

Tri-County Community Action, Inc.



Annual Report 2019-2020

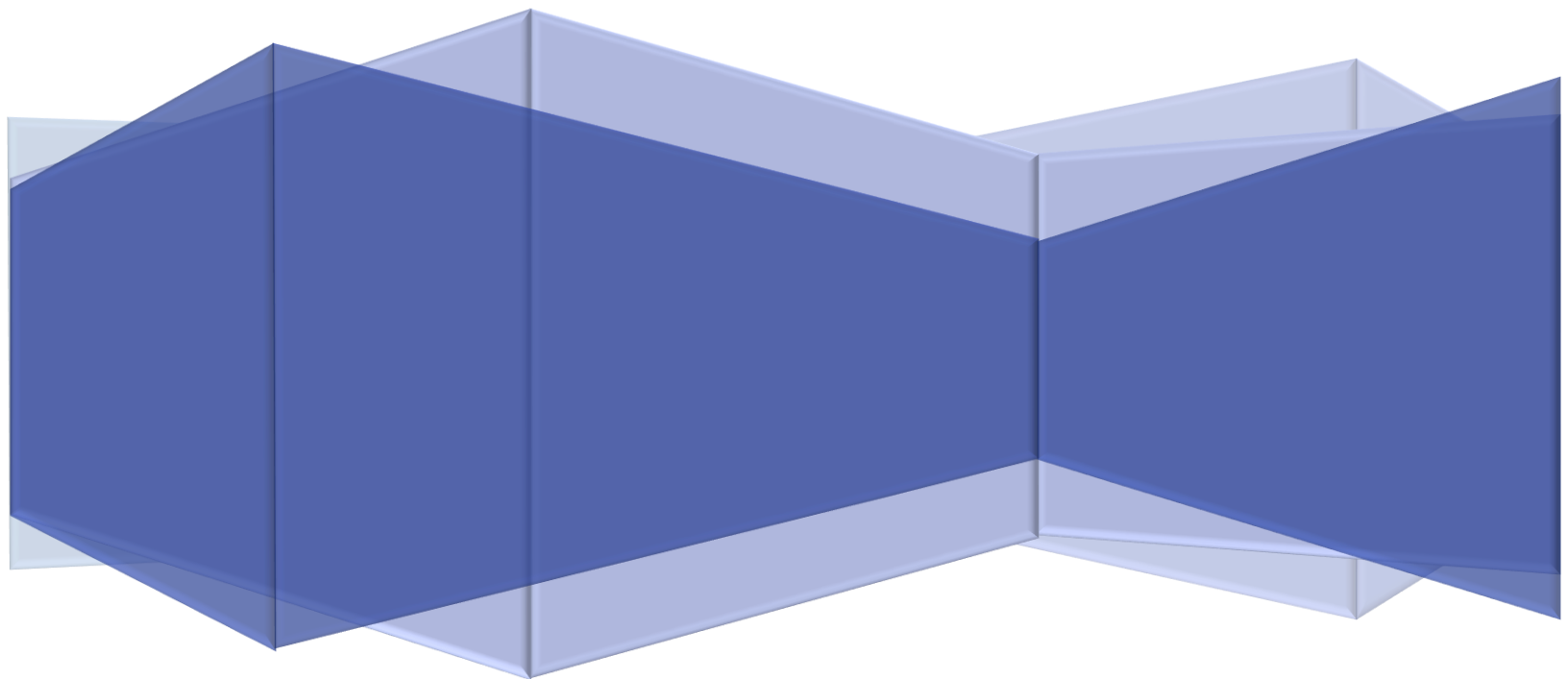


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January 4, 2021

Tri-County Community Action, Inc. has served communities in East Texas for 55 years. This agency has sought to improve economic literacy, job skills & training, parenting skills, fatherhood programs, health & nutrition needs, early childhood education, affordable housing & special assistance to veterans. TCCA has a passion, a purpose and mission to reduce poverty and remove barriers for the disadvantaged, by providing impactful innovative programs to meet community needs in collaboration with other mission-minded in our communities.

This 2019-2020 annual report reflects a year of hard work & dedication from our 155 employees, volunteers, and community partners to transition individuals and families out of poverty, help attainment of education goals, job training, job skill development, employment assistance, get help with utility assistance, housing assistance, health & nutrition, parenting skills and Head Start & Early Head Start opportunities both Center-based & Home-based options. Through our partnerships, we have been able to direct and refer anyone needing help, regardless of the circumstances. The end of this program year brought about a new unforeseen challenge; the COVID-19 pandemic. TCCA rallied to meet the needs of children, parents & families in our communities. Remote learning, video conferencing, establishing safety protocols & guidelines were all put in place to continue to serve our communities.

