

Neighbors In Need Of Services, Inc.

Head Start/Early Head Start

2016~2017 Public Report



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NINOS, Inc. is an equal opportunity provider and employer

"Creating a brighter future for our children and la familia"

2016-2017 Annual Public Report

Neighbors In Need Of Services, Inc. (NINOS, Inc.) Head Start/Early Head Start program focuses on the holistic approach and its core values of promoting school readiness for children under the age of 5 years from low-income families through education, health, social and other services. NINOS incorporated in 1990 as a non-profit organization, as described in the IRS Code Section 501 (c)3. NINOS, Inc. is funded by the United States Department of Health and Human Services to operate four grants: Head Start, Early Head Start, Texas Department of Agriculture (TDA) and Training and Technical Assistance (T/TA). The service area covers Cameron and Willacy counties. The program serves children and their families from before they are born through four (4) years of age. Head Start children receive services that include: educational, nutritional, dental, health, transitional, and special services. One of the criteria for receiving Head Start services is that the families must meet federal income poverty guidelines.

The agency has a total of 45 Head Start centers, 7 Head Start/Early Head Start centers, and 3 Early Head Start centers. The program serves 2,706 children in Head Start and 208 in Early Head Start. The mission statement of the agency is “Creating a brighter future for our children and la familia”.

NINOS, Inc. is governed by an 11 member Board of Directors and an 95 member Policy Council. The composition of the Board of Directors includes an attorney, a certified public accountant, retired public school administrators, an early childhood educator and representatives from the community. The Policy Council is composed of a parent representative and an alternate from each center, and 5 community representatives from the different service areas. The governing bodies establish policy and approve the operating budgets. The Executive/Head Start Director recommends and implements policy and manages personnel.

FISCAL

The management staff formulates the annual budget in collaboration with the Board of Directors and Policy Council finance committees. The proposed budget is categorized with 5 line items as mandated by The Office of Head Start. The line item categories are as follows: Personnel, Fringe Benefits, Travel, Equipment (optional), Supplies, and Other. The annual refunding application, along with the proposed budget, are presented to the Board of Directors and Policy Council for approval.

NINOS, Inc. is in compliance and in good standing with the Administration for Children and Families, Head Start Bureau. The program received a positive audit for fiscal year 2015-2016 from an independent auditor.

The total amount of public and private funds received for Fiscal Year 2016-2017 are as follows:

2016-2017 Total Operating Grants	
Head Start	\$19,025,961
Early Head Start	2,255,373
TDA	2,975,054
Total	\$24,256,388

2016-2017 Non-Federal Share	
Head Start	\$4,756,490
Early Head Start	563,843
Total Non Federal Share	\$5,320,333

2016-2017 Budgetary Expenditures	
Travel	\$108,000
Training and Technical Assistance	257,319
Supplies	679,797
Equipment	285,208
Other	2,665,440
Fringes	4,598,345
Salaries	12,687,225
TDA	2,975,054
Total	\$24,256,388



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HEALTH SERVICES

The Health Services Department focuses on educating, screening and advocating for the health of Head Start and Early Head Start children, families and community. The department also provides training on health procedures, monitors and conducts vision, hearing, and dental screenings. Children are referred to physicians for physicals and immunizations as needed. The agency also has a Health Advisory Committee comprised of community health professionals that meet 3 times a year to discuss health issues within the community and health services for the families.

The following statistical data was based on the 2016-2017 cumulative Head Start enrollment of 3,035:

Head Start Body Mass Index (based on children's age and sex)	
Underweight (BMI less than 5th percentile)	5.2%
Healthy weight (at or above 5th percentile and below 85th percentile)	58.1%
Overweight (BMI at or above 85th percentile and below 95th percentile)	14.5%
Obese (BMI at or above 95th percentile)	22.2%

Head Start Medical and Dental Services - Children	
Percentage of children who are up-to-date on a schedule of age appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	96.4%
Percentage of children with continuous, accessible dental care provided by a dentist	96.4%

Head Start Mental Health Referrals - Children	
Number of children who were referred by the program for mental health services outside of Head Start	18

The following statistical data is based on the 2016-2017 cumulative Early Head Start enrollment of 316:

Early Head Start - Medical Services	
Percentage of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	96%
Percentage of children with an ongoing source of continuous, accessible health care	100%

RECRUITMENT

A target survey is conducted annually that covers the entire service area of Cameron and Willacy Counties. Low income sectors are targeted for this survey. NINOS, Inc.'s personnel conduct this survey using a door-to-door interview method. Recruitment is ongoing to ensure that a waiting list is maintained. Recruitment activities are promoted through announcements posted in community and local service buildings, businesses, churches and circulated through the local newspapers. All distributed information is made available in both English and Spanish. The recruitment effort includes recruiting children who have disabilities. Ten percent of enrollment opportunities are made available to children with disabilities.

ENROLLMENT

Month	Enrollment	% of Funded Enrollment
August - 2015	2914	100%
September - 2015	2914	100%
October - 2015	2914	100%
November - 2015	2914	100%
December - 2015	2914	100%
January - 2016	2914	100%
February - 2016	2914	100%
March - 2016	2914	100%
April - 2016	2914	100%
May - 2016	2914	100%
June - 2016*	511	100%
July - 2016*	511	100%

*Funded only partially for summer

The cumulative enrollment for the 2016-2017 school year was 3035 in Head Start and 305 in Early Head Start.

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FAMILY SERVICES

Parent Involvement is all about empowering and engaging parents in their child's growth and development. Through various aspects of the program it assists parents to advocate for themselves and their families. Parents play an integral part of the program as decision-makers, program volunteers, and advocates for their children and families. The Policy Council consists of parents and community volunteers that assist in setting and revising policies for NINOS, Inc. Each Head Start center is represented at the Policy Council by a Representative and an Alternate elected at their parent committee meetings. The parents are empowered to make major decisions for the agency such as hiring, budgeting, and monitoring program services. An average of 85% of the families attended these meetings and trainings every month throughout the year.

PARENT TRAININGS

NINOS, Inc. provides parents with an array of ongoing training sessions, which enhance personal growth opportunities. Topics include parent orientation, pedestrian safety, domestic violence, child abuse and prevention, transition, expanded nutrition program, prenatal care, education and early childhood development, safety practices, continuing education, marriage enrichment, health education, oral health, fatherhood, parent enrichment, disability services, hurricane preparedness and transportation laws.

Some of the activities in the Parent Involvement area include: Parent and Youth Mini-Conference, participation in the National Head Start Association Parent Training Conference, Parent Committee and Policy Council Officers Training, Governance Training, and the Annual Volunteer and Recognition Banquet. This year 2,647 fathers/father figures played an active role in their children's holistic development through Fatherhood Activities, such as Father/Child Day at the Zoo.

SCHOLARSHIPS

The Policy Council has a scholarship program, which awarded twelve (12) scholarships of \$1,200 each; these were awarded to former Head Start students and former and current parents in support of their higher

education. The scholarships awarded for the 2016-2017 school year totaled \$14,400.

