

Encourage. Empower. Educate.



Head Start, Inc.  
2016-2017 Annual Report

## FROM OUR EXECUTIVE DIRECTOR



JENNIFER OWEN  
EXECUTIVE DIRECTOR

On behalf of the staff, Policy Council and Board of Directors, it is my pleasure to present the Head Start, Inc. Annual Report to the public. Our program has completed another successful year as a leader in early childhood education in the community, and we are proud to share with you the results of your investments in our program. As an organization funded by private donations and federal grants, Head Start, Inc. prides itself on transparency and accountability for the funds committed to our mission. Because of your support, our program is able to reach 360 of the most vulnerable children and families in the community every year. Thank you for partnering with us in this important mission.

In this annual report, you will find the priorities, principles and results that are the heart of our services. We share with you an inside look at program operations and invite your feedback and engagement. Like all nonprofit organizations, Head Start, Inc. counts on volunteer services to extend our reach. From the preschool children in classrooms to families working toward self-sufficiency, volunteers and supporters make our program great.

During program year 2017-2018, Head Start, Inc. will undergo many exciting changes. We are launching a new name and logo, so you will hear us called “Explorers Academy—A Head Start Program” and see our beautiful new crest displayed in the community. We are opening up new pathways for families to access our high quality services, including tuition-paying options. The heart of our mission will always be providing the highest quality services to the children and families in this community that are most in need and we believe these changes will help us achieve that vision.

We look forward to continuing to be a part of your lives and the community—thank you for your support of our program.

Sincerely,



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## WE ARE MORE THAN A PRESCHOOL

### OUR MISSION

PROVIDE  
COMPREHENSIVE  
SERVICES FOR YOUNG  
CHILDREN AND THEIR  
FAMILIES TO ACHIEVE  
SCHOOL READINESS  
AND LIFELONG  
SUCCESS.

### OUR VISION

ENCOURAGE,  
EMPOWER, AND  
EDUCATE ALL  
CHILDREN.

### OUR VALUES

CHILDREN FIRST  
RESPECT  
POSITIVITY  
EMPATHY  
COMPETENCE

At Head Start, Inc., we don't just care for young children—we intentionally build a foundation of skills and development to support their success in school and in life beyond. We serve our community by meeting families where they are and offering the best quality early education available in Yellowstone and Carbon counties. We partner with families to ensure children demonstrate meaningful progress in the development of language and early literacy, cognition and general knowledge, social and emotional skills, approaches to learning, and physical health and development.

Our approach to education and family services is never one-size-fits-all. Through assessments, screenings, observations, and one-on-one sessions with families, we identify the unique needs of each child and family and tailor our services to support them as best we can. We utilize our robust network of partners and refer families to local service providers so that each child benefits from a full structure of wraparound support. We are strengths-based, empathetic, positive, respectful, and we employ and develop the skills of the most talented early education professionals available.

## INTENTIONAL TEACHING

Intentional teaching is at the heart of the delivery of early childhood education and development services at Head Start, Inc. Intentional teaching refers to an approach to education in which teachers provide instruction or guidance to young children with specific outcomes in mind. Our teachers carefully design our classroom environments to encourage learning. They cultivate a deep understanding of child development and practice a wide array of strategies to support individual learning goals.

Curricular tools used in the classroom setting are designed to integrate learning across multiple dimensions, be relevant to young children and their individual progress, provide balance between child-directed and adult-directed activities, and support progress towards school readiness goals. In addition, teachers and Family Advocates partner with families to extend classroom learning activities into the home environment.

Our unique combination of intentional teaching and family support allows us to meet each student's individual needs, giving each family its own plan for success. By the time a child leaves our program, they have developed skills to engage in nurturing relationships, exhibit self-control, follow instructions, and stick to a task—all skills necessary for success in kindergarten and beyond.

## WHO WE SERVE

As a Head Start program, our focus is on serving the most vulnerable children and families in our community to give them a true head start and help them succeed.



### INCOME ELIGIBILITY

The vast majority of children admitted to our program qualify because the family's income is at or below the federal poverty line. Before over-income families can be accepted, we must offer available enrollment slots to income-eligible families.



### PUBLIC ASSISTANCE

Children of families receiving or eligible for public assistance such as SNAP or TANF are automatically eligible for our program. Families also qualify if the absence of childcare would make them become eligible for such assistance.



### EXPERIENCING HOMELESSNESS

Children of families experiencing homelessness are automatically eligible to be enrolled in our program. This year, 30% of families reporting homelessness at enrollment had secured housing by the end of the year.



