

GALENA PARK ISD

BECKER EARLY HEAD START



2016-2017 Annual Report

GPISD Becker Early Childhood Center

Early Head Start

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GALENA PARK ISD BECKER EARLY HEAD START

Early Head Start 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 Early Head Start (EHS) services for the cities of Galena Park, Jacinto City, as well as target areas of Cloverleaf, Fidelity and Woodland Acres.

During 2014 GPISD re-competed for the federal grant and was awarded funding to provide a full continuum of comprehensive integrated services that are 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 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.

EHS 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.

We have continued support of engaging the enrolled fathers, implemented family literacy through classroom reading and activities, family "take a book home" project, maintained 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, environmental and air quality

improvements. We have also remained committed to the importance of ongoing training, monitoring, program assessment, mentoring, and professional development.

MISSION STATEMENT

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Early Head Start provides comprehensive services with integrity and commitment to educate, empower, and engage expectant women, infants/toddlers and their families.

Motto: Integrity, Commitment, Education, Empowerment, Engagement (ICEEE).

GOVERNING BODY

GPISD BOARD OF TRUSTEES

Wilfred J. Broussard, President

Jeff Miller, President

Wanda Heath Johnson, Secretary

Joe Stephens, Board Member

Dawn Fisher, Board Member

Ramon Garza, Board Member

Minnie Rivera, Board Member

Dr. Angi Williams

Superintendent of Schools



EARLY HEAD START POLICY COUNCIL

Lorena Pineda, President

Gloria Gonzalez, Vice-President

Vanessa Acuna, Secretary

Jessica Vasquez, Member

Lissbett Bonilla, Member

Michael Vasquez, Member

Dawn Fisher, Board Liaison

Loretta Terry, Community Member

Ruby Bush, Community Member

Carol Thompson, 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.



The Galena Park Independent School District, along with community partners Trans Canada, provided program support in the form of in-kind and match funding which supported the purchase of the *Frog Street Curriculum for Infants and Toddlers*, replacement computers for the parent resource center and staff training to further support the implementation of high-quality program services.

The Frog Street Curriculum and COR Advantage 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.

BUILDING SKILLS AND LEARNING EXPERIENCES

EXPLORING NATURE WITH YOUNG CHILDREN

Growing Up WILD: Exploring Nature with Young Children, an early childhood activity guide and training program for building skills through nature exploration, is integrated into the education and learning experiences at Early Head Start and provides opportunities to engage parents, visitors, and community partners in the outdoor learning process. Growing Up WILD serves as a valuable teaching tool that aids in the development of lifelong social and academic skills as well as respect for all living things. In correlation with the HighScope Curriculum, Head Start Domains and The School Readiness Framework, the Early Head Start program embraced Growing Up WILD as an enhanced component of support to our current school readiness goals. Currently, Early Head Start is proud to include one of our Educare Teachers as a Certified Trainer for the Growing Up WILD curriculum.

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The EHS teachers and administrative staff demonstrated understanding of the important role young parents and families can contribute in support of positive early childhood experiences that help prepare young children for future success in school.



PARENT AND COMMUNITY ENGAGEMENT

Early Head Start enrolled families participated in the Parent Executive Committee and Policy Council meetings, education 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 12 parents including pregnant women who represented the concerns and shared decision-making of all 64 EHS families. Approximately 91 parents volunteered in various capacities at the center in PY 2015-2016.



Efforts to implement environmental responsible initiatives is an encouraging trend and a giant leap in the right direction to reduce harmful exposures in and around school environments and create healthier, greener, and more productive spaces in which our children live and learn. EHS will continue to build upon and support this endeavor by continuing to participate in focus groups and community collaborations, encourage increased involvement of EHS enrolled families and health care providers to ensure initiated goals are met that make a difference in the health and wellness of young children and their families.

