

Greater East Texas Community Action Program



Department of Early Childhood and Family Services



# ANNUAL REPORT

"Improving Lives Through Community Involvement"

[www.headstart-getcap.org](http://www.headstart-getcap.org)

2022 - 2023

*Smith County Grant*

# What is GETCAP DECFS ?

Greater East Texas Community Action Program's Department of Childhood and Family Services (DECFS) is a comprehensive program that encompasses a variety of program options for children and families. DECFS holds several community driven program, all focused on developing the children and families of East Texas. Head Start and Early Head Start are two programs that are operated under the umbrella of GETCAP DECFS. Head Start is a federally funded, comprehensive child development program serving low-income children age birth to 5 and their families. This program addresses children and their families with the overall goal of improving school readiness, foster healthy development, and preparing young children for future success in life and school.



GETCAP DECFS provides a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; parent involvement; and family development. The entire range of DECFS's services is responsive and appropriate to each child and family's development, ethnic, cultural, and linguistic heritage and experience.

GETCAP DECFS has a long tradition ( since 1968) of delivering comprehensive, high quality services in areas that include: pre- reading, pre-writing, vocabulary, parent reports of children's literacy skills, access to health care, and higher use of educational activities by parents.

# Administration



Executive Director: Karen Swenson

Chief Financial Officer: Rebecca Huss

Chief Human Resource Officer: Jana Tomez

Chief Information Technology Officer: Hollis James

# Governing Bodies

## GETCAP Board of Directors

Happy Willhoite	Sinnie Myles	James Montoya
Whitney Burran	Caroline Garnder	<b>Robert Crow, Chair</b>
Lianna Berry	Sylvia Goff	Kermit Kennedy
Dennis Lee	Lauren Gaudette	Maylene Neal
Angela Kirk	Gary Roberts	Winifred Davis
Brenda Tankersley	Karen Bethel	Rev. Terrence Hicks

## Policy Council Members

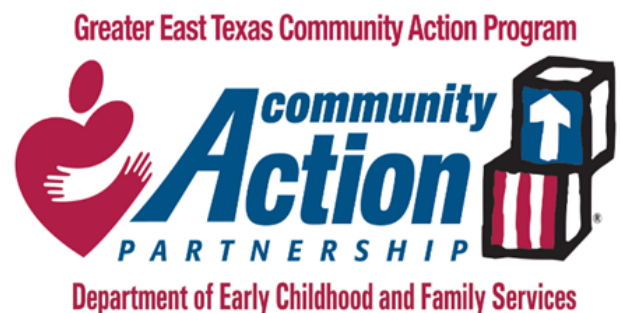
Name	County
Destiny McDaniel , Chair	San Jacinto County
Sherry Hardy	Nacogdoches County
Liania Berry	Nacogdoches County
Jamie Sloan	Houston County
Talandria Franklin	Walker County
Shanequia Snell	Trinity

# Meet the Director

As the director of Greater East Texas Community Action Program's Department of Early Childhood and family services, Judy Hamilton's motto and vision for the department is "Forever Grateful- Seeking Greater".

With this vision in mind, Mrs. Hamilton has commissioned her team to operate in excellence, and strive to be the best that they can be to serve the children and families of East Texas.

With over 25 years of experience with Head Start, Mrs. Hamilton leads her team of highly qualified professionals with accuracy and clarity, so that the vision set before them can be accomplished with excellence and grace. The priorities of GETCAP DECFS remain true, to educate a generation, support families, and to change communities, all while providing excellent early childhood services to children and families to give them a Head Start in education and life.



# Funding

Financial Summary for Head Start Activities per Audit of Fiscal Year Ended . GETCAP Head Start provides educational opportunities to children and services to their families made possible by a yearly grant provided by the Federal Government and USDA meal reimbursements. Head Start Families and Community Volunteers generated the non-federal match to the federal grant dollars through volunteer time and donations.

