

GALENA PARK ISD

BECKER EARLY HEAD START



2019-2020 Annual Report

GPISD Becker Early Childhood Center

Early Head Start

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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.

MISSION STATEMENT

MISSION STATEMENT

Preparing children and engaging families for school readiness and life-long success.

OUR VISION

For every child and every family, excellent Early Head Start services every day.



GOVERNING BODY

GPISD BOARD OF TRUSTEES

Ramon Garza, President

Jeff Miller, Vice President

Adrian Stephens, Secretary

Wanda Heath Johnson, Board Member

Noe Esperanza, Board Member

Norma Hernandez, Board Member

Herbert Alexander Sanchez, Board Member

Dr. Angi M. Williams

Superintendent of Schools



EARLY HEAD START POLICY COUNCIL

Alexcia Ramirez, President

Jashawna Smith, Vice-President

Stephanie Martinez, Secretary

Guadalupe Angulo, Member

Alexandra Menendez, Member

Sandra Vences, Member

Jaunita Chenier, Member

Crystal Carrie, Member

Adrian Stephens, Board Liaison

Loretta Terry, 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.

Frog Street offers early childhood curriculum continuity from birth to age five.



The Frog Street Curriculum and the **ELAP (Early Learning Accomplishment 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 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 8 parents including pregnant women who represented the concerns and shared decision-making of all 64 EHS families. Approximately 77 parents volunteered in various capacities at the center in PY 2019-2020.



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 are able to 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 RESPONSIBLE 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.

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 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 August 2020.

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 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	\$838,003.00
Amount for District and Other In-Kind Contributions	\$209,501.00
Budget for Fiscal Year 2019-2020	\$1,047,504
Proposed Expenditures	\$1,047,504

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)	92
Waitlist (as of 8/31/2020)	70

HEALTH SERVICES

EHS Children receiving medical exams	85
EHS Children receiving dental exams	85
EHS Children with Health Insurance	85
EHS Children receiving Part C Services	9

TEACHING STAFF: 15

Educare Teachers with CDA 10 67%
or Equivalent

Educare Teachers with an Associate Degree	4	26%
Educare Teachers with a Bachelor Degree	1	7%

VOLUNTEERS

Number of Parent & Other Volunteers 85

Number of EHS Parent Volunteers (current or former)	77
Parent & Family Volunteer Hours	149
Value of Parent & Family Volunteer Services	\$1,330.00
Value of Community & District In-Kind Contributions	\$382,376.63

POPULATIONS SERVED

DEMOGRAPHICS

Ages of Children Served

Under 1 Year Old	18
1 Year Old	26
2 & 3 Years Old	43

PRIMARY LANGUAGE: NUMBER OF CHILDREN & PREGNANT WOMEN

Children & Pregnant Women

English	66
Spanish	29
Other	0

ETHNICITY: NUMBER OF CHILDREN & PREGNANT WOMEN

Children & Pregnant Women

American Indian or Alaska Native	0
Asian	0
Black or African American	21
Biracial/Multi-Racial	3
White (Hispanic or Latino)	0
White (Non-Hispanic or Latino)	68
Other/Unspecified	1

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 Clinic
- ❑ ABC Pediatrics
- ❑ Houston Food Bank
- ❑ GPISD School Health Advisory Council
- ❑ Texas Head Start State Collaboration Office
- ❑ Wee Care Pediatrics
- ❑ Legacy Clinic
- ❑ Houston/ Galveston Area Council



Galena Park Independent School District does not discriminate against any person on the basis of race, color, national origin, disability, sexual orientation or age in admission, treatment, or participation in its programs, services and activities, or in employment. For further information about this policy, contact Mike McKay, Assistant Superintendent for Human Resource Services - Secondary at 832-386-1207, or Jerid Link Executive Director for Human Resource Services - Elementary at 832-386-1239. Relay # for TDD (Telecommunications Device for the Deaf) with TTY call 711 or 1-800-735-2989 without TTY call 711 or 1-800-735-2988