PARENT AND COMMUNITY VOLUNTEERS

A special recognition banquet was held on May 16, 2017, to honor parent and community volunteers. A total of 3,219 volunteers served the children and families of NINOS, Inc. throughout the year.

TRANSITION

Transition is a priority at Head Start. Children can't begin to learn if they are frightened or uncomfortable with their surroundings. The transition services focus on assisting and preparing parents and staff as a child leaves the comforts of home to enter the Early Head Start, Head Start, or the Public School. A total of 1,204 children were transitioned into kindergarten at the end of the 2016-2017 school year.

COLLABORATION

Head Start has a working relationship with all thirteen (13) school districts, eight (8) public libraries, and one (1) state-chartered school within its service area. There are written local agreements with each entity. The agreements are updated annually or as specified in the agreements.



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CHILDREN SERVICES

The shared vision of the NINOS, Inc. Head Start/Early Head Start program is to prepare all children for kindergarten and future successes through collective leadership, planning, accountability, and professional development. The program adopted the definition of school readiness, primarily underpinned from the Improving Head Start for School Readiness Act of 2007 which requires programs to maintain and sustain a birth to five comprehensive, developmental system framework. Therefore, the NINOS, Inc. program based the educational approach by drawing from the definition of school readiness as the state of development that enables children to successfully transition from Head Start to function and gain knowledge from learning experiences in kindergarten classrooms.

This year, in order to strengthen the school readiness approach, NINOS, Inc.'s administration organized leadership teams of staff, parents, and community partners. The teams responded systematically by utilizing a variety of resources and data to establish goals and age-specific indicators. The leadership team members referenced the national and state guidelines and resources such as the newly revised Head Start Early Learning Outcomes Framework, Parent and Community Engagement Framework, PlayBright Early Learning System, Scholastic Early Learning Curriculum, Frog Street Early Childhood Curriculum, Texas Prekindergarten Guidelines, and the Texas State Early Learning Infant Toddler Framework. In addition, data sources were examined for patterns in the progress and well-being of the children, which included the Learning Accomplishment Profile 3 (LAP3) and Early Learning Accomplishment Profile (ELAP) 2016–2017 child assessment results, as well as the NINOS 2016–2017 Self-Assessment Report, the Program Information Report (PIR), and the Early Development Instrument (EDI) Community Profile.

The 2016-2017 school readiness goals addressed the needs of all children, including dual language learners and children with disabilities. The goals attended to health and nutrition, relationships, eagerness to learn, ability to connect known and new experiences, communication, and print and book awareness. It is also important to note that these goals did not repre-

sent the full breadth of development occurring during the first five years of life, nor typify the number of goals the program develops. Nonetheless, these goals and age-specific benchmarks enabled staff, families, and school partners to implement effective practices necessary to promote the school readiness informed by both research and data. Throughout the year, the NINOS, Inc. community of staff, parents, and supportive educational agencies worked side by side to support children's development.

2016-2017 School Readiness Goals

- Children will understand and demonstrate healthy and safe habits.
- Children will engage in healthy relationships and interactions with others as they develop a healthy concept of their personal identity.
- Children will demonstrate interest, curiosity, persistence, and eagerness to learn.
- Children will develop and demonstrate the ability to retain and connect new and familiar experiences to numerical knowledge.
- Children will increase their oral language abilities and pre-literacy skills.

