



NEIGHBORHOOD CENTERS CHOICES IN EDUCATION: Fort Bend Head Start Annual Report 2016

A child's first educational experience deserves to be filled with positive memories that mold their future. Children deserve to be respected and nurtured at home and at school so they may learn life-long lessons of turning obstacles into stepping stones.

Head Start works with low-income families to engage the whole child. Neighborhood Centers Inc. takes the work of

Head Start one step further and helps families build a sense of community needed for stable academic, social, and emotional growth of babies and children.

This partnership is ideal for the little ones we serve, as they reap the rewards of stable families and more certain futures. By building a sense of community, we truly provide our children with a Head Start for the future.

Enrollment Facts

Funded enrollment for the 2015-2016 school year was 531 in the Head Start program and 224 in the Early Head Start program.

In April 2016, we had a waiting list with 166 Head Start and 305 Early Head Start applicants.

The 2015-2016 average monthly attendance was 85.1% for Head Start and 81% for Early Head Start.

97.3% of Head Start and 97.9% of Early Head Start families were income eligible with income at or below the federal poverty guidelines.



Parent Involvement

Volunteers	398
Volunteers Hours	99,790.25
Volunteer Hours Value	\$1,091,965

Teachers by Degree and Certification Status

	EHS	HS
Enrolled in CDA Program	21%	0%
CDA	51%	0%
Associates Degree	19%	58%
Bachelor's Degree	9%	38%
Master's Degree	0%	4%

Ready Children—Ready for Success

Going for the GOLD: 2015-2016 Student Outcomes

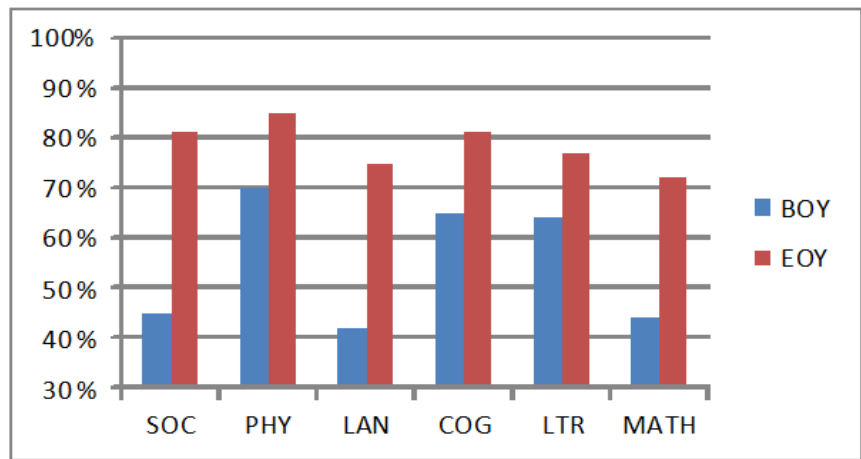
Neighborhood Centers, Inc. utilizes **Teaching Strategies GOLD Assessment System** for ongoing assessment in the Early Head Start and Head Start programs. This assessment measures student progress in eight areas of development: Social Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, and Mathematics. Student progress is reported three times a year in twelve week increments (beginning, middle, end of year).

Progressions in these eight major areas of development are indicators that are most indicative of future school success and are directly linked to the Head Start Performance Standards and the state early learning guidelines.

Charts show the percentage of the program's kinder-bound children meeting or exceeding widely held expectations during beginning (BOY), and end (EOY) reporting periods.

During the 2015-2016 school year, there were four (4) Fort Bend locations open: **Ridgemont EHS/HS, George Family Development Center EHS/HS, Mission Bend HS, and Hunters Glen HS.**

Area of Development	BOY	EOY
Social Emotional (SOC)	45%	81%
Physical (PHY)	70%	85%
Language (LAN)	42%	75%
Cognitive (COG)	65%	81%
Literacy (LTR)	64%	77%
Mathematics (MATH)	44%	72%



School Readiness and the Transition to Kindergarten

Neighborhood Center's school readiness plan entitled, Ready Children Ready for Success, promotes awareness of the need to support all transition's, including the transition to kindergarten.