### FOSTER CHILDREN

Foster children are also automatically eligible for enrollment in our program, regardless of the foster family's income. We hope to add stability and consistent, caring adults to these children's lives.



### CHILDREN WITH DISABILITIES

Head Start programs reserve at least 10% of enrollment slots to serve children with disabilities. This year, we served 73 children with disabilities, or 17% of our total enrollment slots.



### 2016-2017 ENROLLMENT

We strive to serve as many income-eligible children in our community as we can. This year, 91% of slots were filled by income-eligible, homeless, and foster families.

## FAMILY SERVICES

With the belief that parents are a child's first and most important teacher, we work to help parents support their child's learning and strengthen family bonds for the greatest chance of success. Not only do we partner with other community agencies and refer families to community resources, we also offer a number of classes and workshops on various topics for our families to take advantage of. Resources parents have access to through our program include:

- Emergency Assistance
- Educational Opportunities
- *Incredible Years* Parenting Classes
- Nutrition and Cooking Workshops
- Employment Training
- Budgeting Classes
- Goal Setting w/Family Advocate
- Counseling / Mental Health
- Housing Assistance
- Health Education
- Marriage Education
- Asset Building Services
- Trauma-Informed Care Training

# HEAD START, INC. LEADERSHIP

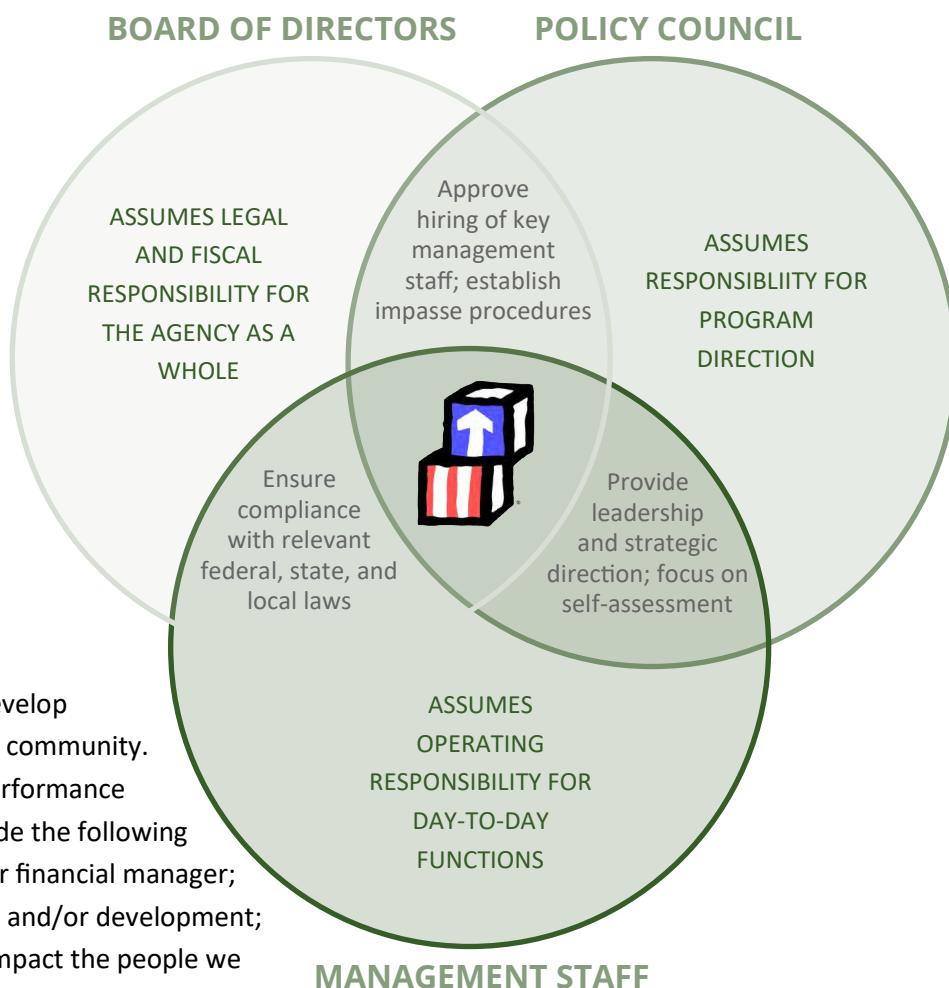
Head Start programs benefit from a unique governance structure in which parents have a strong voice in decision-making. This structure helps to ensure that Head Start programs truly meet the community's needs and that parents provide direction for program services. Program managers oversee day-to-day operations and incorporate guidance from both governing entities.