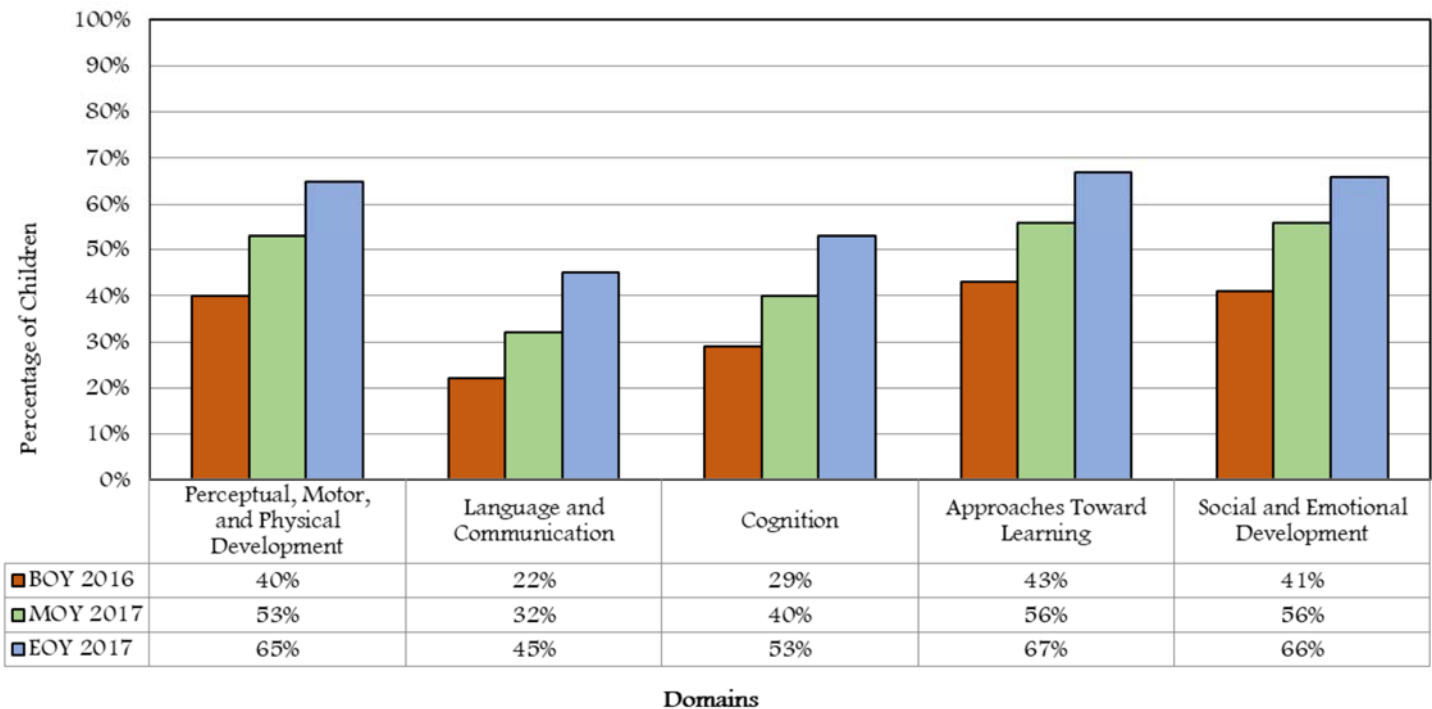


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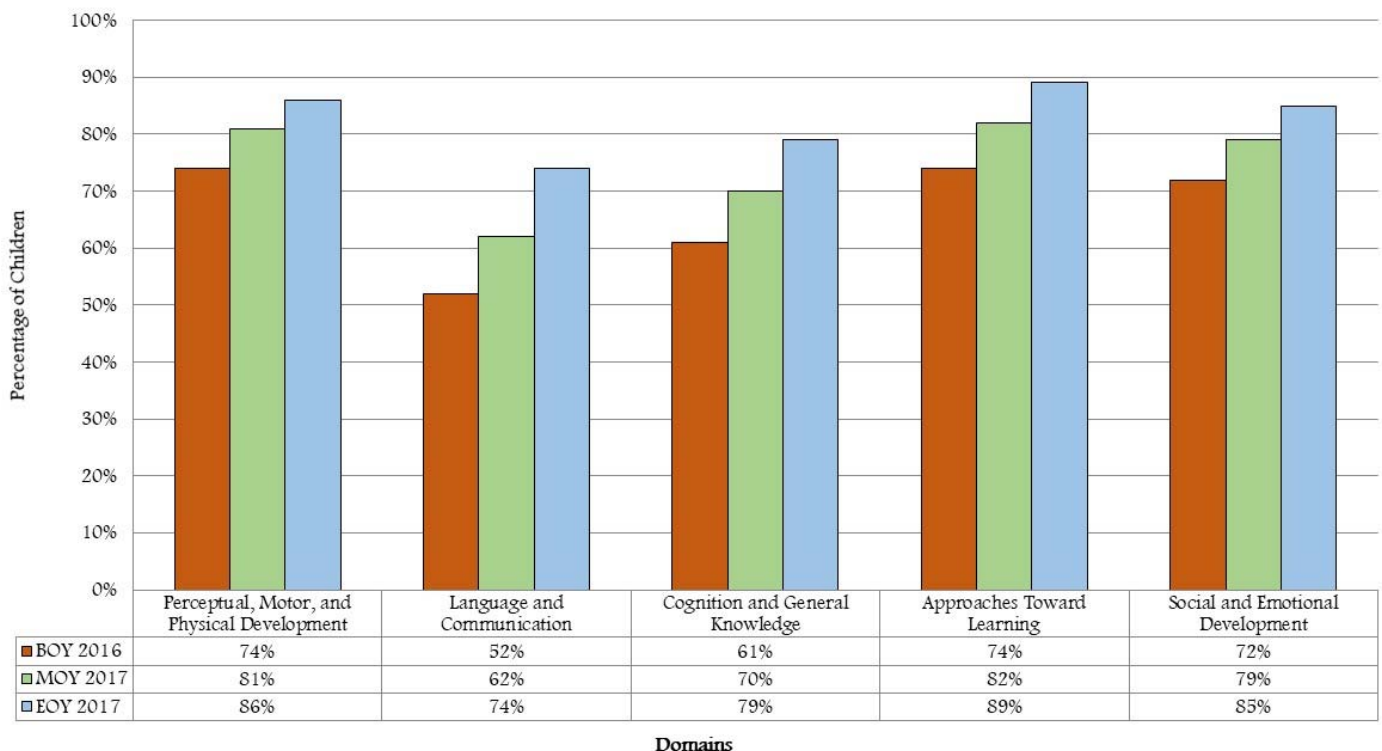
ASSESSMENT

The children are formally assessed three times a year to follow their developmental progress and to determine the effectiveness of the curriculum. The growth percentages are a comparability of the first, second and third assessments of the 2016-2017 school year. There was growth in all areas.

2016-2017~ Infants 0-12 Months ~ ELAP Results by Domain



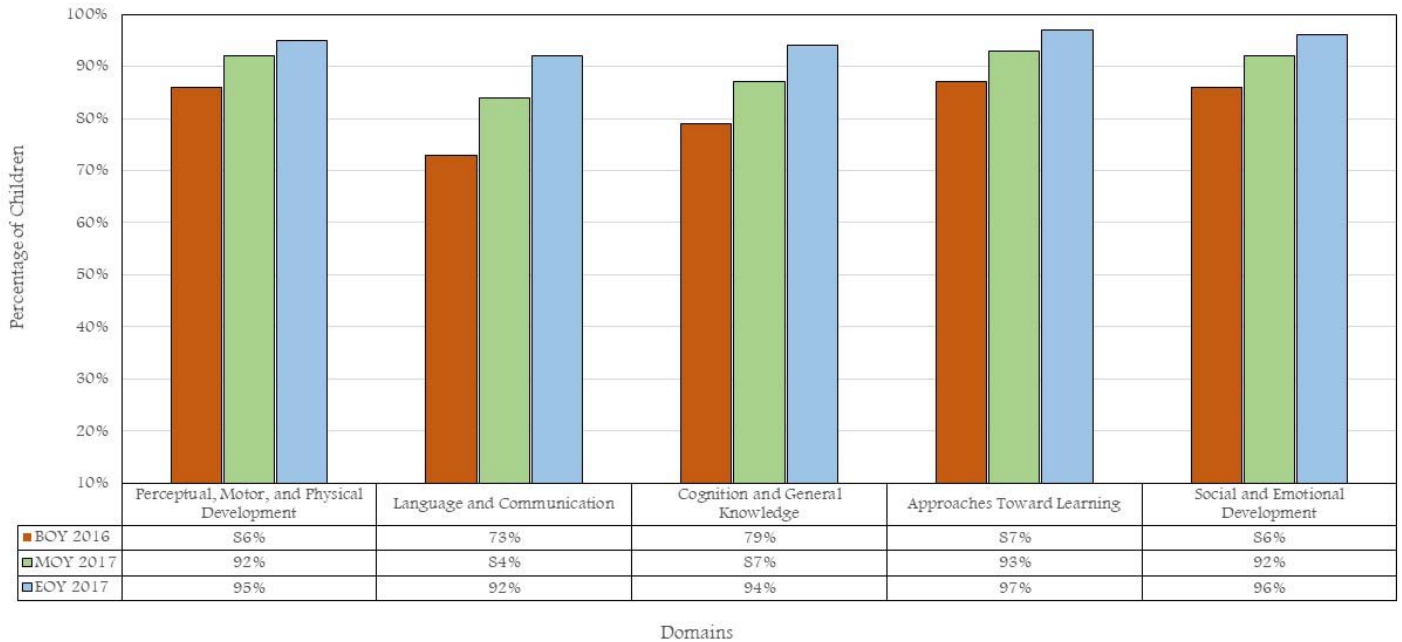
2016-2017~ Older Infants 12-24 Months ~ ELAP Results by Domain



