMENT

Early Head Start (EHS)

309

Head Start

1939

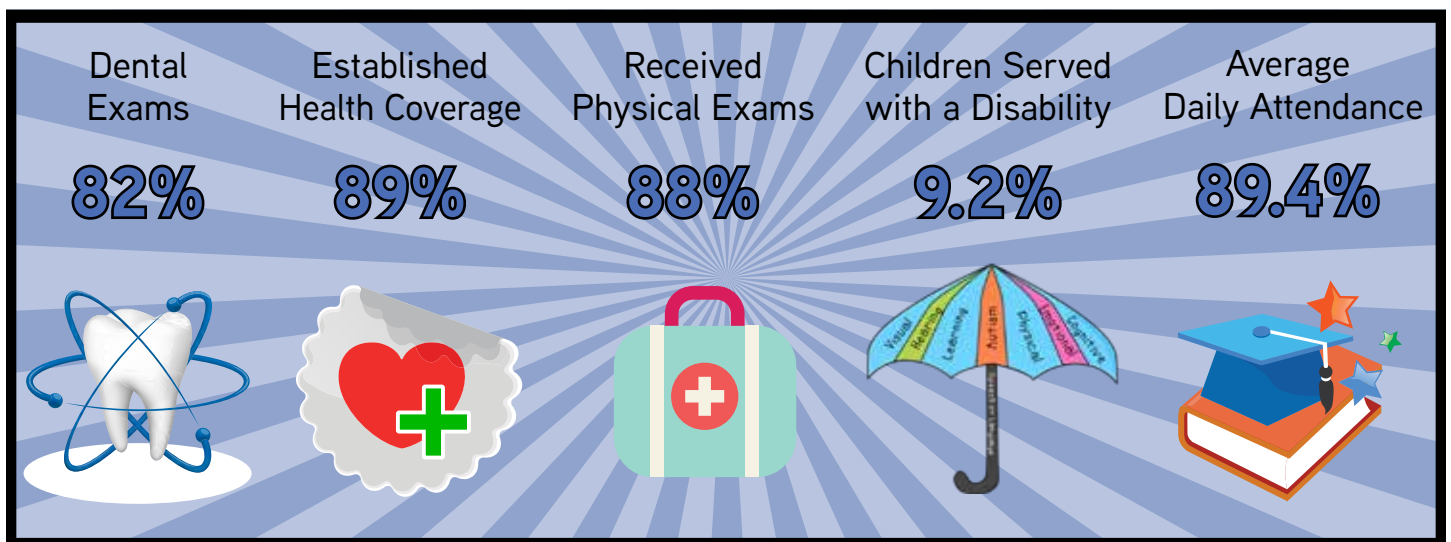
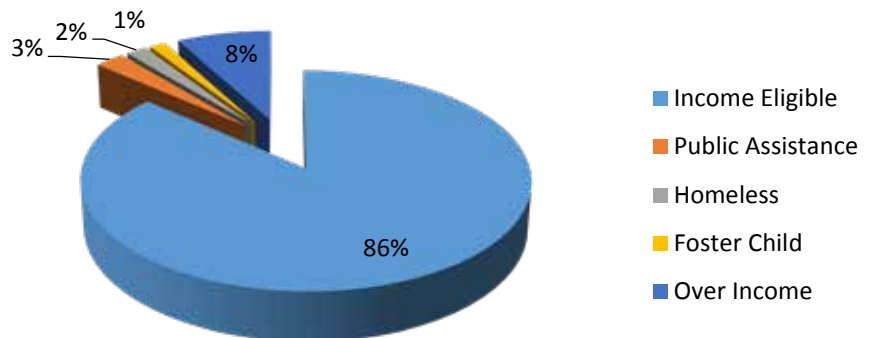
EHS Child Care Partnership

80

Total Enrollment

2328

CHILDREN ELIGIBILITY BY TYPE






Services are provided throughout Travis County in Center Based, Home-Based and Collaborative Classrooms within Austin, Del Valle and Manor Independent School Districts.