Category	Head Start	Early Head Start	Total
Personnel	\$ 47,598.62	\$ 11,112.16	\$ 58,710.78
PT Tax & Fringe	\$ 16,111.27	\$ 3,749.40	\$ 19,860.67
Travel	\$ 302.45		\$ 302.45
Training	\$ 561.20	\$ 131.64	\$ 692.84
Contractual	\$ 202,881.75	\$ 22,236.40	\$ 225,118.15
Supplies	\$ 28,183.65	\$ 1,247.55	\$ 29,431.20
Insurance	\$ 320.63		\$ 320.63
Occupancy	\$ 195.46		\$ 195.46
Communciation	\$ 2,119.59		\$ 2,119.59
Equipment	\$ 36,174.89	\$ 7,747.10	\$ 43,921.99
Vehicle Expense	\$ 9,081.10		\$ 9,081.10
Other	\$ 58,751.57	\$ 274.23	\$ 59,025.80
Administration	\$ 166,424.34	\$ 9,893.41	\$ 176,317.75
<b>Total Federal Dollars</b>	<b>\$ 568,706.52</b>	<b>\$ 56,391.89</b>	<b>\$ 625,098.41</b>
Non-Federal		\$ -	\$ -
<b>Total Budget</b>	<b>\$ 568,706.52</b>	<b>\$ 56,391.89</b>	<b>\$ 625,098.41</b>

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# DECFS Locations



**Tiny Town Learning  
Center**  
111 W. 5th St  
Tyler, Texas 75701



**Tyler Day Nursery**  
2901 WGentry Pkwy  
Tyler, Texas 75702

# DECFS

# Collaborations

Developing cooperative relations with partners at a local and state level is how GETCAP Head Start meets its high standards and generates important results for children. Over the years GETCAP Head Start increased collaborative efforts in the following areas:

- Early Intervention Program
  - Partnerships with Local Education Agencies
- Establish relationships with local colleges and universities as training ground for interns.
- Stephen F. Austin State University
    - Social Work
    - Child and Family Development
    - Stanley Speech and Hearing Clinic
    - Health Science
    - Dietetic
  - Sam Houston State University
    - Dietetic
  - Angelina College
    - Child and Family Development
    - Business
  - Lone Star
  - Panola College
    - Nursing





# Education

Content Area Vision:

We are here to LEAD, RESPECT, EMPOWER, NURTURE, and BRIDGE the GAP so our children will learn, grow and be Kindergarten ready. To PROVIDE and BUILD social, emotional & academic skills around School Readiness goals that will lay a foundation for FUTURE SUCCESS!

# School Readiness

## Preparing Children for School

Efforts to prepare children for kindergarten begin as soon as a child is enrolled in one of our Head Start programs. The center staff, along with the parents, reviews the child's health and nutrition history, as well as completes the required developmental screenings within the first 45 days of enrollment. Our programs encourage parent participation in the screening process by using the Ages and Stage Questionnaires as our developmental screener, and the Age and Stages Social/Emotional Questionnaires as our behavioral screener.

## School Readiness Goals

GETCAP Head Start has established the following school readiness goals:

1. **Perceptual, Motor and Physical Development – Goal – Head Start Children will be healthy and increase their knowledge and skills to make healthy choices.**
2. **Social and Emotional Development –Goal – Head Start children will possess a confident self – identity, the ability to regulate their own behavior and the ability to establish and maintain positive relationships.**
3. **Approaches to Learning –Goal – Head Start children will develop the curiosity and confidence to identify, address and solve problems in a variety of developmentally appropriate ways.**
4. **Language and Literacy-Goal – Head Start children will develop the ability to express their ideas, observations and feelings and understand the ideas, observations and feelings of others.**
5. **Cognition and General Knowledge –Goal – Head Start children will develop skills and abilities to use reasoning and problem solving to understand, classify, and assimilate information, situations, and concepts.**

Analysis of our school readiness goals have indicated that our goals are valid and our children are leaving us school ready. We will focus training and coaching for teachers to collect, assign and score data correctly and gather and input data in a timely manner. We will work with ISD classrooms and administrators to gather the required data and get it into the assessment system.

Additionally, we will train classroom staff to gather anecdotal recordings of children's behavior to better determine the impact of behaviors on development. Library visits, Music class, Physical Education, and special assemblies. GETCAP Head Start classes visit Kindergarten classrooms each spring so that they know what to expect in the fall. Kindergarten Teachers or Principals attend spring parent meetings to provide information about entering Kindergarten. GETCAP Head Start staff assist parents with Kindergarten registration and attend Kindergarten Fairs in each district to assist with this process.

# Curriculum

Throughout the program year, our teaching staff implements the researched-based early childhood curriculum of Creative Curriculum for Infants, Toddlers, and Twos for children ages 6 weeks to 36 months. The Creative Curriculum for Texas Pre-K (36 months to 48 months) is the leading research based top ranked curriculum. It builds children's critical thinking skills through hands-on, project based investigations. These curricula promote school readiness in the areas of language and cognitive development, early reading and math skills, social emotional development, physical development and approaches to learning. Both curricula are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation. These curricula are aligned with the Head Start Outcomes Framework and Texas Pre-K Guidelines.