Tri-County Community Action, Inc. was formed in 1966 by a group of citizens concerned about the needs of people in distress within the local community. At that time, the agency served Shelby, Sabine, and San Augustine counties. In 1977 the Head Start program expanded into Angelina County. In 1984, it expanded into Jasper, Newton, and Tyler counties. In 2001, we expanded all services except Head Start into Harrison, Panola, and Upshur counties.

The promise of Community Action is to change people's lives, embody the spirit of hope, improve communities, and make America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other. We are dedicated to living up to this promise!

March of 2020 presented some unique challenges. However, I am proud of what this team accomplished to continue to serve children, families, and communities during this national crisis.

George T. Simon, Jr.

Executive Director/Acting Head Start Director
Tri-County Community Action, Inc.

HeadStart/Early Head Start Centers

Jasper Head Start Center
Director – Regina Sells
105 W Collier Street
Jasper, Tx 75951
409-489-4004

Lufkin Head Start Center
Director – Joy Freeman
2208 North Timberland Drive
Lufkin, Tx 75901
936-639-4009

Tri C Head Start Center
Director – Deandra Jackson
214 Nacogdoches Street
Center, TX 75935
936-598-7146

Lil Eagles Head Start Center
Director – Lawanda Williams
206 Cardinal Drive
Woodville, TX 75979
409-200-2817

Newton Head Start Center
Director – Michelle Grant
1003 Martin Luther King Drive
Newton, TX 75966
409-489-4013

Lil Panthers Head Start Child Development Center
Director – Jeanne Wysingle
1510 Martin Luther King Drive
Lufkin, TX 75904
936-225-3283

San Augustine Head Start Center
Director – Labretha Edwards
1206 Partin Road
San Augustine, TX 75972
936-225-3171



Partners



Mary Jo Gorden Child Development Center/ EHS
3402 Daniel McCall
Lufkin, TX 75902
936-634-3395

San Augustine ISD/HS
101 South Milam
San Augustine, TX 75972
936-275-3424

Homebase Head Start/Early Head Start

Jasper/Newton County
105 West Collier Street
Jasper, TX 75935
409-489-4015

Shelby County
214 Nacogdoches Street
Center, TX 75935
936-649-3225

San Augustine/Sabine County
2120 Worth Street
Hemphill, TX 75948
936-465-9456

Tyler County
1201 Cardinal Street
Woodville, TX 75979
409-200-2015



Tri-County Community Action, Inc.

Board of Directors

REGION 1

| <u>COUNTY</u> | <u>ELECTED OFFICIALS</u> | <u>PRIVATE SECTOR</u> | <u>REP. OF THE POOR</u> |
|---------------|--------------------------|-----------------------|-------------------------|
| PANOLA | Rodger McLane | | James Brown |
| HARRISON | Judge Chad Sims | | |
| UPSHUR | | Michael Wilcots | Eva Chadwick |

REGION 2

| | | | |
|---------------|--------------------|---------------|-----------------|
| SABINE | | | Evelyn Watts |
| SAN AUGUSTINE | Mayor Leroy Hughes | | Sharon Ratcliff |
| SHELBY | Ann Blackwell | Donny Johnson | Lenola Wyatt |

REGION 3

| | | | |
|--------|------------------------|-----------------|-----------------|
| TYLER | Bennie Martin | Wilbert Barnett | |
| JASPER | Rev. Rodney Norsworthy | Tom McClurg | Rev. Paul Woods |
| NEWTON | | | Cedric Sells |

Tri-County Community Action, Inc. is governed by an eighteen member tripartite board representing three regions and nine counties.

Agency Values:

- Integrity
- Professionalism
- Teamwork
- Compassion

Director Team and Head Start Management Team



George Simon
Executive Director/Head Start Director



Brenda Allen
Social Services Director



Jennifer Bell
Director of Information Technology



Yolonda Neal
Executive Manager



Latricia Reynolds
Chief Financial Officer



Patty Andrews
ERESA Manager



Vera Boxley
Education Manager



Vanessa Davis
Special Service Manager



Angela Dolphus
Nutrition Manager



Tomeka Jones
Education/School Readiness Manager



Katrina Solice
Assistant HS/EHS Director



Mary Williams
Family Service Manager



Teresa Wise
Education Specialist Coach

Social Service Community Services Block Grant (CSBG)

by *Brenda Allen*



FOOD PANTRY

In 2014 Tri-County partnered with the East Texas Food Bank to help with providing nutritious food to impoverished individuals and households within the Shelby County region. The need to eradicate hunger is so great that it was important for our agency to become a part of this plan to assist with doing that. In 2020, Tri-County assisted with a total of 946 members with providing food bags/boxes. Each Thursday, our pantry allows for new clients to sign-up to receive assistance with food allowance. After which, every 30 days that same client is eligible to receive more food bags/boxes. Being funding through the State of Texas, Tri-County spent approximately \$21,760.70 in the year of 2020, and provided over 40,956 pounds of food product to our Shelby county community.

