



ANNUAL REPORT

2024 - 2025

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Program Governance

Board of Directors



Jesse J. Flores



George Cowden, III
Chairman



Doug Browne

Alan Griffin

Cameron Vickrey

David Sprouse

Jennifer Jones

Karen Simmons

Myra Starkey

Scott Sharman

Steve Brown

Policy Council Representatives

The INK Head Start and Early Head Start Policy Councils are made up of parents and community representatives for each of our five grants across Texas, Alabama, and Louisiana. Each council guides local program decisions, including budgets, policies, and initiatives, ensuring family and community voices shape high-quality services for children and families in their communities.



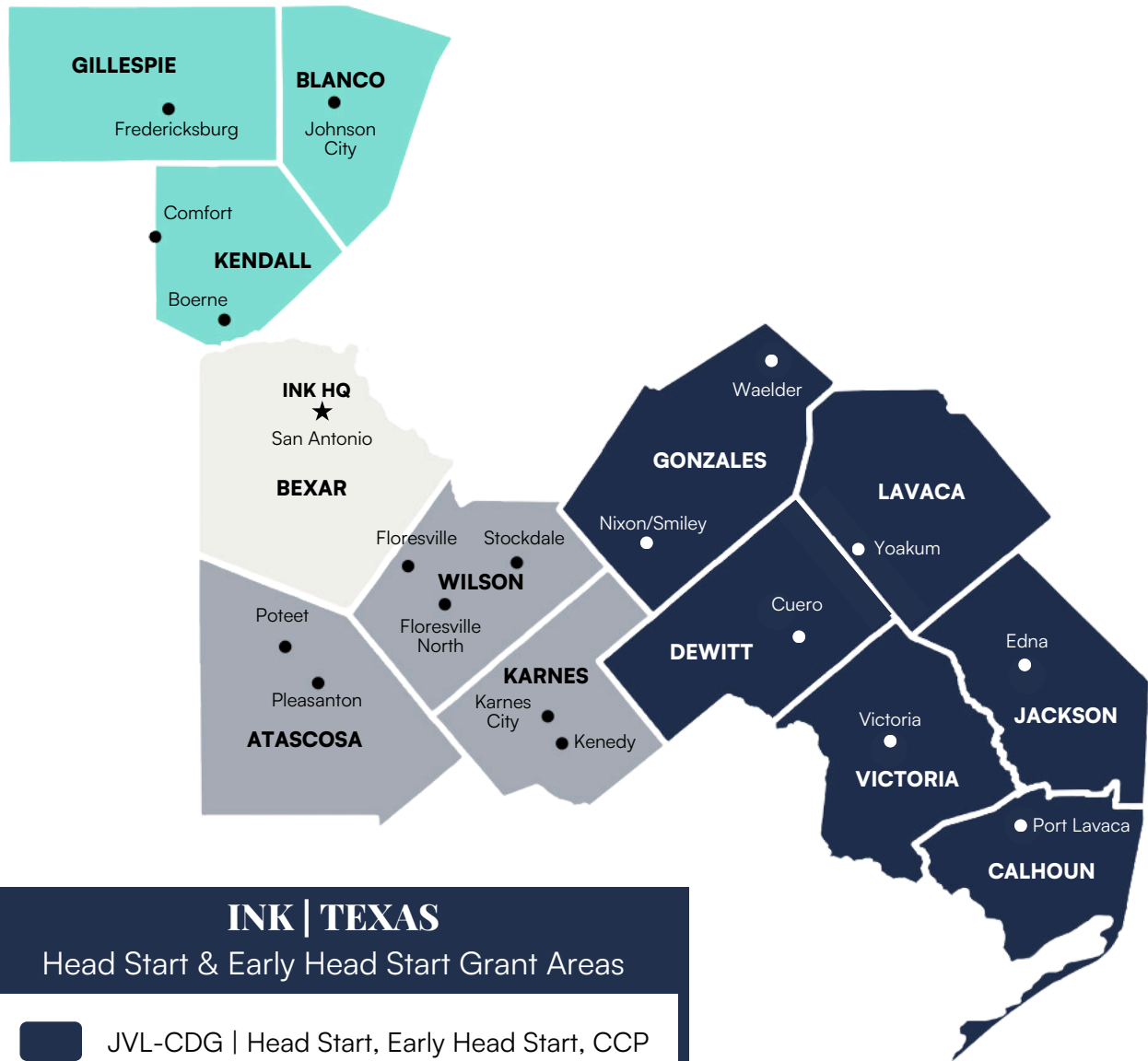
Our Mission

Our mission is to transform education and empower students, families, and educators through innovative programs, meaningful partnerships, and holistic learning experiences that prepare every child to thrive in school and life.