The curriculum is governed by a process of planning, implementing, and evaluating. It is individualized and ever changing. By observing and interacting with the children, teachers develop the use of materials, resources and opportunities to foster the learning of each unique individual in their class. The strategies to support children's learning are developed through ongoing observations and assessment of each child. Ongoing observations and assessments provide an overall picture of each child from entry to transition from the program. GETCAP Head Start uses the data from these assessments to analyze the program's effectiveness towards meeting child outcomes.

GETCAP Head Start's school readiness plan is designed to meet the standards outlined in Head Start Performance Standards as well as our program goals for Head Start and Early Head Start children and their families. The program is based on the sound principles and philosophy of developmentally appropriate practices that children develop best when the total development of each child is promoted through an integrated approach using a variety of educational opportunities provided by staff and parents. The opportunities provided by competent education staff will develop behaviors that facilitate autonomy, openness, problem-solving ability and personal integrity at each child's own individual rate of development. Emphasis is placed on the development of the whole child and addresses all aspects of development and learning, including physical, emotional, cognitive, and language.

GETCAP Head Start and Early Head Start provides each child with a learning environment and the varied experiences to help them develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. The environment is safe and nurturing allowing children to explore and experience the environment based on their developmental level, abilities, and interests.

# Family Empowerment

Content Area Vision:

To equip, empower, and embolden families to be the best they can be for themselves, and the community, by providing time, resources, and support.

# ERSEA

## Eligibility. Recruitment. Selection. Enrollment. Attendance.

Greater East Texas Community Action Program (GETCAP) Department of Early Childhood and Family Service (DECFS) will ensure that all children that are receiving services from the GETCAP Early Head Start/Head Start program have been determined eligible according to the guidelines described in the Head Start Program Performance Standard (HSPPS). DECFS will ensure that it maintains its funded enrollment level and fills any vacancies within 30 days with qualified applicants. Service (DECFS) will encourage families to maintain consistent attendance in the Head Start program. Consistent attendance is defined as present or participating for 85% of expected hours, or more. Head Start staff help families in identifying barriers to consistent attendance. Staff initiate support as appropriate. If participation or attendance ceases, staff should make efforts to re-engage families to resume attendance. A slot is vacant when attendance does not resume and may be considered an enrollment opportunity.

## 2022-2023 Enrollment

DECFS Program	Total Number of Families Served	Total Number of Children Served	Total Funded Enrollment
Head Start	50	54	140
Early Head Start	18	25	24
Expectant Families	N/A	N/A	8

# ERSEA

**Eligibility. Recruitment. Selection. Enrollment. Attendance.**

Percentage of Eligible Children Served

Program	Applications Received	Eligible Children Served	Percentage
Head Start	72	40	55.56%
Early Head Start	60	32	53.33%
Total	132	72	54.55%

Services/Number of Families provided those services

Services	Number of Families Provided Those Services
Emergency/Crisis Intervention	
Transportation	
Mental Health	68
English as a Second Language	
Job Training	2
Substance Abuse Prevention/Treatment	68
Child Abuse and Neglect	68
Domestic Violence	68
Health Education	68
Parenting Education	68

# Family Engagement



## Staff/Teacher

- Parent Teacher Conferences
- Home Visits
- IEP/IFSP Meetings



## Program Planning

- Parent Club Meetings
- Advisory Meeting
- Policy Council Meetings



## Family Engagement

- Family Fun Night
- Week of The Young Child
- Take Home Activities
- Red Ribbon Week



## Male Engagement

- Donuts For Dad
- Dine With Dads
- Fathers Reading Every Day (FRED)



## Volunteering

- Classroom Volunteer
- Center Volunteer



## Parent Education

- Parent Workshop
- Parent Orientation

From the very first meeting with the family, parents are offered the opportunity to be involved with the program. Parents attend site parent meetings; serve on Policy Council, and Health/Social Services Advisory Council. Parents are always welcome in the classroom by helping with or leading activities or projects, planning classroom activities with the teaching staff, and introducing or sharing their culture with the class. There are a number of ways that parents can help teaching staff by sharing opinions, ideas and thoughts, working on projects at home, communicating with the staff, helping other parents feel welcome, and reinforcing learning at home.