## BOARD OF DIRECTORS

Our Board of Directors is a dynamic team of community members who volunteer their time and expertise to develop quality early childhood education in our community. According to the Head Start Program Performance Standards, our Board must always include the following members: an experienced accountant or financial manager; a specialist in early childhood education and/or development; an attorney familiar with issues which impact the people we serve; members who have children currently or formerly enrolled in Head Start; and members with expertise in education, business administration, or community affairs.

Our Board of Directors meets monthly to discuss issues pertinent to the program and actively participates in strategic planning for the entire agency. Additional duties of the Board include updating Board of Directors bylaws, approving procedures for accessing and collecting information produced by the program, approving written standards of conduct (including conflicts of interest and complaints), writing procedures for approval of Policy Council members, and

convening any necessary advisory committees that are required to support the Board in the executive of its duties. We are grateful to our outstanding Board members for their leadership and vision during this year. Our Board will be leading us through some very exciting changes in the upcoming school year—see page 5 to learn more!



**2016-2017 Board Members**

<b>Jessica Gaard,</b> Chair	<b>Heidi Jensen,</b> Vice Chair	<b>Jennifer Stark,</b> Treasurer
<b>Randy Swenson,</b> Past Chair	<b>David Munson</b>	<b>Chase Brown</b>
<b>Dr. Erin Allen</b>	<b>Jennifer Stark</b>	<b>Kent Dubeau</b>
<b>Emily Jones</b>	<b>Paul Law, Policy Council Representative</b>	



## POLICY COUNCIL

Our Policy Council holds equal power to the Board of Directors and is made up of elected parent representatives from each classroom and appointed community representatives. Policy Council assists in making important decisions regarding program direction, including policies, hiring and termination of employees,

curriculum, and budget decisions. Policy Council is also involved in decisions regarding parent involvement/ engagement activities, program enrollment priorities, funding applications, budget planning, Policy Council bylaws, personnel policies, criteria for employment or termination of staff, Policy Council election procedures, and more. Policy Council members are both the voice of the classroom parents at the monthly Policy Council Meeting and the voice of Policy Council when reporting back to their Parent Committees. Members play a critical role in building relationships between Head Start, Inc. and our community.

2016-2017 Policy Council Representatives			
<b>Jamie Denson,</b>	<b>Tiffany Sott</b>	<b>Theresa Hayes</b>	<b>Steph Adkins</b>
<b>Zach Smith</b>	<b>Michelle Milner</b>	<b>Whitney DeMello</b>	<b>Melissa Blanton</b>
<b>Jazmyn Turell</b>	<b>Jessica Esplin</b>	<b>Mike Staniforth</b>	<b>Trista Jackson</b>
<b>Shaniqua Ford</b>	<b>Kacey Marquis</b>	<b>Danielle Pipkey</b>	<b>Paul Law</b>
<b>Leanna Duxbury</b>	<b>Lisa Keele</b>	<b>Hannah Ennis</b>	<b>Heidi Waltenbaugh</b>
<b>Michaela Talks About</b>		<b>Sara Duporto</b>	

## MANAGEMENT STAFF

Our management staff work diligently to make sure our operations meet our very high standards, conduct self-assessment to ensure the program continues to improve, and ensure compliance with Head Start standards and applicable laws. An intrepid team of hard working, committed individuals who strive for excellence in all components of our program, our management staff are focused on creating a culture of excellence, innovation, and transparency.



**Jennifer Owen**  
Executive Director



**Dee Dee Kane**  
Human Resources  
Director



**Laura Zimmerman**  
Education  
Co- Director



**Kristin Olsen**  
Finance Director



**Karin Fitzgerald**  
Education  
Co- Director



**Lloyd Shangreaux**  
Operations Director



**Jennifer Thorson**  
Enrollment (ERSEA)  
Director



**Kathy Huck**  
Nutrition  
Director



**Janice King**  
Family and  
Community  
Partnerships  
Director



**Megan Martin**  
Community  
Relations  
Director

## KEY ACCOMPLISHMENTS IN 2016-2017

### -----BEGAN TRANSITIONING TO FULL-DAY CLASSES

This year, we started moving toward offering more full-day classes to better support working families who need more hours of preschool for their little ones. Full-day classes also support our mission by offering more contact time with teachers, resulting in improved learning and developmental outcomes for our students. Full-day classes have been well-received by both parents and teachers. We will continue expanding our full-day class offerings in 2017-2018.