PROMOTING RESPONSIBLE FATHERHOOD

Information from children's heart center reported that it is especially important for young children to receive good nutrition because it is directly linked to all aspects of their growth and development, factors which have direct ties to present and future learning. children should always come to mind when we consider "long-term habits" considering that research clearly shows that attitudes toward food choices and exercise begin to form early in life. Early nutrition and its implications for later health are a public health concern and everyone's responsibility. the early head start program aims to work in partnership with other agencies, professional organizations, policy makers, and parents to ensure that better advice informs and influences practice and ultimately behavior, so that all children and families can benefit from impartial, evidence-based guidance and best practice about feeding, healthy choices, healthy eating, and development.

In this regard, the EHS program supports USDA guidelines and the national recommendations for reducing the risk of obesity in the early years of a child's life by promoting wellness and:

- Providing ongoing education and training for enrolled parents and staff.
- Monitoring the impact of chemical influences in the environment.
- Improving the quality of food provided in the child care environment pregnant women services.
- The early head start program will continue our commitment to promote pregnancy wellness through education, support, advocacy, and community awareness.
- Providing education and information during the prenatal care period.
- Promoting breastfeeding.

The latest 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. At Early Head Start, a variety of activities are often incorporated throughout the program year during staff development and training opportunities.

Currently, there appears to be a growing interest in establishing and expanding staff wellness programs among the Early Head Start employees. Health promotion is related to disease prevention; therefore the EHS management team will increase efforts to foster better health through behavior change.

STAFF WELLNESS



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 Associates of Applied Science Degrees and Bachelors of Applied Science in Early Childhood Education Degrees.

Also, a genuine expression of congratulations and recognition is extended to EHS enrolled families who pursued professional certifications as well as college degrees. The 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 those community partners who help to make success stories.

Governance Activities

The Galena Park ISD 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 GPISD financial statements was conducted in August 2016.

Annual training is provided to prepare the Grantee and board members to fulfill their obligations and responsibilities for oversight of the Early Head Start grant and services to pregnant women, children and their families. The Board of Trustees shares governance with the duly 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	\$795,590
Amount for District and Other In-Kind Contributions	\$199,424
Budget for Fiscal Year 2016-2017	\$995,014
Proposed Expenditures	\$995,014

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)	103
Waitlist (as of 8/31/2017)	114

HEALTH SERVICES

EHS Children receiving medical exams	95
EHS Children receiving dental exams	95
EHS Children with Health Insurance	95
EHS Children receiving Part C Services	8

Educare Teachers with CDA or Equivalent 11 73%

Educare Teachers with an Associate Degree	3	20%
Educare Teachers with a Bachelor Degree	1	7%

Number of Parent & Other Volunteers 100

Number of EHS Parent Volunteers (current or former)	91
Parent & Family Volunteer Hours	79
Value of Parent & Family Volunteer Services	\$572
Value of Community & District In-Kind Contributions	\$225, 987.08

TEACHING STAFF: 15

VOLUNTEERS

POPULATIONS SERVED

PROGRAM INFORMATION HIGHLIGHTS

DEMOGRAPHICS

Ages of Children Served

Under 1 Year Old	19
1 Year Old	29
2 & 3 Years Old	47

ETHNICITY: NUMBER OF CHILDREN & PREGNANT WOMEN

Children & Pregnant Women

Hispanic or Latino	82
Non-Hispanic or Latino	21

PRIMARY LANGUAGE: NUMBER OF CHILDREN & PREGNANT WOMEN

Children & Pregnant Women

English	61
Spanish	40

Other	2
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ETHNICITY: NUMBER OF CHILDREN & PREGNANT WOMEN

Children & Pregnant Women

Asian	0
Black or African American	28
White	50
Biracial/Multi-Racial	7
Other/Unspecified	27

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
- ❑ The Bridge Over Troubled Waters
- ❑ ABC Dental
- ❑ Galena Park Dental
- ❑ GPSID Psychological Services
- ❑ GPSID Student Nutrition
- ❑ Air Alliance Houston
- ❑ Our Lady of Fatima Catholic School
- ❑ Texas Agrilife Extension Services
- ❑ Community and Industry Partnerships (CIP)
- ❑ North Shore Senior HS Co-op Program
- ❑ Galena Park HS Co-op Program
- ❑ Houston Food Bank
- ❑ GPSID School Health Advisory Council
- ❑ TransCanada
- ❑ Texas Head Start State Collaboration Office