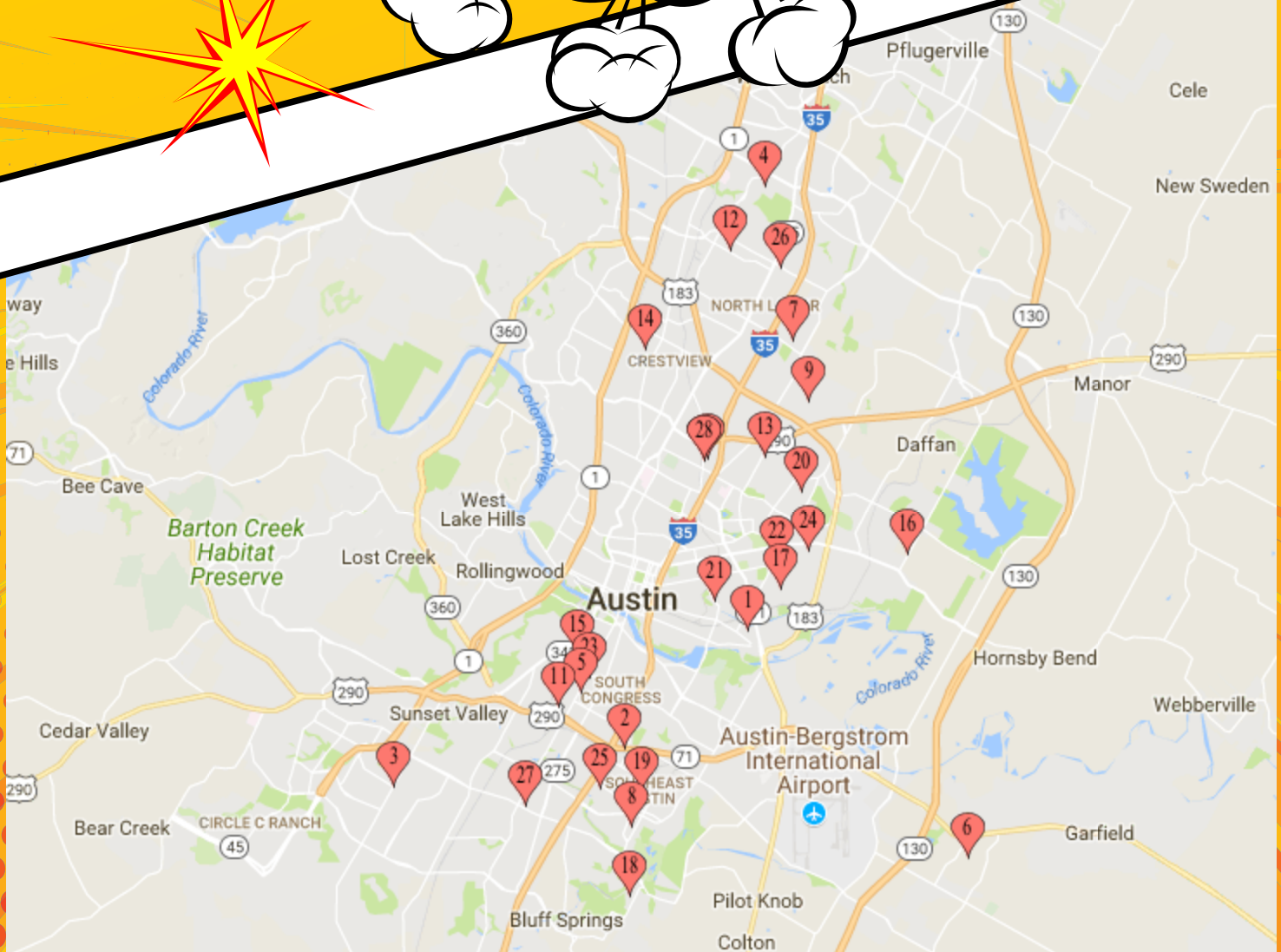

1. Allan
2. American Youth Works
3. Brodie (NAEYC Accredited)
4. Cedar Bend
5. Dawson (NAEYC Accredited)
6. Del Valle (Del Valle ISD)
7. Dobie PreK (Austin ISD)
8. Dove Springs
9. Forbes
10. Fountain Plaza *(located by 28 on map)*
(NAEYC Accredited)
11. Galindo PreK (Austin ISD)
12. Grant (NAEYC Accredited)
13. Harris (Austin ISD)
14. Lucy Read (Austin ISD)
15. Mainspring (CCP Grant)
16. Oak Meadows PreK (Manor ISD)
17. Ortega (NAEYC Accredited)
(Austin ISD)
18. Palm (Austin ISD)
19. Palomita
20. Pecan Springs (Austin ISD)
21. Rosewood Zaragosa
(NAEYC Accredited)
22. Sims (Austin ISD)
23. South Austin (NAEYC Accredited)
24. St. James Episcopal
25. Uphaus (Austin ISD)
26. Walnut Creek (Austin ISD)
27. William Cannon
28. Child Inc Main Office

CENTERS AND SITES



**ENVIRONMENTS
CONDUCTIVE
TO LEARNING**

HEALTHY CLASSROOMS & PLAYGROUNDS



EARLY HEAD START / HEAD START / CHILDCARE PARTNERSHIP GRANT

May 1, 2017 - April 30, 2018

BUDGET

ACTUAL

Federal Revenue

Revenue - Public - HHS HS&EHS	16,615,161	16,615,161
Revenue - Public - USDA CACFP	783,000	826,112
Revenue - Public - CDBG passthrough	0	50,036
Total Federal	\$ 17,398,161	\$ 17,491,309

Local

Revenue - Travis County	90,000	105,086
Revenue - COA/Afterschool and Summer Programs	180,000	189,908