### ----- \$919,000 GRANT TO EXPAND PROGRAM

We received a \$919,000 federal grant from the Office of Head Start to purchase a new facility and expand our full-day class options in 2017-2018. We have located a suitable facility in Billings to help meet the overwhelming need for early childhood education in the Billings area. This new facility will house a number of new full-day classes to serve working families.


### ----- MT CHILDREN'S TRUST FUND GRANT

We also received a grant from the Montana Children's Trust Fund to help combat child abuse in our community. The MT CTF's priorities include increasing positive parenting skills that ensure the health, safety, and well-being of children. This grant will help us strengthen our family services and help us achieve our mission by providing more resources, training, and information on parenting techniques to each family we serve.

### ----- EXPLORERS ACADEMY BRAND

As we begin the transition to full-day classes and consider innovative ways to serve our community, we wanted to develop a brand that accurately reflects our identity as a high quality, early learning center that engages and supports both children and families in their learning and growth. The Head Start mission remains the core of what we do, but we hope to expand services to families beyond the targets of the Head Start program to meet the unique needs of our community. We will begin 2017-2018 as Explorers Academy!





## **WE'LL BE GROWING IN 2017-2018!**

In addition to developing our new Explorers Academy brand, we've been paying close attention to the needs of our families. We're excited to share our vision for how we will meet those needs in 2017-2018.

### **STARS CLASS**

We will have a state-funded STARS Program class with 18 PreK slots available to families in Billings at no cost!

### **NEW FACILITY IN BILLINGS**

We will open a new facility in August 2017 to give Billings families more options!

### **CHILD CARE**

This August, we will become a licensed child care facility to offer families more care for before and after school.

### **TUITION OPTION**

For families who don't meet Head Start income requirements, we'll be offering a few paid slots to help make our quality education available to all.



2016



2017



29

CURRENT OR  
FORMER HEAD  
START PARENTS  
ON STAFF

104

TOTAL STAFF

53

EDUCATION  
STAFF

12

FAMILY  
SERVICES  
STAFF

17

TRANSPORTATION  
STAFF

17

ADMIN  
STAFF3  
FINANCE  
STAFF

STAFF

21  
TEACHERS WITH  
A 4-YEAR DEGREE OR  
HIGHER

HEAD START, INC.

## A YEAR IN NUMBERS

We measure our impact in terms of how  
our students develop, how well we  
support families, and the strength of our  
connection with our community in  
Yellowstone and Carbon counties.

Here's a look at how we  
did this year.

360  
KIDS

22

CLASSES IN 3  
COMMUNITIES:  
BILLINGS, LAUREL,  
AND LOCKWOOD

EDUCATION

AVERAGE DAILY  
ATTENDANCE

87%



## FAMILY SERVICES



393

FAMILIES MET WITH A  
FAMILY ADVOCATE (F.A.)

209

FAMILIES  
WORKED  
WITH THEIR  
F.A. TO IDENTIFY THEIR  
FAMILY'S NEEDS / GOALS

184

FAMILIES RECEIVED  
COMMUNITY  
SERVICES TO  
MEET THEIR  
NEEDS / GOALS

7,674

VOLUNTEER HOURS

562  
VOLUNTEERS

\$514,943

IN-KIND CONTRIBUTIONS FROM  
MATERIAL DONATIONS AND  
VOLUNTEER TIME

60%

OF FAMILIES SUPPORTED WITH  
TRANSPORTATION SERVICESAll of our buses are equipped with 5-point  
safety harnesses!

33,792

TOTAL BUS TRIPS

228

KIDS BUSSED  
TO SCHOOL

TRANSPORTATION

NUTRITION



88,171

HEALTHY MEALS AND SNACKS SERVED,  
PREPARED ACCORDING TO CACFP STANDARDS28,170  
BREAKFASTS37,590  
LUNCHES22,411  
SNACKS

Vegetables grown in the children's  
Discovery Garden at our North Park school  
are harvested and used to prepare all those  
healthy meals and snacks!

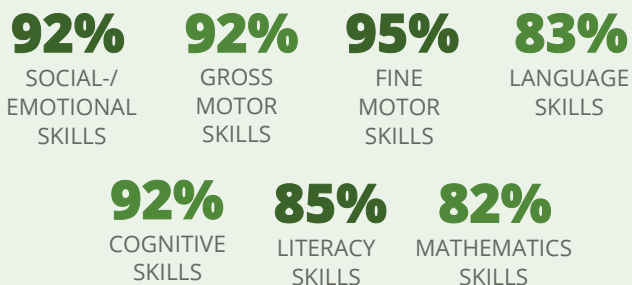


Thank you to all of our community  
supporters! Groups like Kiwanis readers  
graciously donated thousands of hours of  
time this year to support our mission.