The outcome of the school readiness plan is to ensure that all children enter Kindergarten safe, healthy, and ready for sustained school success by addressing three critical elements of school readiness: (1) children's readiness for school, (2) schools' readiness for children, and (3) the capacity of families and

communities to provide developmental opportunities for young children.

Parents receive the Kindergarten Transition Parent Guide developed in alignment with the School Readiness Plan to facilitate a quality transition from pre-kindergarten. The guide contains information to help families know more about what they can do to ensure that the family, as well as the child, is ready for school.

Furthermore, area public

elementary school staff were invited to address our parents regarding registration, parents' rights and responsibilities as well as opportunities for families to learn about the new setting, build relationships, and experience continuity in curriculum.



Mental Health and Disabilities

The Student Support Services Team is responsible for providing support to children who are experiencing behavioral and academic difficulties in the general education classroom.

The team provides professional expertise in Early Childhood Education, Social-Emotional Development, and Special Education to Early Head Start/Head Start students through a mentoring role.

The Student Support Services team work with all content areas and is responsible for the delivery of quality Mental Wellness and

Disability services to children and families in compliance with Head Start Program Performance Standards and in conjunction with all other Local, State, and Federal regulations.

Student Support Services collaborates with Fort Bend ISD and Lamar ISD to provide individualized Education Plans (IEP) to Head Start children that are identified with a disability which may include speech, services related to autism, pervasive developmental disorders,

and/or physical/auditory impairments.

For Early Head Start children, Student Support Services collaborates with Texana Early Childhood Intervention Agency to provide services to those children who are suspected of having a disability and an Individual Family Services Plan (IFSP) is provided for those children.



Medical and Dental Exams and Health Insurance

EHS children up-to-date and on-schedule for preventive and primary health care	95%
EHS children with Health Insurance	93%
HS children up-to-date and on-schedule for preventive and primary health care	82%
HS children receiving dental exams	97%
HS children with Health Insurance	97%



Head Start Parent Opportunities

Our program provides families with a variety of educational events aligned to Family Literacy, School Readiness, and Family Well-being. Last year, we invited agencies from the community to present a variety of topics and activities based on families' interest. These meetings included supporting families in achieving goals related to education and family communication skills, raising a reader, activities that support math at home, establishing routines, discipline strategies, etc. Also, staff worked continuously on connecting families with agencies in the community in the areas of adult education, employment, career and training. The program fosters male involvement through participation in goal setting, leadership and advocacy in parent committees as well as participation in academic activities such as parent-teacher conferences and home visits. All families are assigned a Family Development Worker to guide them through their time in the Early Head Start/Head Start program.

Neighborhood Centers Inc.

2015 Fort Bend Head Start/Early Head Start Annual Report

Budget Period July 1, 2015 - February 29, 2016

Resources for the Year Ended February 29, 2016

Department of Health & Human Services	9,165,716
Non Federal Match (Waived)	2,291,430
Total Resources	11,457,146

Expenditures for the Year Ended February 29, 2016

Personnel	5,258,399
Fringe Benefits	1,265,726
Travel	0
Supplies	173,807
Contractual	94,066
Facilities/Construction	0
Other	950,796
Indirect Cost	1,422,922
Non Federal Share (Waived)	2,291,430
Total Expenses	11,457,146

In 2015, the Office of Head Start (OHS) approved a waiver for Non Federal Share (NFS) match for our Fort Bend Head Start Program.

The majority of our funding comes from government grants through the U.S. Department of Health and Human Services, Administration for Children and Families.

The above financial information was obtained from our 2015 budget awards. Our audited financial statements are available to the public at our office located at 4500 Bissonnet, Suite 200, Bellaire, Texas, 77401.

