

ANNUAL REPORT TO THE PUBLIC 2022-2023



GALENA PARK ISD BECKER EARLY HEAD START

**GPISD Becker Early Childhood Center
Early Head Start**

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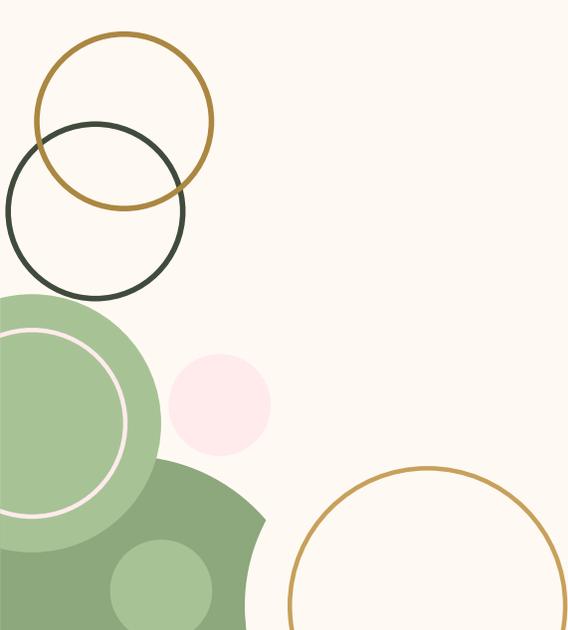
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TABLE OF CONTENTS

GALENA PARK ISD BECKER EARLY HEAD START	1
Mission Statement	2
Governing Body	3
EARLY HEAD START CORE BELIEFS	4
EDUCATION SERVICES	4
PARENT AND COMMUNITY ENGAGEMENT	5
Promoting Responsible Fatherhood	5
HEALTH SERVICES	6
ACKNOWLEDGEMENTS AND ACHIEVEMENTS	7
PROGRAM INFORMATION HIGHLIGHTS	8,9
POPULATIONS SERVED	9
COMMUNITY PARTNERSHIPS	10



GALENA PARK ISD BECKER EARLY HEAD START

Early Head Start (EHS) is a national program that supports school readiness by enhancing the environmental, physical health and well-being, social, emotional, language, literacy, cognitive and early logic development of infants and toddlers. In 1999, Galena Park ISD was awarded a federal grant to provide EHS services for the cities of Galena Park and Jacinto City, as well as target areas of Cloverleaf, Fidelity and Woodland Acres.

The Early Head Start program provides a full continuum of comprehensive integrated services consistent with goals for early childhood education, health, nutrition, disabilities, mental health, co-parenting, social services, pregnant women, and staff wellness. The EHS program's commitment to providing effective pre-school and comprehensive family services has grown tremendously in scope and quality.

Head Start (HS) has a long history of providing high-quality early childhood development services to preschool children and families. Early Head Start was enacted to extend those services to families with infants and toddlers, zero to three. Since the EHS initiative has proven successful, EHS and HS programs are seeking viable solutions for how the two programs can collaboratively provide children and families with an array of services and supports from the prenatal period through age five.

Early Head Start has fulfilled and mostly exceeded the federal education requirements, as indicated by the Head Start ACT, Head Start Performance Standards, and employs staff that are degreed specifically in early childhood education or have earned Infant Toddler Child Development Associate credentials. We are proud to have staff that understands the significance of children receiving quality early learning experiences, the long-term benefit, and the importance of engaging fathers and mothers in children's learning.

Early Head Start continues to support engagement of participating fathers, implementation of family literacy, maintaining caring and competent administrative and support staff, discussed strategies for recruitment of children diagnosed with differing learning abilities, expanded community partnerships to include advisory panels concerned with health disparities, as well as oral health and environmental improvements. We have also remained committed to the importance of ongoing training, monitoring, program assessment, mentoring, and professional development.

BECKER EARLY HEAD START



ABOUT US

Galena Park ISD Becker Head Start program provides comprehensive services to children six weeks to three years old, their families, and pregnant women, including full-day education services for enrolled children.

MISSION

The program's mission is to prepare children and engage families for school readiness and life-long success.

MOTTO

Leading... Learning... Serving

THEME

Excellence in all, for all, by all.