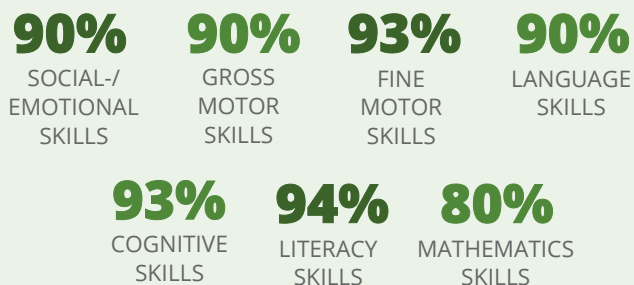




PERCENTAGE OF STUDENTS ENROLLED AT 3 YEARS OLD WHO WERE MEETING OR EXCEEDING EXPECTATIONS AT THE END OF THE YEAR



PERCENTAGE OF STUDENTS ENROLLED AT 4 YEARS OLD WHO WERE MEETING OR EXCEEDING EXPECTATIONS AT THE END OF THE YEAR



**700+** NEW NEURAL CONNECTIONS MADE IN A CHILD'S BRAIN **EVERY SECOND**



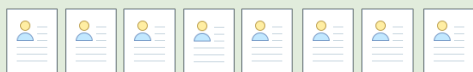
Our evidence-based curriculum supports exploration and promotes our students' natural curiosity. This class received a visit from community members and learned about what police officers do!

Reading to children every day is critical for healthy development. Our students have plenty of opportunities to read, and we send home 9 free Books of the Month each year.



**31** PARENTS PARTICIPATED IN INCREDIBLE YEARS PARENTING CLASSES

**8**



PARENTS COMPLETED THE MEYERS BRIGGS CAREER ASSESSMENT AND RECEIVED EMPLOYMENT COUNSELING

**80%**  
OF KIDS RECEIVED WELL-CHILD PHYSICAL EXAMS

**72%**  
OF KIDS RECEIVED WELL-CHILD DENTAL EXAMS

WE SUPPORT FAMILIES IN KEEPING THEIR KIDS HEALTHY SCREENINGS BY PROVIDING AND HELPING ESTABLISH REGULAR MEDICAL AND DENTAL HOMES



**94%**  
OF KIDS HAD A MEDICAL HOME BY THE END OF THE YEAR

**75%**  
OF KIDS RECEIVED SCREENINGS FOR SPEECH, LANGUAGE, VISION, HEARING, DEVELOPMENTAL, AND SOCIAL/EMOTIONAL NEEDS

To celebrate the diversity of our families and teach our students about culture, we hold four cultural celebrations each year, including Native American and Latino celebrations.



**350** ATTENDEES AT THE 2016 NATIVE AMERICAN CULTURAL CELEBRATION AND FAMILY MEAL

**165** PARENTS AND CHILDREN AT THE 2016 HOLIDAY MEAL WITH SANTA AND HIS ELF



**145** PARENTS AND CHILDREN AT THE READ AND EAT FAMILY LITERACY EVENT, FEATURING OUR LOCAL POLICE DEPARTMENT'S CHIEF ST. JOHN READING "CAT IN THE HAT"



**73** STUDENTS RECEIVED INDIVIDUALIZED EDUCATION PLANS TO MEET NEEDS



# ENCOURAGE, EMPOWER, EDUCATE: OUR IMPACT STORY



*Although our numbers are impressive, numbers alone could never tell the full story of the impact our program has on the children and families we serve. Our mission is to support not only school readiness but also lifelong success, an impact that extends far beyond the classroom. The following impact story is a composite sketch of the journey many families experience as they go through our program. Haley and Sarah's story will help you understand the depth of our impact on children and families in a way that numbers could never express.*

## FINDING HEAD START

Sarah was an overwhelmed single mom to her four year-old daughter Haley. Sarah knew Haley should be in preschool, but she didn't think she could afford to enroll Haley in a decent school. Sarah heard about Head Start from a coworker who gave the program a glowing review, telling Sarah that Head Start offered no-cost education for low-income families. Sarah applied for the program and went to meet with the Head Start Enrollment Director.