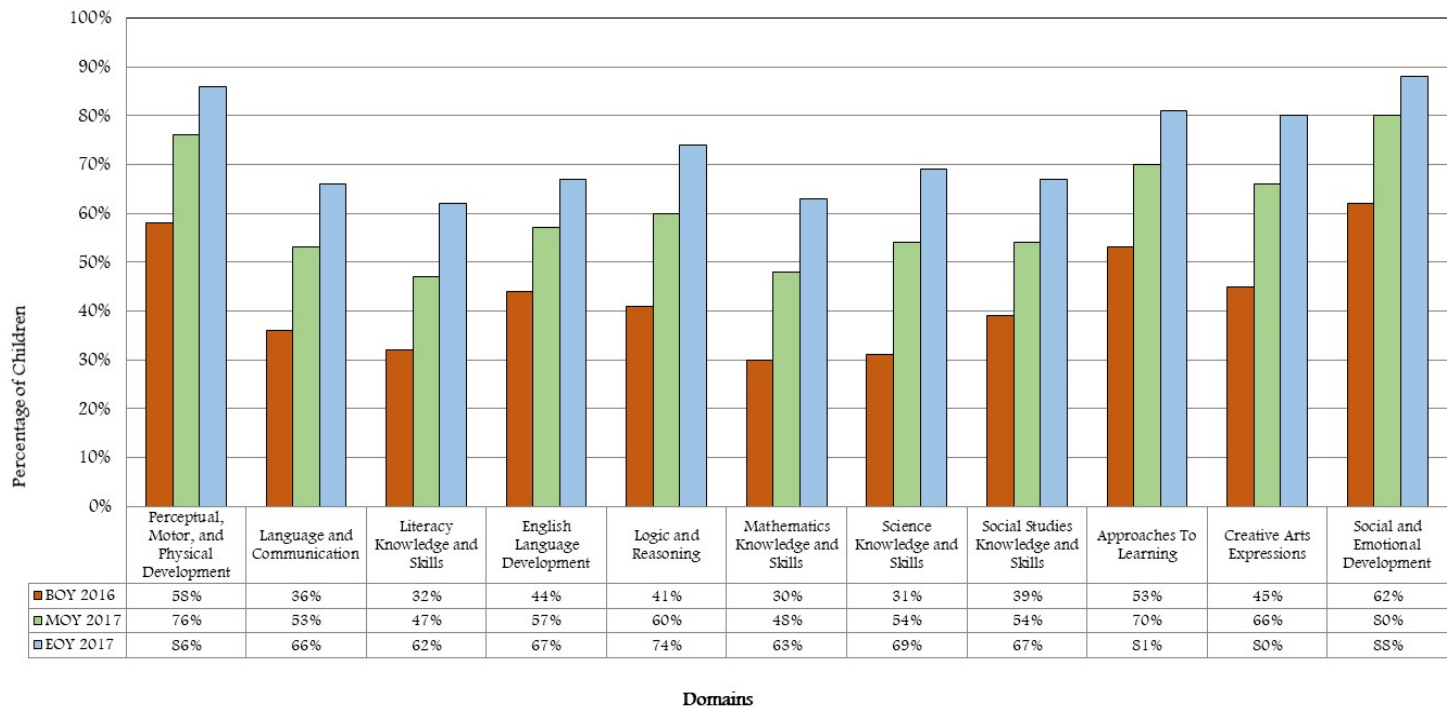
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2016-2017~ Toddlers 24-36 Months ~ ELAP Results by Domain



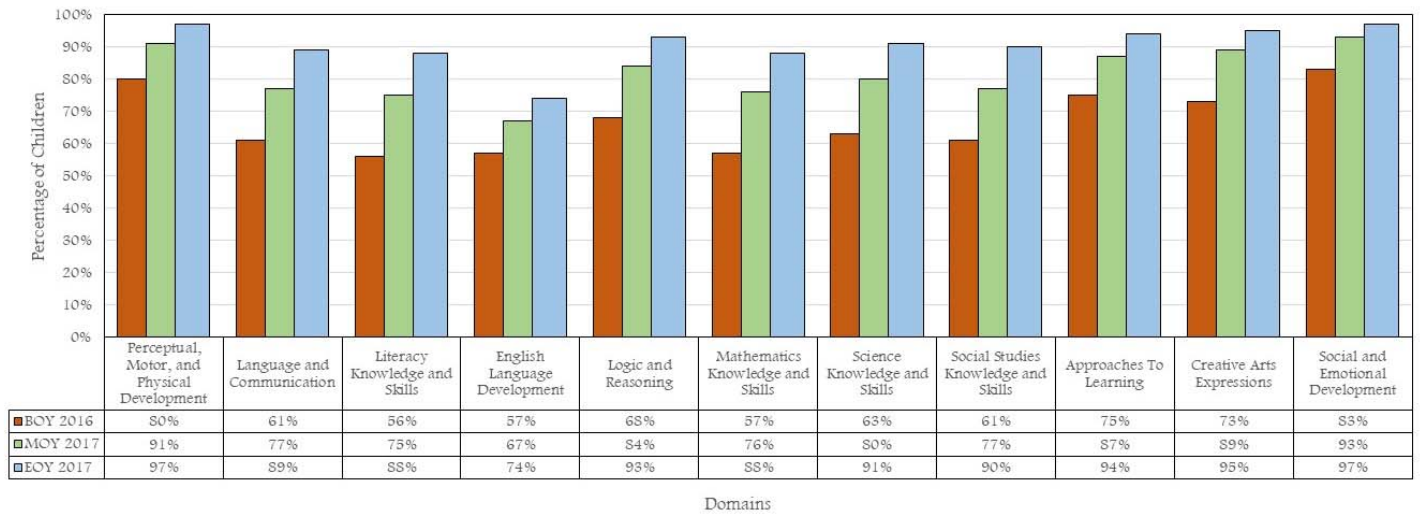
2016-2017~ 3 Year Old's ~ LAP 3 Results by Domain



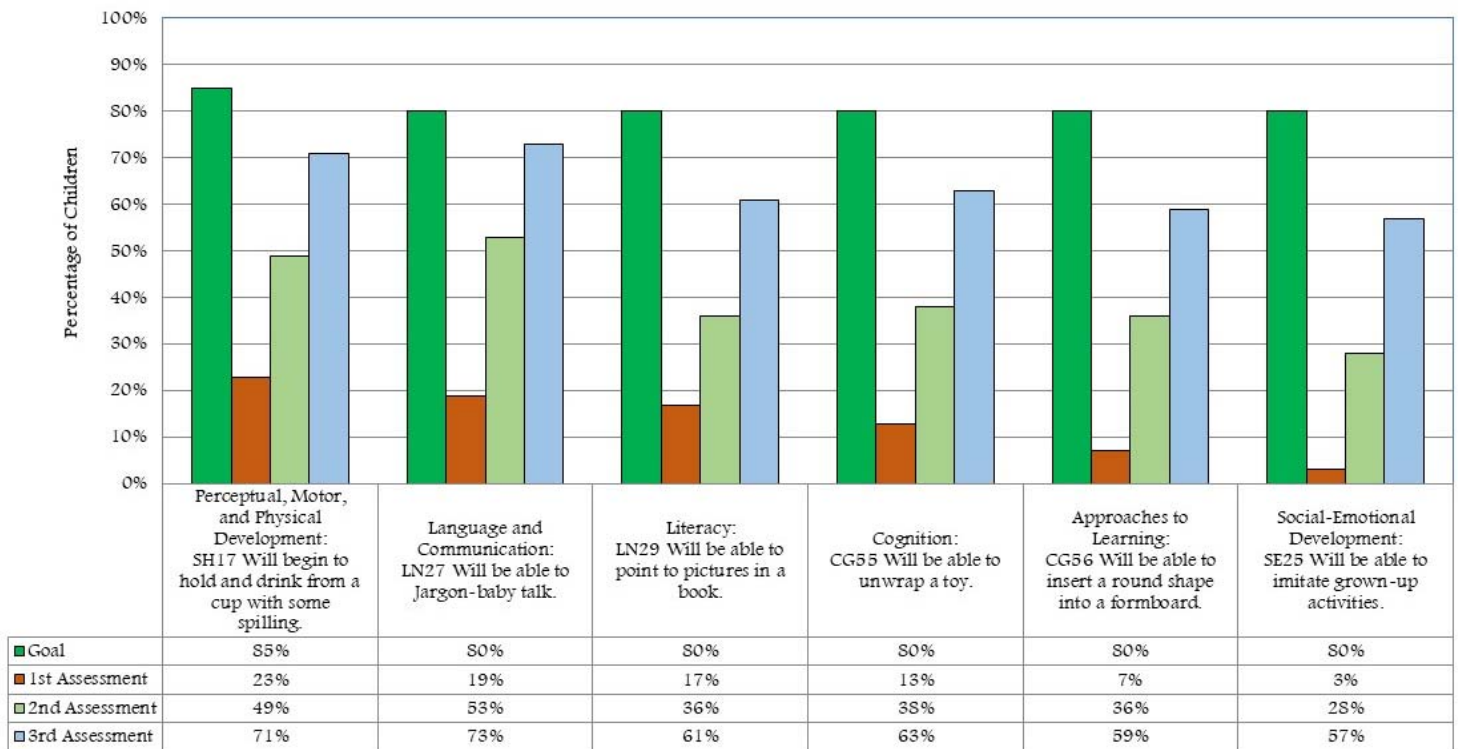
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2016-2017~ 4 Year Old's ~ LAP 3 Results by Domain