GOVERNING BODY

GPISD BOARD OF TRUSTEES

Adrian Stephens, President
Noe Esparza, Vice President
Norma Hernandez, Secretary
Wanda Heath Johnson, Board Member
Ramon Garza, Board Member
Linda Clark Sherrard, Board Member
Herbert Alexander Sanchez, Board Member
Dr. John Moore, Superintendent of Schools

EARLY HEAD START POLICY COUNCIL

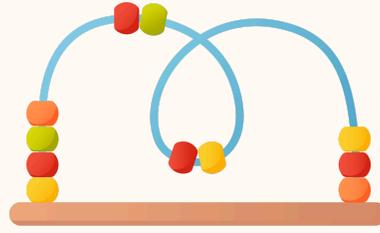
Shantrice Dupree, President
Luis Cantu, Vice-President
Maria Chavez Hernandez, Secretary
Elizabeth Carter, Member
Roy Carter, Member
Nancy Villarreal, Member
Maria Escamilla, Member
Vanessa Acuna, Member
Sabrina Leal, Member
Rosa Madrigal, Member
Andrea Dotson, Member
Yajaira Valdez, Member
Judith Fonte, Member
Nathalie Martinez, Member
Norma Hernandez, Board Liaison
Loretta Terry, Community Member
Miguel Sanchez, Community Member
Sarah Sanchez, Community Member
Ernesto Paredes, Community Member



EARLY HEAD START

Early Head Start Core Beliefs

- Provide safe and nurturing environments
- All children can learn
- Monitor, assess, analyze, improve
- Community collaboration, partnering, networking
- Acknowledgment of the family as their child's first teacher
- Respect and trust builds quality relationships
- Ongoing professional development builds a knowledge base and increased competency
- Utilize research-based data that drives learning outcomes and quality planning.



EDUCATION SERVICES

The Frog Street Curriculum and the DRDP (Desired Results Developmental Profile) assessment are appropriately designed to provide the framework for early childhood education theory and application. The EHS program will continue to utilize a combination of curriculum to evidence children's progress in learning and achievement of school readiness goals.

The education component continues to support the healthy development of infants and toddlers by maintaining small group sizes and practicing primary caregiving and continuity of care.

During this program year, we directed specific attention toward language and literacy development for school readiness. The development of language and communication skills begins long before children say their first words. Our overall objective is to provide developmentally appropriate practices that are proven to be effective in promoting children's proficiency and enthusiasm as readers and writers.

Moreover, the Early Head Start staff promoted school readiness by providing comprehensive services that addressed the importance of developmentally appropriate infant and toddler early learning experiences; inclusion and early intervention for children with special needs; healthy pregnancy and birth outcomes; family goal planning and attainment; access to needed community resources; nutrition and child health services and other related support services.

Implementation of a holistic and comprehensive approach has ensured that enrolled children are being exposed to high-quality experiences that support the success of early childhood development and are being prepared for Pre-K and beyond.

PARENT AND COMMUNITY ENGAGEMENT

Early Head Start enrolled families participated in the Parent Committee and Policy Council meetings, education committee, Health Advisory Committee, volunteering, family literacy, parent training, fatherhood involvement, and various cultural diversity activities during the year. The Parent Committee nominated representatives to the Policy Council, which had 14 parent members who represented all 64 EHS families in the shared decision-making process. Approximately 114 parents volunteered in various capacities at the center in PY 2022-2023



The collaboration between early childhood staff, families, and community agencies builds positive relationships. These relationships support parents' progress toward goals for themselves and their children. Community partners provide culturally and linguistically responsive services and helpful resources. They work with families and early childhood providers on such goals as parent's educational advancement, economic mobility, and other aspects of family well-being. Community engagement promotes positive, enduring change for children, families, and communities.

PROMOTING FATHERHOOD

After close examination of research and statistics on fathering, Researcher, Dr. Ken Canfield arrived at the conclusion that helping men become better fathers is perhaps the most strategic way to benefit children and strengthen families.

According to The Department of Health & Human Services, involved fathers provide practical support in raising their children and serve as role-models for their development. Children with involved fathers are significantly more likely to do well in school, have healthy self-esteem and exhibit pro-social behavior compared to children who have uninvolved fathers.

The Early Head Start Fatherhood Connection services are implemented with the purpose of providing insights, inspiration, and resources to assist fathers in their journey of becoming confident, prepared, and engaged in the lives of their children. EHS fathers are continually encouraged to volunteer in EHS program activities and community-based events. The EHS staff continues to seek innovative ideas and non-traditional techniques to develop strong relationships with EHS fathers and father figures. Providing a positive and welcoming environment, infused with a caring approach remains a priority in assisting fathers to form life-long bonds, practice and implement advocacy skills, and become involved in their child's learning. As a result, and according to program self-assessment, a great majority of enrolled fathers are bringing their children to school and returning for pick-up, communicating with EHS teachers, as well as participating in classroom reading activities.