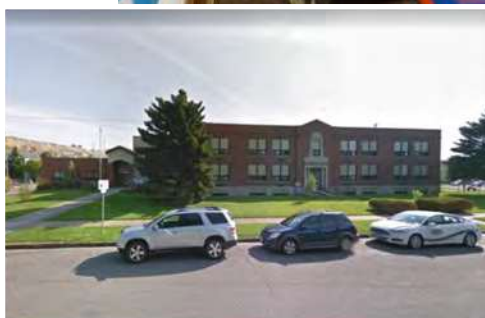
Sarah was a little nervous about sharing her personal information and vulnerabilities with a stranger, but her nerves faded quickly as they started the meeting. The Enrollment Director was friendly and answered all of Sarah's questions. She treated Sarah with dignity and was understanding of Sarah's situation. Sarah expressed concerns she had about getting Haley to school and making it to work on time. The Enrollment Director wrote down all of Sarah's needs, preferences, and concerns. By the time she left the building, Sarah was confident Head Start was the right place for Haley.



Above: One of our classes at North Park.

## BEGINNING THE HEAD START JOURNEY

In August, Sarah received a phone call stating Haley had been accepted into the Head Start program. The preschool was able to place Haley in a classroom that complemented Sarah's work hours and offered transportation at no cost. Sarah and Haley attended an Open House where they met Haley's teachers and learned more about the program. Sarah was pleased to learn Haley would not only receive a high quality education, but would



Left: Our school near North Park.

also receive nutritious meals and health services while at Head Start. While chatting with her Family Advocate, who Sarah learned was available to help her family in any way needed, Sarah mentioned she was behind on her utility bill. Her Family Advocate quickly got her information about a program that might be able to help pay her past due bill. Not only did she give Sarah the information, she also offered to go with Sarah to the office and help Sarah fill out the necessary paperwork. Sarah realized her Family Advocate was someone who wouldn't just tell her about resources but would go the extra mile to help her use the resources.



Left: Twin students enjoyed having their faces painted during our Latin culture celebration.

Below: Nancy Schultz of R.E.A.D. Dogs and her therapy dog Macy.



Soon after, Haley's teachers and Family Advocate came over for a home visit. Sarah was apprehensive about having them in her home, but was put at ease when Haley's teacher explained they were just there to get to know Haley and Sarah better and help the family in any way needed. Sarah signed a Family Partnership Agreement that outlined what she could expect from the school, including open communication and opportunities to get involved in Haley's class. The agreement also helped Sarah understand that Head Start wanted the best for Haley just like she did. Haley's teachers and Family Advocate shared ways for Sarah to prepare Haley for her first day of school and provided fun, educational activities for the two to do at home. Sarah could tell they were there to partner with her in Haley's education and the teacher even pointed out that she was Haley's first and most important teacher. By the time the home visit was over, Sarah was glad they had come by. Haley and Sarah were both even more excited about starting Head Start.



Above: Students' backpacks and art projects brighten up the hallways at school.

## HALEY SETTLES INTO SCHOOL

The first few weeks of school passed in a blur of construction paper, take-home folders and bedtime stories. Each night, Sarah and Haley spent time together working on activities provided by Haley's teacher. Not only were the activities encouraging Haley's development, they were fun and provided some much needed one-on-one time for mom and daughter. Haley was receiving speech therapy from a

licensed speech therapist while she

was at school and Sarah could tell it was making a difference. Sarah registered Haley for R.E.A.D. Dogs, a program at school that helped kids develop their reading skills in a relaxed environment by reading to registered therapy dogs. Haley loved it and her interest in reading was growing by the day. Sarah tried to be as involved in Haley's class as possible, stopping by to have lunch when she could and volunteering to go on field trips.



Above: Dancers share their skills and culture at our annual Native American Cultural Celebration



As the year went by, Sarah couldn't help but notice how much Haley was growing—she was coming out of her shell, making new friends, talking more, and her speech had improved. Sarah and Haley attended events put on by Head Start such as the Native American Cultural Celebration, Science Night, Move with Me Mommy, and a special reception at the Yellowstone Art Museum where Haley's art was on display. At Christmas time, Sarah was able to go to the Grant Tyler Memorial Holiday Give where she picked out Holiday decorations for her home at no cost. She was elated to find a polar bear ornament that she knew Haley would love and a gingerbread house ornament that reminded her of her childhood holidays. Being able to take home



decorations not only filled their home with holiday spirit but also allowed Sarah to have a little extra money to spend money on gifts instead of decorations.



Above: Holiday decorations donated by the community at our Grant Tyler Memorial Holiday Give event.

Right: Students pose with items graciously donated by local high school students.