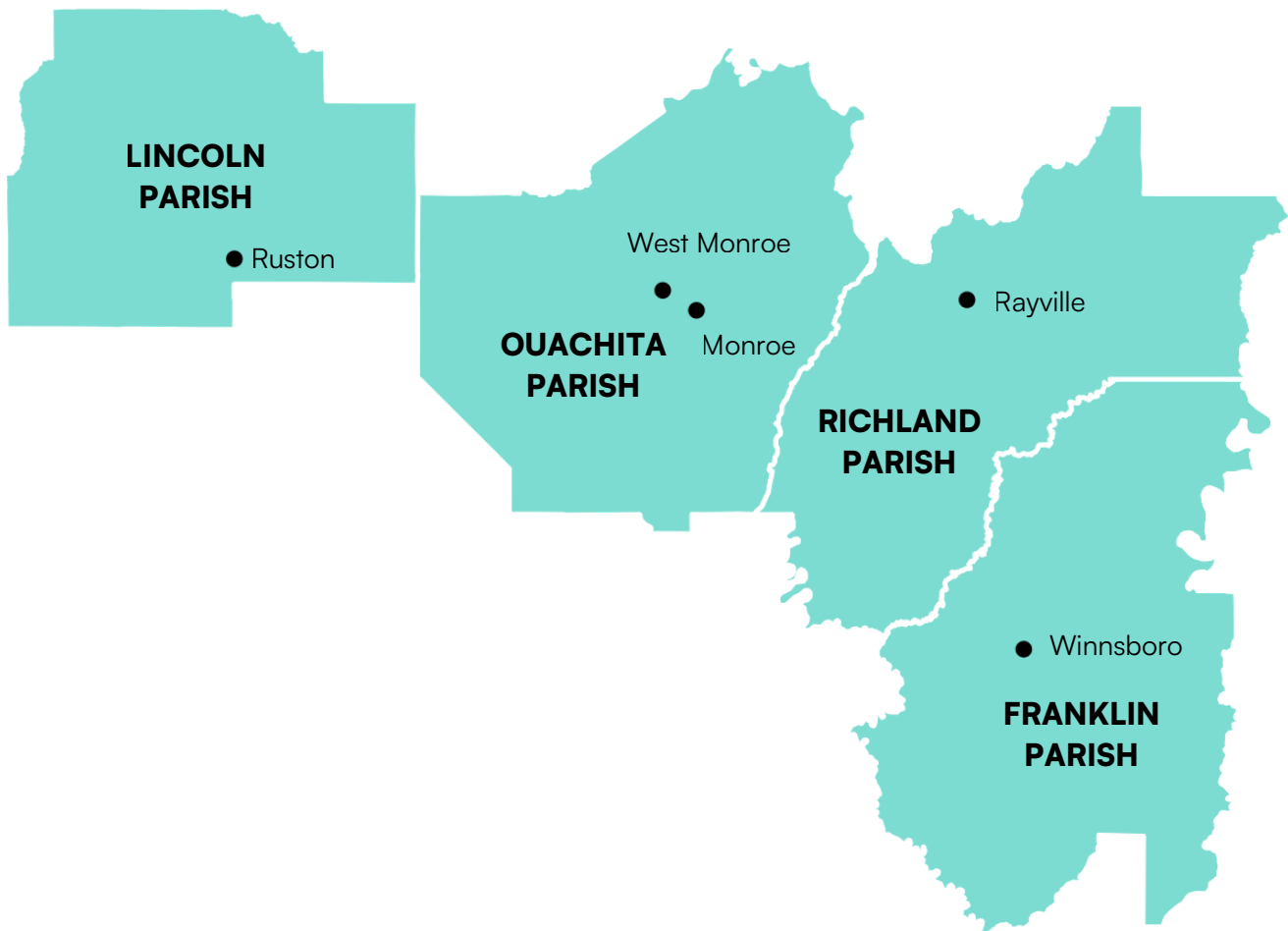
Our Commitment to Children and Families

Our program will give your child a quality preschool experience in a loving, caring, and safe environment.

Service Area | Texas



Service Area | Louisiana



INK | LOUISIANA

Head Start & Early Head Start Grant Areas




Ouachita Parish | Head Start, Early Head Start

Service Area | Alabama



INK | ALABAMA

Head Start & Early Head Start Grant Areas

 Walker County | Head Start & Early Head Start

Community Assessment

2024-2025 Major Findings

The program maintains significant strengths in school readiness, health and safety, and organizational governance. Children consistently demonstrate progress in their social and cognitive development, exhibiting high levels of adaptability during peer interactions and transitions, and increased language proficiency. These achievements are supported by a robust leadership structure, specialized Quality Manager oversight, and a commitment to trauma-informed practice. By fostering strong community partnerships and empowering parents to take leadership roles within the Policy Council, the program ensures students receive essential wellness support while building a solid foundation for long-term academic success.

Areas of Concern

- Parent Engagement in School Readiness
- Data Management and Systems Training
- Instructional Support Scores
- Staff Attendance and Retention
- Leadership Development for New Managers
- Staff Credentialing

Recommendations

- Launch a localized recognition program for community partners and utilize conversational assessment language to help parents better understand and advocate for their child's school readiness.