Also, every 2nd & 4th Wednesday of each month, we provide fresh produce to the community and surrounding areas. This is also a partnership made with the East Texas Food Bank. Produce from the local farmers and grocers provide the overflow through the ETFB to be distributed within several different counties. In 2020, we distributed produce to approximately 1,361 individuals.

COMPREHENSIVE ENERGY ASSISTANCE PROGRAM (REGULAR PROGRAM GRANT)

During the program year 2020, Tri-County assisted:

- Approximately 1,731 households and 3,273 individuals with energy assistance. This included seniors, disabled individuals, and households with children 5 and under.
- Approximately \$2,014,371.61 of grant funded monies were spent in order to meet the needs of those individuals that qualified for assistance to help prevent crisis within their households.

COMPREHENSIVE ENERGY ASSISTANCE PROGRAM (CARES ACT GRANT)

During the program year 2020, Tri-County assisted:

- Approximately 222 households and 662 individuals with energy assistance under the CARES ACT grant. This included seniors, disabled individuals, and households with children 5 and under.
- Approximately \$187,827.79 of these grant funded monies were spent in order to meet the needs of those individuals that qualified for assistance to help prevent crisis within their households. This contract will remain in effect until the end of July 2021.

COMMUNITY SERVICE BLOCK GRANT

During the program year 2020, Tri-County:

Provided 245 hours of capacity building/training activities

102 Individuals donated 837 hours of volunteer time to the agency

Assisted 1 individual with becoming employed with a living wage salary

Assisted 1 individual who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills

39 individuals completed income tax preparation through the VITA program

5 homeless individuals received temporary shelter support



Special Services, Health, Mental Health & Disability

by *Vanessa Davis*

SPECIAL SERVICES

Tri-County Community Action, Inc. Special Services Program makes every effort to collaborate with parents/guardians and staff to remove barriers and to ensure parents/guardians have accurate information to make informed choices regarding their child's overall health care and to comply with the health requirements of the program.

HEALTH

Early Head Start and Head Start Programs ensure that each child in the program receives an array of comprehensive health services to provide a coordinated system of continued care addressing the child's whole mind, body and emotions.

The students are assisted in receiving physical, dental, nutrition, immunizations, hemoglobin, lead, vision, hearing, social and emotional and developmental screenings in order to maintain or bring them up to date on a mandated schedule of primary, preventive and follow-up health and dental care.

Parents/guardians are thoroughly informed of the follow up needs pertaining to a child's health care requirements. All health requirements are expected to be completed within the established timelines. Parents/guardians are notified of the needed requirements and the timelines well in advance and staff work with families to

ensure completion of the requirement within the established timelines.

The latter part of the school year was introduced to many challenges due to the Corona Virus Pandemic. Our program has had to make changes in order to accommodate the health needs of the children and their families. Staff worked closely with families to ensure each of the children had an ongoing and continuous source of accessible health care. Due to COVID, it has difficult for the families to get in to see their primary care physicians and dentists. The staff have assisted families in accessing a source of health care and in obtaining health insurance that will allow the children care as quickly as possible.

DISABILITIES

Tri-County Community Head Start ensures that every child with special needs is valued, supported and fully included in all aspects of the program. Tri-County Head Start works directly with children, school districts, teachers and families to ensure that everyone is aware of each child's IFSP/IEP goals and that the goals are worked on collaboratively. Our observations and assessments indicate that every child with an IFSP/IEP is demonstrating growth in reaching their goals.

Tri-County Community Action, Inc. Birth to Five Program, works closely with our community partners, the Local Education Agencies and with the local Early Childhood Intervention Programs. Head Start meets with the ECI and LEA programs quarterly to discuss the Transition Process between the programs. Head Start participates with the LEA in the Admission, Review, and Dismissal (ARD) and in the development of the Individual Education Plan (IEP).

Children with disabilities made up over 10% of the funded enrollment for 2019-2020.