As their child's first and most important teacher, parents have an important role in the program. Parents are encouraged to participate in lesson planning. We reach out to the parents for whom English is their second language to help them feel included in activities and meetings by providing interpreters and culturally sensitive activities. Along with regular site and committee meetings, there are Family Fun Nights that which are for all families in the program.

# Wellness and Inclusion

## Content Area Vision:

To promote and maintain the optimum health and well-being of children, families, and staff members by providing an inclusive environment necessary to initiate efforts through ongoing outreach and education.



# Health Services

GETCAP's commitment to wellness embraces a comprehensive vision of health for children and their families. GETCAP, through collaboration among families, staff, and health professionals, assure all child health and developmental concerns are identified. Children and their families are linked to a continuous, accessible health care so that a relationship may develop between the provider and the family that will continue after the child leaves the Head Start program. Each child visits a health care provider, on a schedule of preventive and primary health care, to ensure that problems are quickly identified and addressed. Early identification and treatment of health problems reduce complications and improve health outcomes. With increased awareness of the long-term effects of childhood obesity, emphasis is placed on healthy meals, snacks, and cooking experiences throughout school activities and in communication with families. Staff Wellness Program is offered as an educational and recreational opportunity to staff. This program is also available to Head Start parents. The Staff Wellness Program is designed to motivate healthy choices among parents and staff to change lives, enhance health awareness, and to create a working environment that supports good health practices.

Children with the Following:	Early Head Start	Head Start	% of Enrolled Children
Continuous Accessible Health Care	0	38	53%
Continuous Accessible Dental Care	0	38	53%
Well Child Check-ups	0	16	22%
Up-to-Date Immunizations	7	40	65%

# Nutrition

**A child's nutrition is important to their physical and mental development. GETCAP Head Start's child nutrition services assist families in meeting each child's nutrition needs and in establishing good eating habits that nurture health development and promote life-long wellbeing. Through participation in the Child and Adult Feeding Program (CACFP), children attending a Head Start center receive a nutritious breakfast, lunch, and snack that provides at least 2/3 of the daily nutritional requirement.**

**GETCAP Head Start nutrition consultant works with our program about 40 hours per month. Nutrition assessments are reviewed and completed for each child. Nutrition workshops, training, and cooking activities are available throughout the year.**

# Children with Special Needs Disabilities Services

GETCAP Head Start has been a pioneering meeting the needs of preschool children with special needs in a mainstream setting. Children with physical, emotional, and learning disabilities, and their non-disabled peers, learn from one another and from teachers, therapists and parents. The program works collaboratively with the Local Education Agencies and Early Childhood Intervention Agency to develop and implement individual education plans for children diagnosed with a disability.

Head Start also has an impressive history of providing services to children with disabilities by supporting their inclusion in all classroom and program experiences. Since 1972, Head Start has operated under a mandate to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start and Early Head Start programs partner with Local Education Agencies (LEAs) and Early Childhood Intervention Agency to design individual education plans for children with disabilities and provide services to promote each child's development. During the 2022-2023 program year, GETCAP Head Start served 66 children with disabilities. This figure represents 10% of the total population of children served. Fifty three percent of the children receiving special services were identified through GETCAP Head Start screenings. Children with disabilities are supported with transition goals as they move from one program into the next to ensure appropriate educational support.



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<b>Diagnosed Primary Disability:</b>	<b># of Early Head Start Children receiving special services</b>	<b># of Head Start Children receiving special services</b>
Health Impairment	0	0
Emotional disturbance	0	0
Speech/Language impairments	0	0
Intellectual disabilities	0	0
Hearing Impairments, including deafness	0	0
Orthopedic Impairment	0	0
Visual Impairment, including blindness	0	0
Specific Learning Disabilities	0	0
Autism	0	0
Traumatic Brain Injury	0	0
Non-categorical /developmental delay	0	1
Multiple disabilities	0	0
Deaf-blind	0	0
Total	0	1

# Mental Health

## Mental Health

A child's mental health is just as important as his or her physical health. GETCAP Head Start makes mental health a priority by providing screenings and treatment services. Given the sensitivity of mental health issues, GETCAP Head Start strives to build trusting relationships between children, parents, staff, mental health professionals and the larger community. Mental health professionals visit on-site to assess children's needs; conduct parent workshops; train staff in making referrals to needed services; and act as a liaison between the families and community mental health resources.

GETCAP Head Start, mental health professionals spent an average of 50 hours per month at the GETCAP Head Start sites. GETCAP Head Start staff consulted with mental health professionals regarding children. Individual mental health assessments were conducted on children. Of this number, 4 were found to need mental health services.