## HEAD START SUPPORTS SARAH

Throughout the year, Sarah's Family Advocate stayed in close contact with her and came on multiple home visits. Once she got to know her, Sarah was able to open up to her Family Advocate about her financial concerns and how she had been struggling with anxiety but couldn't afford therapy. Her Family Advocate listened to Sarah without judgment and helped her make a goal of paying off her past due bills and starting therapy. Her Family Advocate connected her to local resources to help her with her

finances and even helped her fill out all of the applications. She also helped Sarah enroll in Medicaid and schedule doctor and dentist appointments for her and Haley. When Sarah was ready, her Family Advocate recommended a mental health counselor and went with her to her first therapy appointment to offer friendly support as she took this important step toward improving her health.

Sarah's Family Advocate suggested she attend some nutrition workshops offered by Head Start to make healthy eating easier and offered Sarah information on *Incredible Years* parenting classes. After attending a nutrition workshop where she learned to prepare meals ahead of time to help cut down on eating fast food, she discovered that Haley loved to cook. Cooking soon became one of their favorite activities to do together.

Although apprehensive at first, Sarah decided to attend the *Incredible Years* parenting classes and came to enjoy the weekly discussions with other parents about challenges they all faced. Learning about different parenting techniques she could use at home made her feel like she was becoming a better parent each day.



Above: A smiley fruit smoothie made by a parent at a nutrition workshop offered to all Head Start families.



Sarah's Family Advocate even noticed her increased confidence, which made Sarah feel proud of herself for all of the changes she had made during the year.

Her Family Advocate was not the only person from Head Start that stayed in close contact with Sarah. Haley's teacher talked with Sarah on the phone, came over for home visits and held Parent-Teacher Conferences with Sarah. Sarah loved that the teacher gave her information about child development and talked to her honestly about Haley's progress. Haley's teacher shared with Sarah the curriculum used in school and made sure Sarah knew what Haley was studying. Together, Sarah and the teacher set goals for Haley. Her teacher sent home a weekly folder with information about what Haley was doing in class, Haley's progress toward her goals and upcoming school events.

## GETTING READY FOR KINDERGARTEN

In the blink of an eye, Sarah's calendar read "May". She couldn't believe how fast the school year had flown by. Sarah's Family Advocate knew she had never registered a child for kindergarten before and walked Sarah through every step of the process. She arranged a speech transition meeting with Haley's future school to ensure the progress Haley had made in her speech therapy would not be lost when she went to kindergarten. The Family Advocate also helped Sarah figure out which school Haley would attend, helped her get registration papers, and went with her on a tour of the new school so they would be comfortable at the beginning of the year. Sarah and Haley left the tour feeling confident about starting kindergarten and excited for the next step in their school adventure.

On the last day of school, Haley's class had a graduation ceremony. Sarah and a friend from her work came to cheer Haley on with balloons and flowers. Haley's teacher handed out diplomas and, when it was Haley's turn, talked about how much she loved Haley's sense of humor and how much Haley had grown over the school year. Sarah couldn't help but feel proud of her amazing daughter and all of her hard work.

Sarah also felt proud of herself because she knew all of the things she had been doing with Haley at home contributed to Haley's development. She also knew the things she was doing for herself, such as paying off her bills and going to therapy, were also contributing to Haley's success. Without Head Start, Sarah didn't know where they would be right now. She would forever be grateful for this school that had done so much more than just teach Haley—it had truly made an impact in their lives by helping Haley excel and helping Sarah be the best parent and teacher she could be.



*Above:* Students learn about art at the Yellowstone Art Museum. Every year, students get to create their own art which is displayed in the museum for parents and the community to see.



*Above:* The playground at our North Park school.



*Left:* A student reads with a member of the Kiwanis Club. As part of the Club's support of our mission, each child gets a free book!

# THE ROLE OF COMMUNITY SUPPORT

While Head Start programs are primarily funded by a federal grant, programs are also required to generate significant match funding from the surrounding community. No more than 80% of our program's budget can come from federal funding, so the remaining 20% match funding must be generated from donations financial resources or in-kind services. This year, we had to raise over \$760,000 in order to receive our next grant. Thankfully, we have many supporters. We are fortunate to serve a kind and generous community full of big hearts and people who sincerely care about furthering our mission to support school readiness and lifelong success for young children and their families.

When community members invest their time, talents, resources, and materials in our program, they are investing in the well-being and education of their neighbors. Community support of our program also impacts our local economy—quality early childhood education has a \$7 return to the local economy for every \$1 invested. Our supporters range from local banks, corporations, and social clubs like Kiwanis to individuals who enjoy reading to our students, knitting winter gear to keep our students warm, and even cleaning our facilities to annihilate germs and keep our students and staff healthy. We would never be able to succeed in encouraging, empowering, and educating children without the generous support of our community. To all those who have donated their time and resources to our program in this past year, we **thank you!**



Above: A student enjoys his time with R.E.A.D. Dogs

Below: A student excited to receive his hat and mittens knitted by community members.