Total Local	270,000	294,994

Total Grant Revenue

\$ 17,668,161	\$ 17,786,303
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In-Kind Contributions

4,161,287 5,389,999

Other Income

0 1,703,475

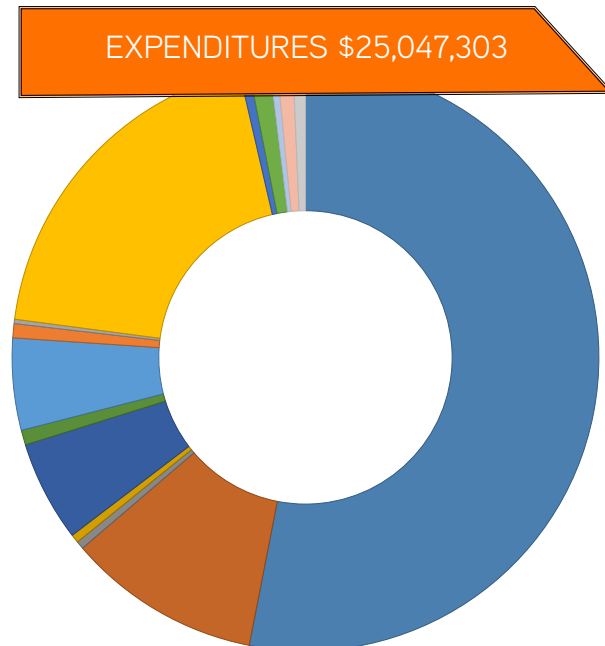
Total Support & Revenue

\$ 21,829,448	\$ 24,879,777
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2017-2018 EXPENDITURES (actual)

Salaries and Related Expenses	13,293,475
Contract Labor	2,671,890
Equipment Purchase/Repair/Maintenance	108,055
Facilities/Maintenance	114,887
Food & Supplies	1,390,947
Insurance	205,078
Occupancy	1,268,115
Other Expenses	195,212
Printing & Advertising	59,761
Professional Services	4,833,629
Telecommunications	131,919
Telecommunications/Utilities	286,567
Training	100,283
Travel	215,868
Depreciation	171,617

EXPENDITURES \$25,047,303



The above data shows the total amount of public funds received, \$17.7M. The amount of private funds received was \$1.5M. In situations where additional funds were required to accomplish a program of excellence, donations were sought and received; in some cases other assets were used to provide the needed funds. In-kind donations received totaled \$5.4M. These are reflected as non-cash gifts, volunteer labor and free or discounted lease space.