HEALTH SERVICES

Promotion and prevention activities are central to the program's requirement to provide comprehensive services to support children's healthy growth and development. Today, a growing body of research demonstrates that healthy growth and development are critical for school readiness and later learning. Recent studies suggest that high-quality early childhood health and nutrition services provide the foundation for lifelong wellness. Health promotion empowers people to choose healthy behaviors. Preventing illness means people get sick less often. Healthy children have a better chance of becoming healthy adults. Early identification and treatment of health conditions can improve the quality of life for children and adults. Understanding the general principles of health and wellness promotion, prevention, early identification, and intervention help program leaders and staff provide effective health services to the families we serve.

Healthy eating is essential to a child's well-being. Nutrition during pregnancy and early childhood is critical for healthy child growth and development. Children who are overweight are at risk for chronic health problems. Early nutrition and feeding, counseling children and families on healthy lifestyle behaviors and prevention of childhood obesity are all areas of focus provided by our program.

Research on wellness programs in the work environment clearly supports positive and significant gains in the areas of improved overall health, morale, attendance, and productivity. Workplace wellness takes advantage of employers' access to employees at an age when interventions can still change their long-term health trajectory. The Patient Protection and Affordable Care Act (Affordable Care Act) supports the trend of promoting workplace wellness programs. The Galena Park Early Head Start program is focused on staff well-being, building a team that is better able to provide the care and nurturing that children need to thrive. Our program helps staff feel valued through access to wellness programs, reflective supervision, and other workplace supports.





Acknowledgements and Achievements

The following program and professional development accomplishments have provided the Early Head Start program with additional incentive and resolve to raise the bar for excellence in the area of staff qualifications, education, and early childhood development.

The Early Head Start Program would like to recognize and congratulate employees who are currently enrolled in Associate of Applied Science Degrees and Bachelor of Applied Science Degrees in Early Childhood Education.

Also, a genuine expression of congratulations and recognition is extended to EHS-enrolled families who pursued professional certifications as well as college degrees. EHS has currently experienced a significant increase in the number of enrolled families who have established educational goals and completion of graduation requirements. We are pleased to carry out the EHS mission through service to parents, children, and our community partners who help to make success stories.

Governance Activities

The Galena Park Independent School District is the grantee for the Early Head Start (EHS) program, and its Board of Trustees has legal and fiscal responsibility for oversight of the EHS grant based on Head Start Performance Standards and legislative authority of the Head Start Act (as amended December 12, 2007). The independent audit of G.P.I.S.D. financial statements was conducted in June 2023.

Annual training is provided to prepare the Grantee and board members to fulfill their obligations and responsibilities for oversight of the EHS grant and services to pregnant women, children, and their families. The Board of Trustees shares governance with the dually elected Policy Council representatives. One school board member is appointed to serve as liaison to the EHS Policy Council to keep the Board informed of program planning decisions and programmatic issues related to EHS services.

PROGRAM INFORMATION HIGHLIGHTS

BUDGET

Amount for Federal Award	\$989,284.00
Amount for District and Other In-Kind Contributions	\$251,975.00
Budget for Fiscal Year 2022-2023	\$1,008,115.00
Proposed Expenditures	\$1,008,115.00

ENROLLMENT

Funded Enrollment (Includes 4 pregnant women/ teens)	64
Pregnant Families Served	4
Average Monthly Enrollment (Percentage of funded enrollment: 100%)	64
Eligible Children/ Families Served (of these, number whose income is below 100% of federal poverty guidelines)	110
Waitlist (as of 8/31/2023)	75

HEALTH SERVICES

EHS Children Receiving Medical Exams	101
EHS Children Receiving Dental Exams	101
EHS Children with Health Insurance	100
EHS Children Receiving Part C Services	13

TEACHING STAFF: 15

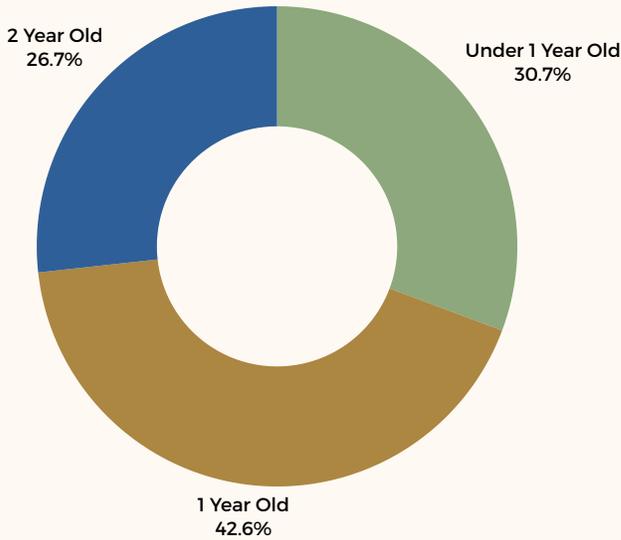
Educare Teachers with CDA	10	66%
Educare Teachers with an Associate Degree	4	27%
Educare Teachers with a Bachelor Degree	1	7%