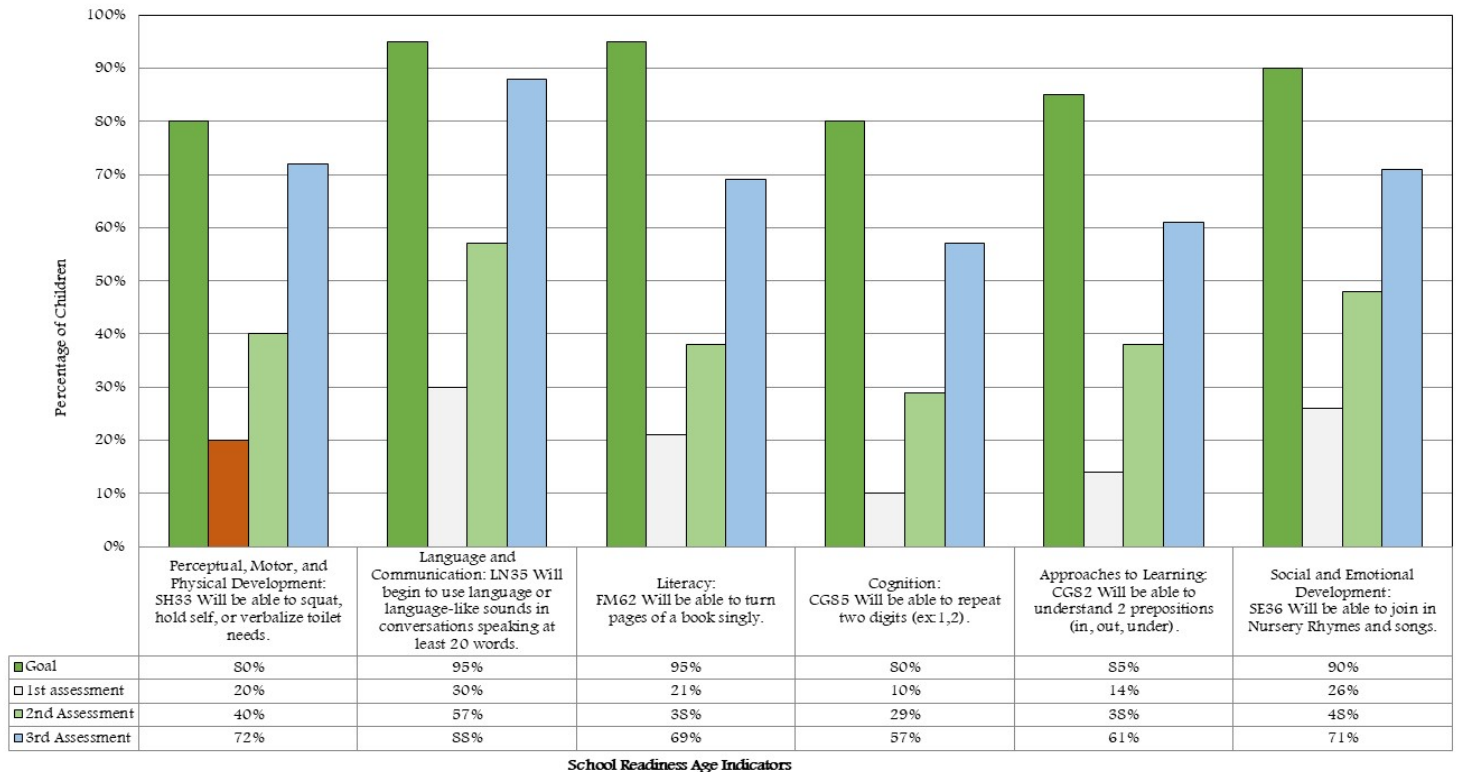
End Of Year (EOY) 2016-2017 ~ 0-12 E-LAP Results by Skill