- Conduct comprehensive GoEngage training sessions for ERSEA and Family & Community Engagement staff to ensure precise quantitative tracking and data-driven decision-making.
- Implement Practice-Based Coaching (PBC) for all classroom staff and deliver targeted CLASS training to increase "Instructional Support" domain scores by 10%.
- Host specialized leadership retreats for new managers and implement the SELF (Start Enjoying Life Fully) initiative to enhance staff morale, attendance, and professional retention.
- Formalize and implement a structured "Grow Your Own" program to support staff in obtaining required credentials within established timelines.

Budget & Expenditures

2024-2025 Budget Allocations

U.S. Department of Health and Human Services	\$25,569,625
U.S. Department of Agriculture	\$704,918
State of Texas	\$598,049

Total Amount of Private Funds Received **\$26,872,592**

Program Revenue	\$41,697
Contributions	\$5,100
Contributions of Non-Financial Assets	\$3,033,447
Intercompany Transfer from Related Parties	\$1,381,705
Interest and Other Income	\$90,173

Total Amount of Public Funds Received **\$4,552,123**

Head Start Expenditures for 2024-2025

Salaries and Benefits	\$17,316,516
Contracted Services	\$2,657,603
General Supplies	\$3,434,783
Facilities and Equipment	\$3,737,268
Transportation and Travel	\$247,406
Other Operating Expenses	\$659,589
Indirect Costs	\$2,320,959
Depreciation and Amortization	

Amount of Non-Federal Share Required **\$7,593,531**



Projected 2025-2026 Budget

Program Income	\$33,635,869
Other Revenue	\$0
Contributions and Other	\$0
Match Revenue	\$7,882,033
Foundational Grants	\$420,283
Total Anticipated Revenue	\$41,938,185