Above: Volunteers from First Interstate Bank spruce up our garden and playground!

Below: A father of one of our students volunteers his time on the playground.



Below: Scarves knitted for our students by Odette Saylor of Lockwood.





## OUR COMMUNITY PARTNERS

A deep thank you to all of our community partners listed below!

Billings Community Foundation	Montana Community Foundation	Canvas Creek	Bureau of Land Management
Albertson's	Lucky's Market	ZooMontana	RSVP
Golden K	Adult Resource Alliance	Billings Food Bank	Nancy's Frame Cottage
First Montana Title	Guild Mortgage Company	Knights of Columbus	Moulton Bellingham PC
Billings Chamber of Commerce	MT Children's Trust Fund	Northern Engineering and Consulting	Payne West Insurance
Yellowstone AIDS Project	Brown Law Firm, PC	Freyenhagen Construction	Scheels
Archie Cochrane Ford	Chicago Title	Stockman Bank	Billings Clinic
Fuller Family Medicine	Valley Federal Credit Union	Early Childhood Intervention	Stewart Title
Billings Federal Credit Union	ABC 6 KSVI Billings	Fox 4 KHMT	Century 21
Tendernest	Radio Billings	AlphaGraphics	Benedict's Affordable Cartridges
Allegra	First Interstate Bank	Anytime Fitness	Rimrock Pediatric Dental
Yellowstone East Cooperative	Tyler Technologies	The Center for Children and Families	Billings Public Schools
Yellowstone West Carbon County Cooperative	Billings Kiwanis International	R.E.A.D. Dogs	KPMG
Matt the Painter	St. Vincent Healthcare	Girl Scouts	Blankets and Bears
Joe Stockburger	Tire Rama	Billings Breakfast Exchange	Magic City Optimist Club

*Right:* A police officer and construction worker talk to students about their work serving the community.



*Below:* Sharli Kiner of Limber Tree Yoga Studio donated yoga classes to us!



*Right:* A bookie monster bin at Valley Federal Credit Union where the public can donate books to us!





# PROGRAM FINANCIAL STATEMENTS

## STATEMENTS OF FINANCIAL POSITION

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
<b>Assets</b>		
Cash	357,971	448,719
Investments	143,365	121,561
Grants and Other Receivables	134,570	102,013
Prepaid Expenses	27,899	19,897
Property and Equipment, Net of Depreciation	890,995	986,369
Total Assets	1,554,800	1,678,559
<b>Liabilities and Net Assets</b>		
Accounts Payable	183,617	164,680
Accrued Expenses and Other Liabilities	101,099	111,970
Total Liabilities	284,716	276,650
<b>Net Assets</b>		
<i>Unrestricted</i>		
Operating	312,036	342,874
Property and Equipment	890,995	986,369
Total Unrestricted Net Assets	1,203,031	1,329,243
<i>Temporarily Restricted</i>	67,053	72,666
Total Net Assets	1,270,084	1,401,909
<b>Total Liabilities and Net Assets</b>	1,554,800	1,678,559

## **STATEMENT OF FUNCTIONAL EXPENSES**

FOR THE YEAR ENDED JUNE 30, 2017

		Support Services		
	Program Services	Management & General	Fundraising	Total
Salaries and Wages	2,106,281	363,473	-	2,469,754
Payroll Taxes	227,846	45,177	-	273,023
Fringe Benefits	174,104	9,856	-	183,960
Contracted Services	34,635	-	-	34,635
Rent	21,271	1,506	750	23,527
Student Transportation	33,108	-	-	33,108
Travel	7,172	2,147	-	9,319
Supplies	295,834	4,638	1,544	302,016
Repair and Maintenance	169,095	173	-	169,268
Utilities	61,959	75	-	62,034
Professional Services	28,820	5,046	3,250	37,116
Advertising & Promotion	8,270	52	3,758	12,080
Insurance	32,609	8,891	-	41,500
Food	155,799	-	-	155,799
Training	29,008	13,318	-	42,326
Other	87,768	11,182	8,656	107,606
Total Expenses before Depreciation	3,473,579	465,534	17,958	3,957,071
Depreciation	75,756	5,525	-	81,281
Total Expenses	3,549,335	471,059	17,958	4,038,352



## **HEAD START, INC.**

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