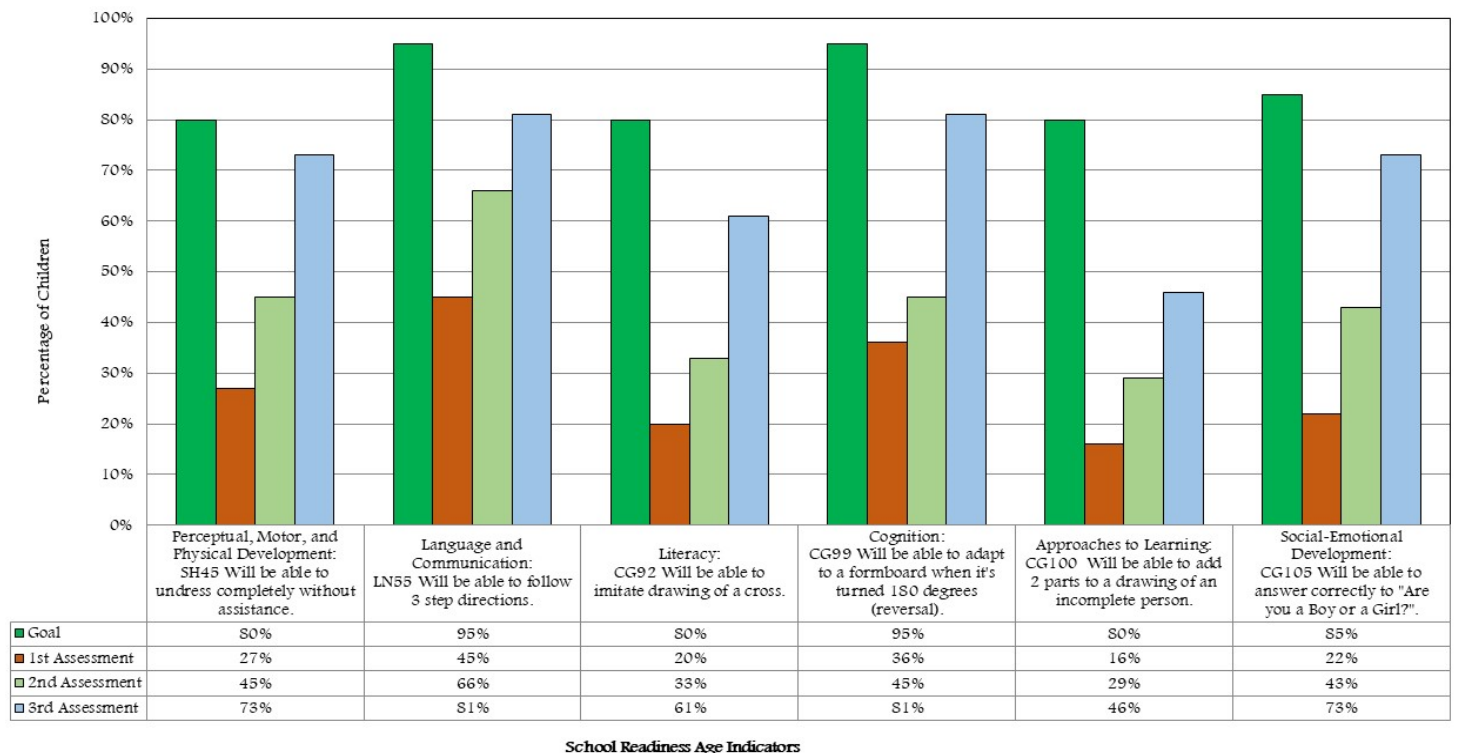
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EOY 2016~2017~12~24 E-LAP Results by Skill



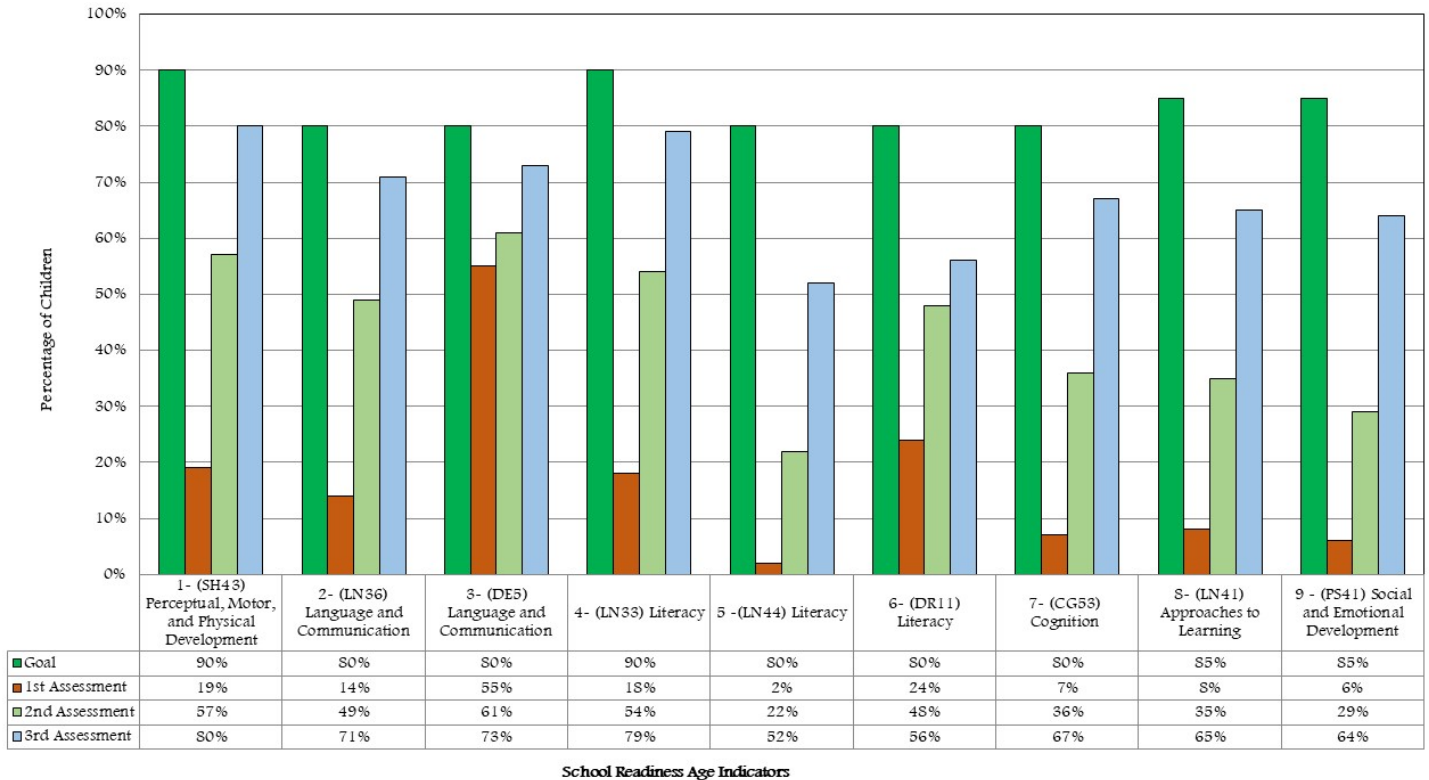
EOY 2016~2017~ 24~36 E-LAP Results by Skill