Proposed Head Start Expenditures for 2025-2026

Personnel	\$20,787,146
Program Support	\$12,787,271
Match Expenses	\$7,882,033
Indirect	\$3,028,046
Depreciation	\$1,000,846
Total Proposed Expenditures	\$45,485,342

Program Data



1,860

Funded Head Start Enrollment



95%

Percentage of Eligible Children Served



99.73%

Average Monthly Enrollment



1,855*

Total Number of Children Served



82%

of **children** enrolled in HS/EHS are up to date on health care at the end of the program year.



82%

of **children** enrolled in HS/EHS received a dental exam during the program year.



60.4%

Receiving Public Assistance



5.5%

Experiencing Homelessness



2.2%

In Foster Care



1,680

Total Number of Families Served

**Texas grants requested a reduction in funded enrollment mid-year.*

Most Recent Federal Review Results

Innovative Network of Knowledge underwent a Focus Area One (FA1) federal monitoring review from March 24, 2025, to March 26, 2025. Based on the information gathered during this review, the program meets the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. While the review identified two Areas of Concern regarding teacher qualifications and health determinations, there were no findings of noncompliance or deficiencies. The full report is available upon request.

Most Recent Fiscal Review Results: April 9, 2025

Report on Financial Statements

We have audited the financial statements of Innovative Network of Knowledge (INK), which comprise the statements of financial position as of August 31, 2025 and 2024 and the related statements of activities, functional expenses, and cash flows for the years then ended and the related notes to the financial statements.

Opinions

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of INK as of August 31, 2025 and 2024 and the changes in its net assets and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated January 15, 2026, on our consideration of Innovative Network of Knowledge's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Innovative Network of Knowledge's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Innovative Network of Knowledge's internal control over financial reporting and compliance.

Forvis Mazars, LLP

Parent Engagement Activities

Parent Training

Transition to Kindergarten - Facilitating the move from Pre-Kindergarten to Kindergarten is a priority for the program. INK organizes "Transition to Kinder" tours where children meet teachers and receive transition backpacks. Additionally, staff conduct "Kinder-Ready" trips to elementary schools to familiarize children with their future learning environment.

Volunteering

Parents and community members are encouraged to be active participants in the learning environment. This includes volunteering for classroom events like the "Easter Egg Hunt," assisting with math-focused classroom environmental enhancements, or participating in "Storytime at the Library". Consistent with safety standards, volunteers are cleared through a background check process prior to hire or engagement.

Parent Committee Meetings

Parents are invited to attend Parent Committee meetings throughout the school year to discuss local issues and participate in parent education topics. These meetings cover essential training, including transportation safety, health and wellness checks, child development milestones, nutrition awareness, and financial literacy, which directly supports program governance.

Policy Council Meetings

Parents are encouraged to participate in monthly Policy Council meetings as representatives of their program site. Through this important program governance activity, parents have the opportunity to share their perspectives and actively contribute to decisions that shape program design, policies, and services.