VOLUNTEERS

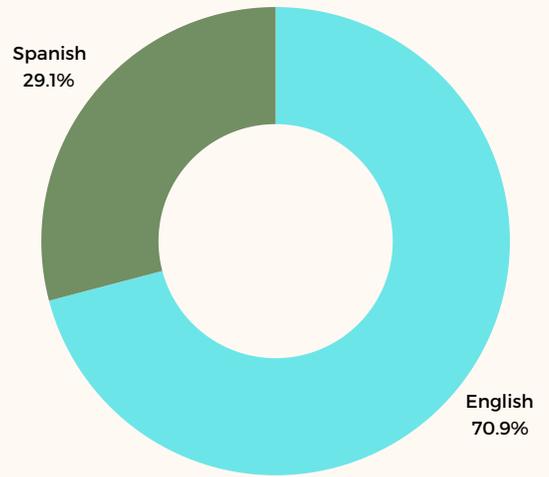
Number of Parent and Other Volunteers	139
Number of EHS Parent Volunteers (current and former)	114
Value of Parent & Family Volunteer Services	\$2,480.00
Value of Community & District In-Kind Contributions	\$323,989.99

POPULATIONS SERVED

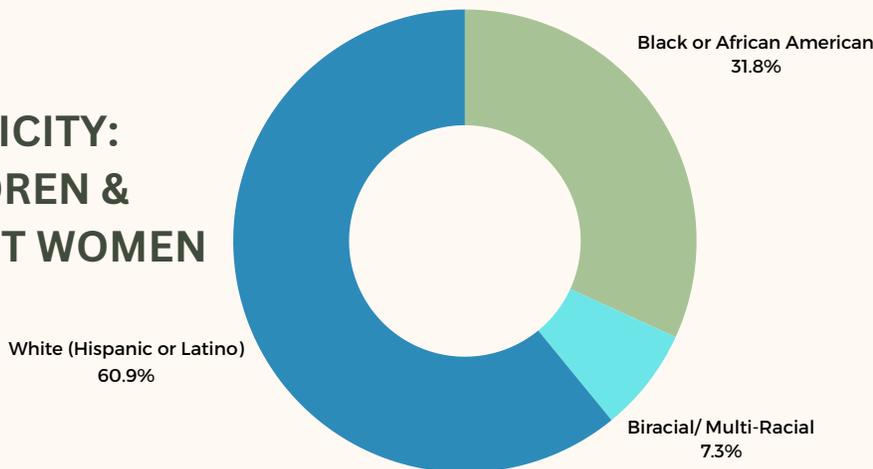
AGES OF CHILDREN SERVED



PRIMARY LANGUAGE: CHILDREN & PREGNANT WOMEN



ETHNICITY: CHILDREN & PREGNANT WOMEN



COMMUNITY PARTNERSHIPS

Numerous businesses, service providers, individuals and local community organizations contributed resources to support our effort to provide quality services to Early Head Start enrolled families. These resources and support, embedded in the community, foster dynamic opportunities to strengthen coordination and collaborative relationships.

- Harris County Department of Health and Environmental Services
- Harris County Public Library
- Harris County WIC Services
- Bay Area Rehabilitation Center (ECI)
- San Jacinto College North
- Galena Park/Jacinto City Rotary Club
- HCDE Head Start (Sheffield and Coolwood)
- ABC Dental
- Galena Park Dental
- GPSID Psychological Services
- GPISD Student Nutrition
- Our Lady of Fatima Catholic School
- Texas Agrilife Extension Services
- South-side School Based Behavioral Clinic
- ABC Pediatrics
- Houston Food Bank
- GPISD School Health Advisory Council
- Texas Head Start State Collaboration Office
- Alliance Safety
- Wee Care Pediatrics
- Legacy Clinic
- Houston/ Galveston Area Council
- Galena Park Assistance Program
- Harris County Constable Precinct 2