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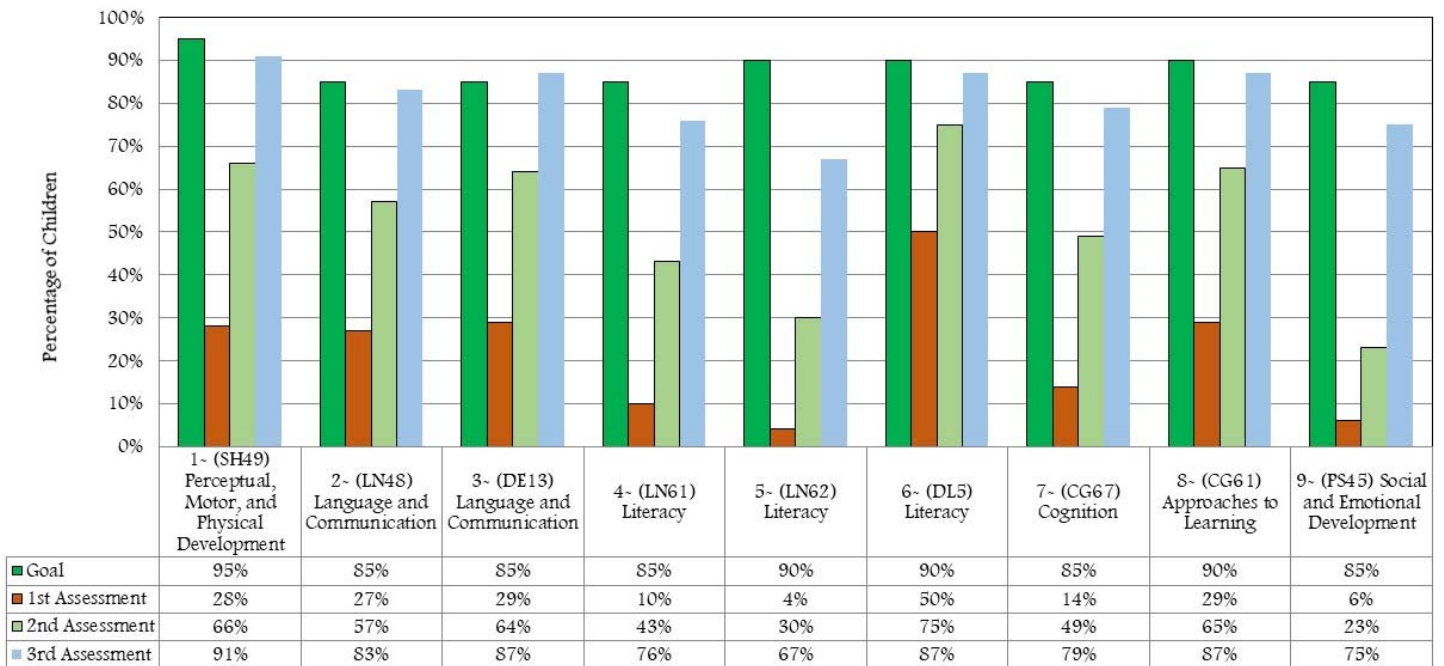
End of Year 2016~2017~ 3 Year Old LAP 3 Results by Skill



1. (SH43) Perceptual, Motor, and Physical Development: Will be able to answer questions involving personal safety.
2. (LN36) Language and Communication: Will be able to use some prepositions.
3. (DE5) Language and Communication: Dual-language learners will use "formulaic speech" to communicate a want or a need.
4. (LN33) Literacy: Will point to where a reader begins in a book.
5. (LN44) Literacy: Will recognize printed letters in their own name in their primary language.
6. (DR11) Literacy: Dual-language learners will be able to recognize a few printed words as English words.
7. (CG53) Cognition: Will associate quantities and the name of numbers by matching numerals 1-10.
8. (LN41) Approaches to Learning: Will be able to give an account of a recent experience in order of occurrence.
9. (PS41) Social and Emotional Development: Will be able to tell their birthday (month, day).

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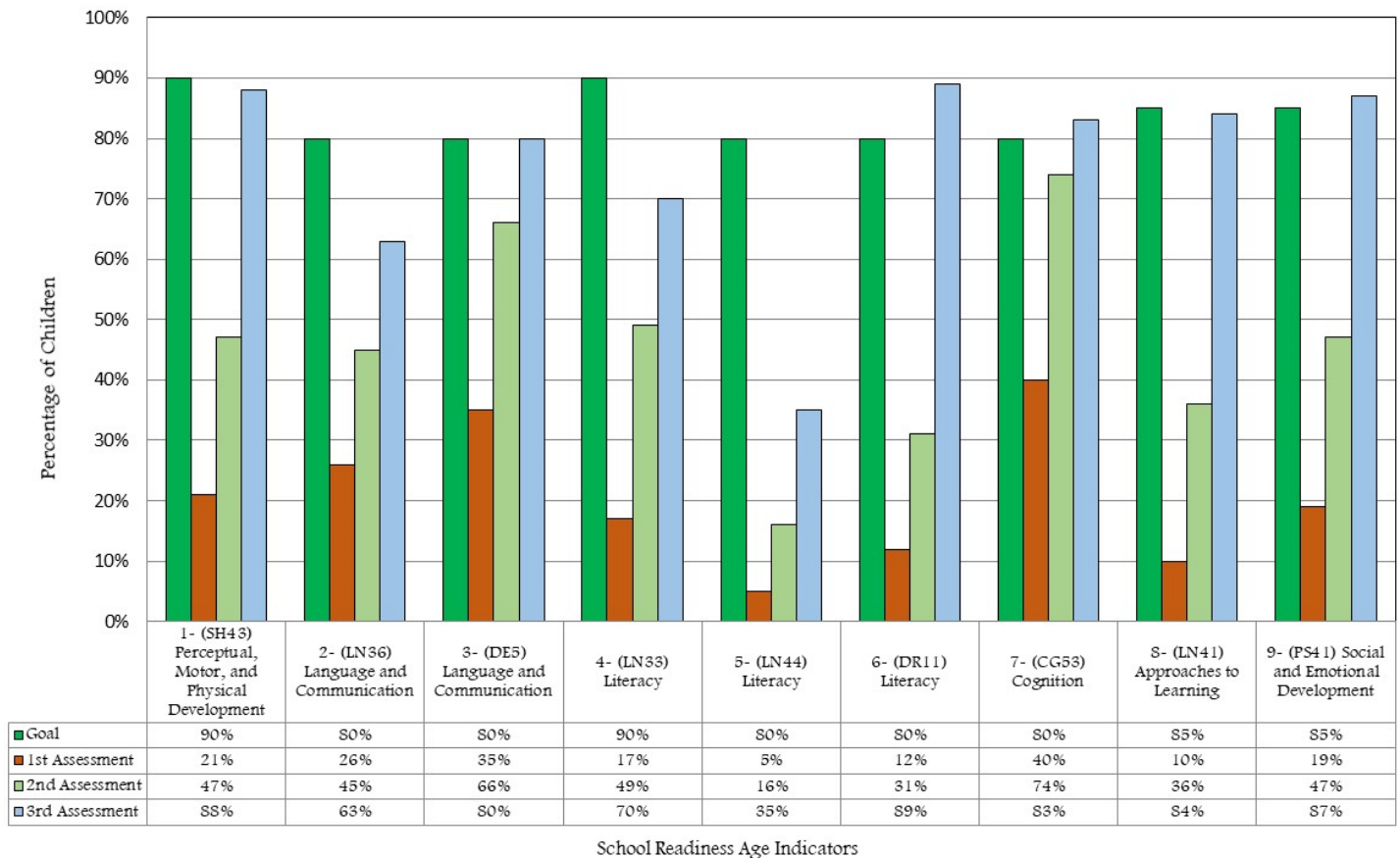
EOY 2016~2017~ 4 Year Old LAP 3 Results by Skill



1. (SH49) Perceptual, Motor, and Physical Development: Will be able to cut food with a table knife and/or fork.
2. (LN48) Language and Communication: Will tell what common things are made of in their primary language.
3. (DE13) Language and Communication: Dual-language learners will give an account of a recent experience in English-may code-mix using both English and home language.
4. (LN61) Literacy: Will retell or arrange picture stories in sequential order.
5. (LN62) Literacy: Will recognize at least 26 capital letters in their primary language.
6. (DL5) Literacy: Dual-language learners will be able to show engagement in a recently read English story by talking about it or asking questions about it.
7. (CG67) Cognition: Will tell numbers that follow 8,3,6,9.
8. (CG61) Approaches to Learning: Will be able to maintain interest in a project, predict, and test a hypothesis.
9. (PS45) Social and Emotional Development: Will be able to tell their complete address.