Literacy and Family Projects

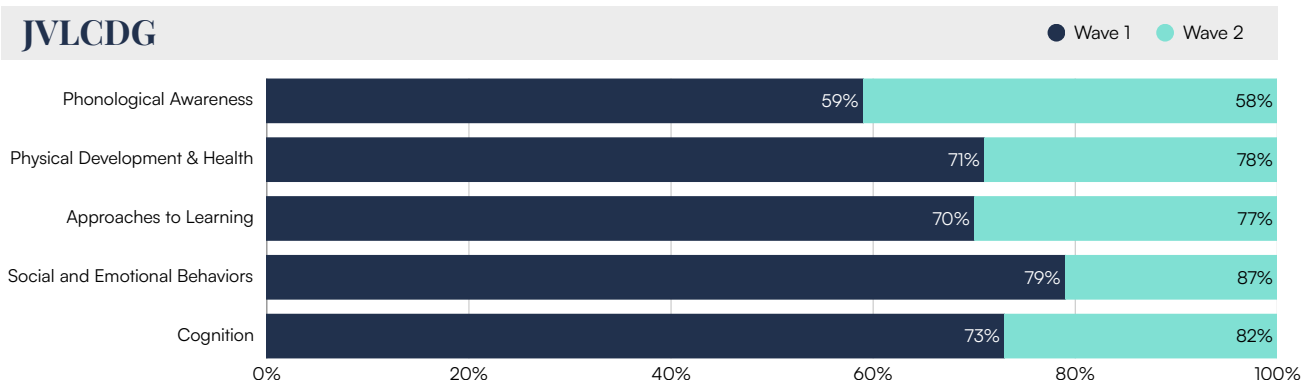
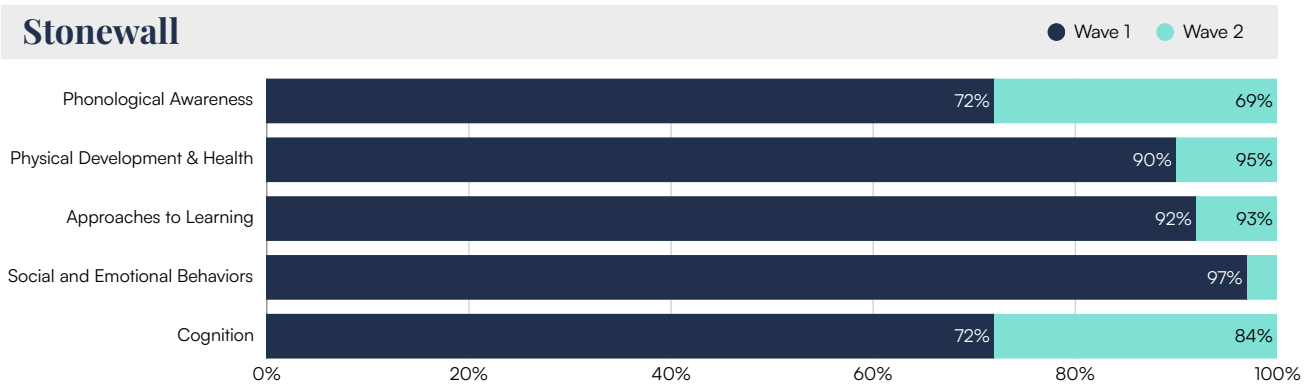
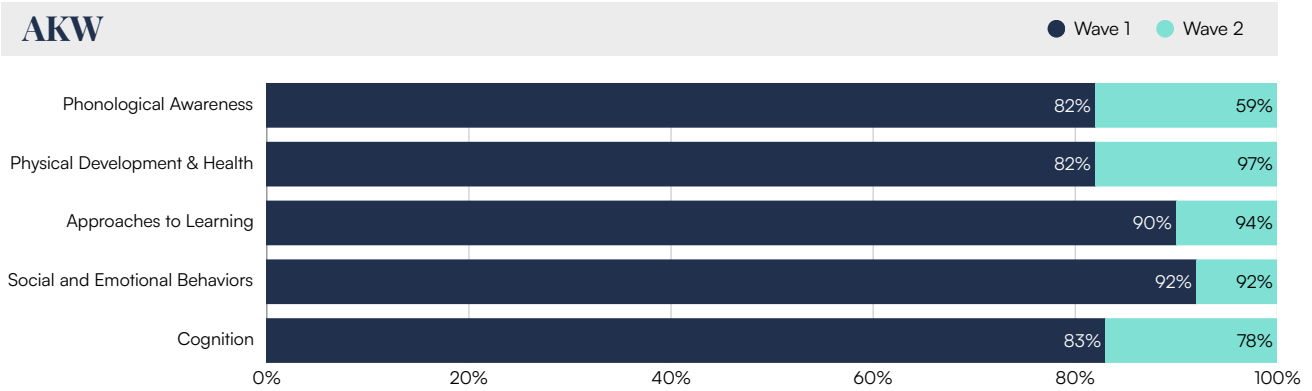
INK promotes early literacy and collaborative learning through hands-on engagement and research-based curricula. Families participate in the "Let's Read Together" and "Ready Rosie" programs, which provide consistent literacy tools and at-home activity assignments. The program also hosts interactive events such as "Storytime at the Library" and dedicated parent sessions on "Reading to Your Child" to reinforce these skills. Creative family projects further strengthen these bonds, with parents and children collaborating on building bird feeders, designing 100th Day of School posters, and participating in homecoming "Mum/Garter" workshops.