POLICY COUNCIL

Policy Council is the governing body of the Head Start Program in charge of making decisions about policies, operating procedures, budgets, staff employment, and proper adherence to program guidelines. Policy Council is composed of parent representatives elected by center committees and community representative.

BOARD OF DIRECTORS

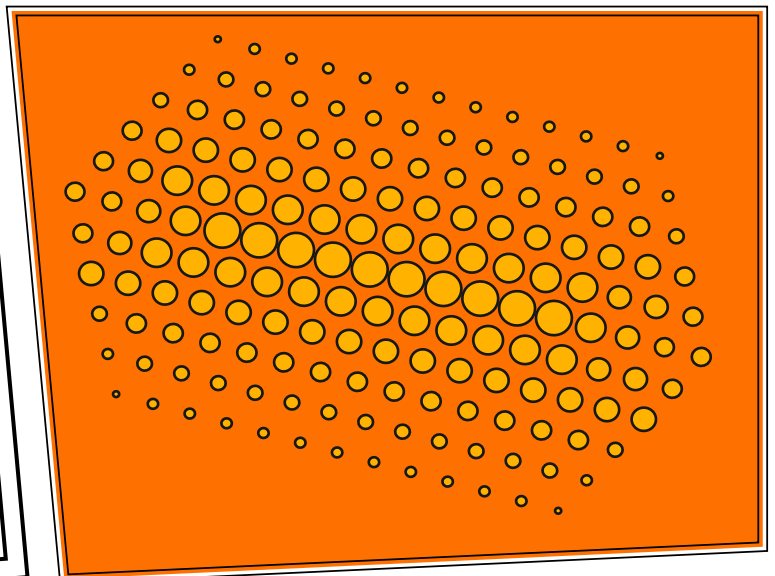
The Board of Directors is a dedicated group of volunteers entrusted with the governance of the organization. The Board is vested with the legal authority to exercise power and authority over the organization on behalf of the community we serve. The Board and executive leadership is responsible for determining the mission and purpose and setting the strategic direction for the organization and then providing oversight to the organization's progress.

POLICY COUNCIL

Chair, Alicia Sorrells
Vice-Chair, Heather Braudway
Secretary, Zaynah Thomas
Representative, Madra Mays
Representative, Deanna Lagunas
Representative, Arieane Shanks
Representative, Tabitha Avila
Representative, Alicia Sorrells
Representative, Aaron Shanks
Representative, Viridiana Peinado
Representative, Laura Ortiz
Representative, Mayhualida Maldonado
Representative, Ana Garcia Avalos
Representative, Gabriela Quevedo
Representative, Olga Fernandez
Representative, Catalina Garcia
Representative, Kayla Dixon
Representative, Mikisa Harvey
Representative, Luke Lopez
Representative, Patrick Martinez
Representative, Lilia Rangel
Representative, Zaynah Thomas
Representative, Kristy Mitchell
Representative, Viola Brooks
Representative, Katrina Martinez
Representative, Ariana Tramber
Representative, Athraa Alsaadi
Representative, Omar Omar
Representative, Nicanor Carrate
Representative, Ivirruth Chable

BOARD OF DIRECTORS

J Pete Laney, Esq., Chairperson
Linda Welsh, Ph.D., Vice Chair
Rossana Barrios, Secretary
Albert Hawkins, Treasurer
Lino Mendiola, Esq., Member
Joya Hayes, Member
Cheryl Bradley, Member
Joseph Lewright, Member
Lilie Elizondo-Limas, Member
Jeffrey Travillion, Member
Alicia Sorrells, Policy Council Chairperson,
Heather Braudway, Policy Council Vice Chair
Zaynah Thomas, Policy Council Secretary



Child Inc.

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512.451.7361 | www.childinc.org | info@childinc.org

This report was prepared in compliance with the Head Start
Reauthorization Act of 2007,
Administrative Requirements and Standards
Sec 644{42 U.S.C 0839 (a)(2)}.

Fully-audited financial statements prepared by Padgett,
Stratemann & Company, LLP for fiscal year ended
April 30, 2018 are available online at Child Inc Head Start, a
501(c)(3) nonprofit tax-exempt Texas corporation.