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2016~2017 3 Year Old's ~ CLI Engage~ School Readiness

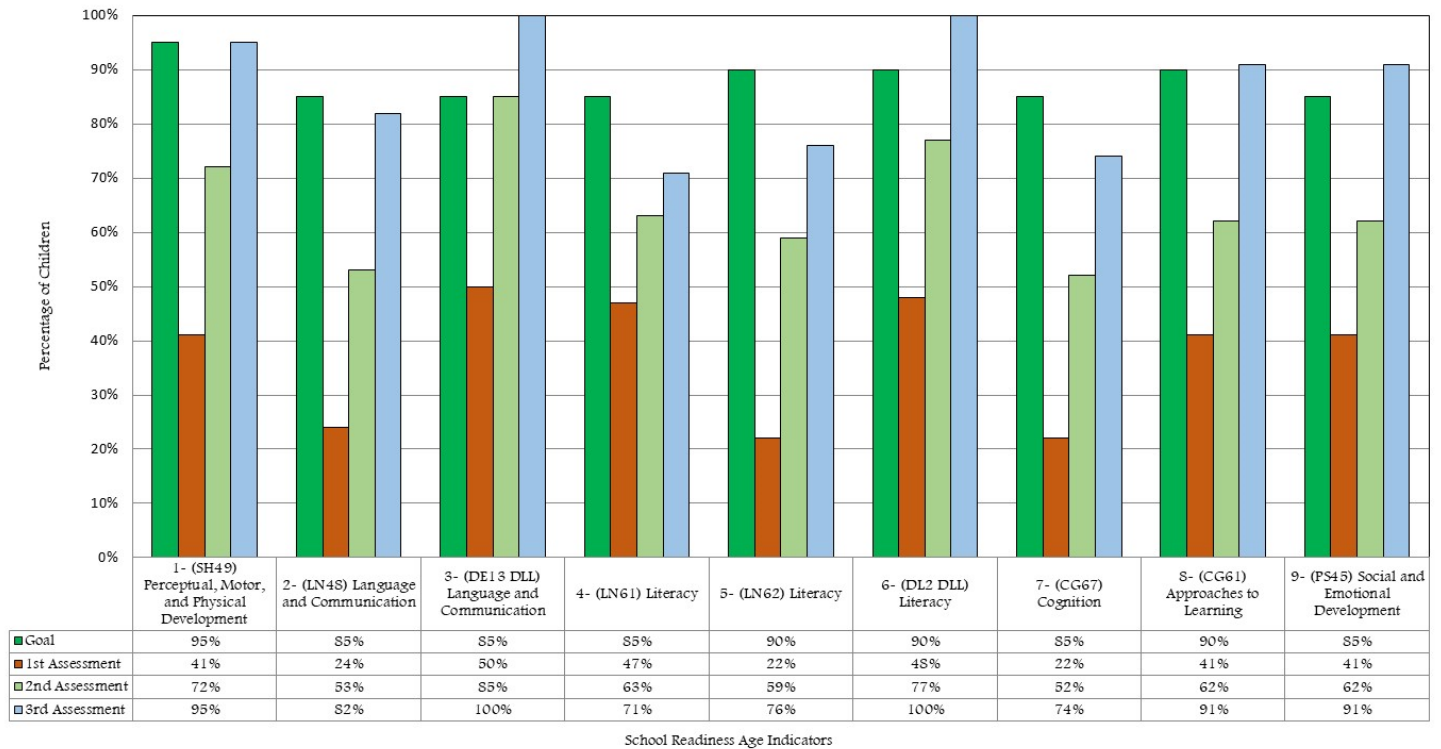


1. (SH43) Perceptual, Motor, and Physical Development: Will be able to answer questions involving personal safety. TSR-Health Status #3: Will be able to demonstrate an understanding of safety rules for the classroom, playground and community.
2. (LN36) Language and Communication: Will be able to use some prepositions. TSR-Real World: Will be able to identify first/last in line.
3. (DE5) Language and Communication: Dual-language learners will use "formulaic speech" to communicate a want or a need. TSR-Language & Communication #1: Child's Speech (articulation) can be understood by teachers and other adults in the school.
4. (LN33) Literacy: Will point to where a reader begins in a book. TSR-Book and Print Knowledge #10: Will be able to move finger to show where to go after reading a line.
5. (LN44) Literacy: Will recognize printed letters in their own name in their primary language. TSR-Rapid Letter Naming: Will be able to recognize printed letters.
6. (DR11) Literacy: Dual-language learners will be able to recognize a few printed words as English words. TSR-Motivation to Read #4: Child asks meaning of text (including books and/or print in the environment).
7. (CG53) Cognition: Will associate quantities and the name of numbers by matching numerals 1-10. TSR-Mathematics: Number Discrimination: Will be able to discriminate numbers.
8. (LN41) Approaches to Learning: Will be able to give an account of a recent experience in order of occurrence. TSR-Early Writing Skills #9: Will be able to dictate messages/stories to an adult.

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2016-2017 4 Year Old's - CLI Engage- School Readiness



1. (SH49) Perceptual, Motor, and Physical Development: Will be able to cut food with table knife and/or fork. TSR-Fine and Visual Motor #2: Will be able to complete a range of activities associated with daily living independently (ex. uses utensils).
2. (LN48) Language and Communication: LN48 Will tell what common things are made of in their primary language. TSR-Initiative and Curiosity #5: Will ask about how objects work or why things are done a particular way.
3. (DE13 DLL) Language and Communication: Will give an account of recent experience in English-may code-mix using both English and home language. TSR-Lang. & Comm. #5: Will be able to combine sentences adding enough details to make intended meaning clear.
4. (LN61) Literacy: Will retell or arrange picture stories in sequential order. TSR-Story Retell and Comprehension: Will be able to retell and answer comprehension questions.
5. (LN62) Literacy: Will recognize at least 26 capital letters in their primary language. TSR-Rapid Letter Naming: Will be able to recognize printed letters.
6. (DL2 DLL) Literacy: Will be able to show engagement in a recently read English story by talking about it or asking questions about it. TSR-Motivation to Read #2: Will be able to show enthusiasm and engagement during shared/interactive reading.
7. (CG67) Cognition: Will tell numbers that follow 8,3,6, and 9. TSR-Mathematics-Rote Counting: Will be able to rote count as high as they can.
8. (CG61) Approaches to Learning: Will be able to maintain interest in a project, predict and test a hypothesis. TSR-Approaches to Learning #6: Sets goals, develops plans, and follows through to completion.
9. (PS45) Social and Emotional Development: Will be able to tell their complete address. TSR-Approaches to Learning #5: Will be able to stick with tasks that are challenging.

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