School Readiness

CLI | Texas | Head Start

The Circle Progress Monitoring assessment from CLI Engage uses three assessment periods—Wave 1 (BOY) at the start of the year to establish a baseline, Wave 2 (MOY) mid-year to track progress, and Wave 3 (EOY) at the end to evaluate overall growth. Our team utilizes the data collected during these waves to individualize instruction, support school readiness, and engage families in their child's learning.

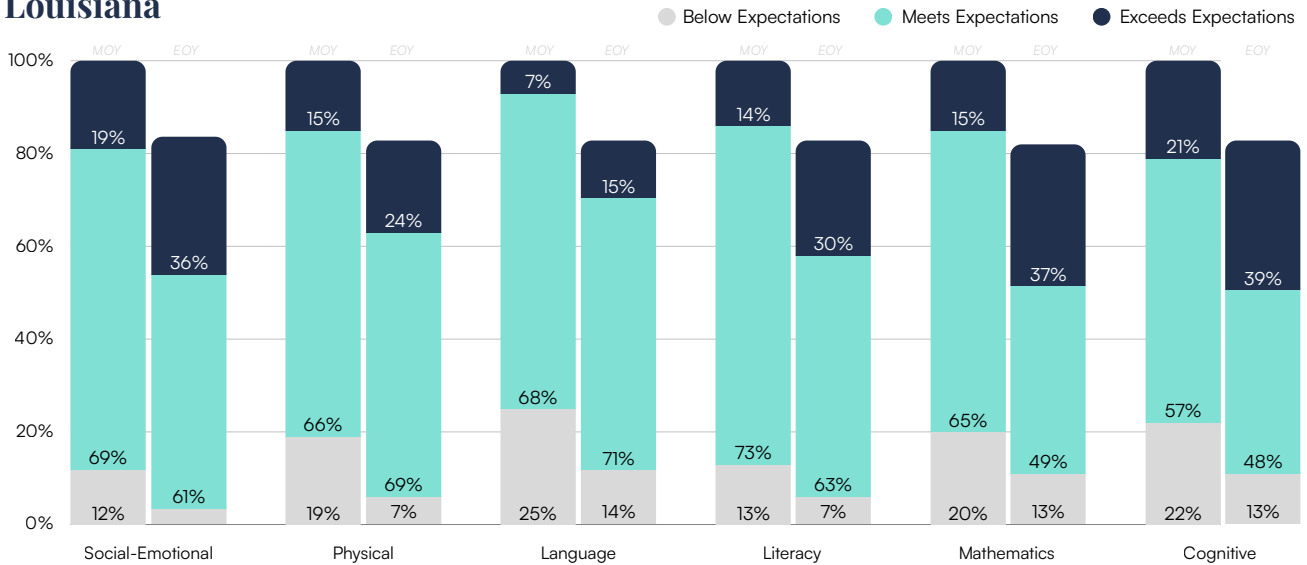


School Readiness

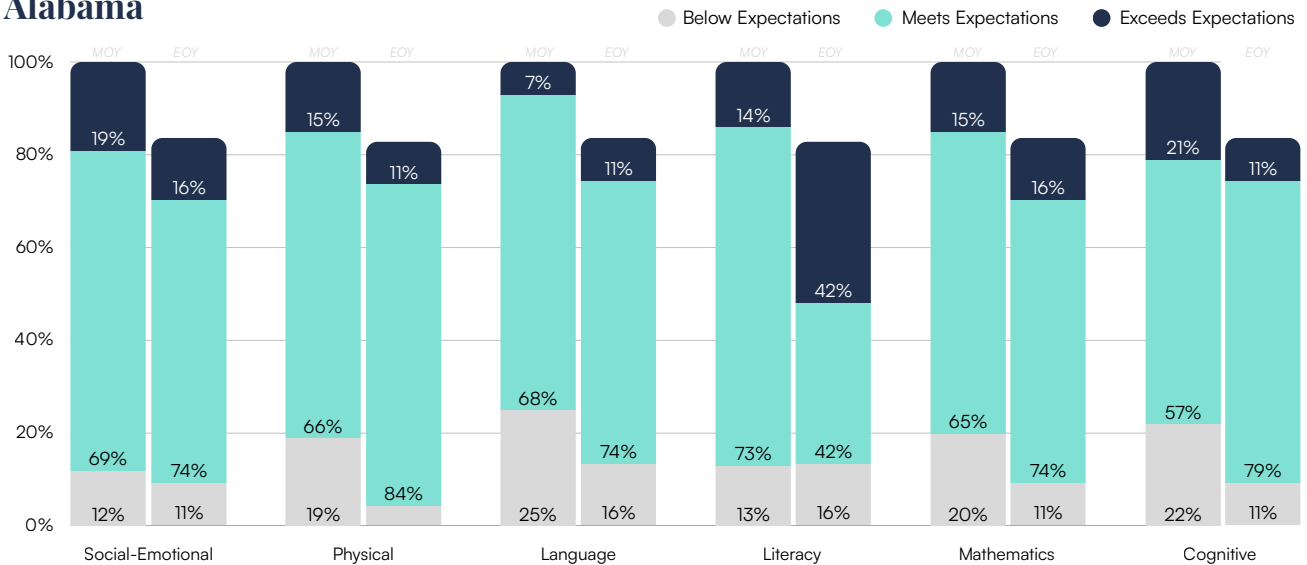
TS GOLD | Louisiana & Alabama | Head Start

Teaching Strategies GOLD is a research-based assessment for children from birth to kindergarten. INK uses this observational assessment system to track development in social-emotional, physical, language, cognitive, literacy, and math skills. Our team gathers data to tailor instruction, promote school readiness, and involve families in learning.

Louisiana



Alabama



Efforts to Prepare Children for Kindergarten

Curriculum Alignment & Implementation Fidelity

INK utilizes the research-based Frog Street curriculum, which aligns with both the Head Start School Readiness requirements and state standards. This alignment ensures that children are exposed to the essential skills and culturally appropriate materials required for a successful transition to kindergarten. The program's commitment to curriculum fidelity is monitored through regular reviews of teaching strategies and learning environments.

School Readiness Plan

The program maintains a robust School Readiness Plan that uses data-informed processes to monitor performance and progress toward developmental goals. INK extracts and analyzes child data from the Teaching Strategies GOLD database and CLI Engage to document individual progress. This data is used to individualize instruction and is revisited throughout the school year to ensure continuous improvement in addressing each child's learning needs.

Integrated School District Model

Through partnerships with local Independent School Districts (ISDs), children are afforded the benefits of dual enrollment in Head Start and Pre-Kindergarten. This model allows children to become familiar with the campuses, staff, and environments where they will likely attend kindergarten. Additionally, INK facilitates this transition through "Kinder-Ready" trips to elementary schools and "Transition to Kinder" tours, which help parents and children feel integrated into the school system before the new year begins.



Contact Us



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