Health Report

Dental Exams

345 children out of 432 children received dental exams for 2018-2019 Head Start

204 out of 256 children received dental exams for 2018-2019 Early Head Start

Medical Exams

393 out of 432 children received medical exams for 2018-2019 Head Start

212 out of 256 children received medical exams for 2018-2019 Early Head Start

Immunizations

374 out of 422 children were complete (Head Start)

120 out of 189 children were complete (Early Head Start)

MENTAL HEALTH

Tri-County Community Head Start provides classroom environments which promote healthy social and emotional development of children. The staff establishes an atmosphere that is nurturing, respectful, accepting children as individuals and focuses on the development of the child's self-esteem. The Social and Emotional Program, Conscious Discipline is used to empower teachers to draw from within themselves to become proactive instead of reactive in conflict moments, creating a peaceful inner state. From this state, the lens of perception change. This allows teachers to stay in control of themselves and in charge of their classes.

Tri-County Head Start contracts with the local mental health authority and with other local



private Mental Health providers to provide children, parents and staff with Mental Health Consultation Services. Mental Health Consultants are scheduled routinely to visit each classroom in the Early Head Start and Head Start Programs and socializations in the Home Based programs, offering feedback and recommendations for staff. The Consultants provide Individual Observations and recommendations as needed for children with identified social and emotional concerns. Mental Health Consultants are available to meet with families to discuss concerns and provide recommendations as needed.



Nutrition

by **Angelia Dolphus**

Nutrition is vitally important to a child's future. Without adequate nutrition, learning can be a challenge. Good Nutrition equals a strong body and brain. The brain is built during the early toddler's years. It continues to grow during preschool. Tri-County Head Start's nutrition service assists families in meeting each child's nutritional needs and in establishing good eating habits that nurture health development and promote lifelong wellbeing.

During this program year, our agency purchased press and seal machines for every sight, to serve virtual children and also to make sure that meal were safe for children in the classroom. In the month of September we served 126 meals to families including breakfast, lunch and snack.



Through participating in the child and Adult Care Feeding Program (USDA), all children that attend Head Start receive a nutritious breakfast, lunch and snack that provides at least 2/3 of the daily nutrition requirements.

Tri-County Head Start has two licensed Nutrition Consultant's working with the program. Nutrition assessments are reviewed and completed for each child. Nutrition services are offered to children that are over/ under weight, diabetes, and low hemoglobin.



Parenting with: Parents, Teachers, Agri-Life, Master Gardner's and WIC. During this collaboration children grow gardens, parents and teachers have nutrition training and cooking classes. This project provides an interactive learning experience for children,

Cultural Safety

by *Katrina Solice*

CULTURE OF SAFETY

The Head Start/Early Head Start Program provides an environment that encourages people to speak up about safety concerns, makes it safe to talk about mistakes and errors, and encourages learning from these events. Children are safer when staff and families work together to improve the strategies they use in homes, at the centers, and in the community so children are at lower risk for injury.

The staff at Tri-County Community Action keeps children safe by creating a culture of safety throughout the agency in all activities and events. The teaching staff incorporates safety activities on their lesson plans to prepare for and rehearse what to do in cases of an emergency or threat. The program participates in the St. Jude's Trike-A-Thon every April as a part of "Week of the Young Child". This is an annual safety event that is a weeklong program that's focused on safety education for young children and encourages parents to plan for emergencies. All of the Centers and Home-based programs complete Health and Safety checks which include the classrooms and playground areas as well as on group socializations to ensure compliance. Texas Child Care Licensing representatives complete a detailed Health and Safety Audit at all locations once a year and we were found to have no deficiencies or findings at any location. The program strives to improve its processes by zoning the classrooms, mapping out potential high-risk areas, and

ensuring all students are prepared for any emergency that they may face. TCCA is dedicated to staying proactive by continuously looking for ways to pinpoint strengths and weaknesses in regards to health concerns and safety issues so that the culture we are promoting is a safe and healthy one where all children, families, and staff understand the importance of working together to ensure safe practices are embraced as we continue to build a culture of safety throughout the agency.

COVID-19 Newly Implemented Safety Practices

As we moved into 2020 our agency as all other early childcare facilities and public school districts had to learn quickly how to embrace the challenges that COVID-19 brought our way so that we could safely continue to provide the same in-person quality services that we have been so accustomed to. Tri-County Community Action has identified and implemented practices to help prevent the virus from entering the centers/offices spaces and reducing the likely spread inside the program as a whole. Protocols were established that required us working together as a team with parents to ensure that we all take the proper safety precautions to keep everyone safe under the current conditions of the pandemic. Some prevention approaches that we took were first to train the staff and begin the process of ordering several supplies that were distributed to our various sites/departments. Those supplies include Bleach, Thermometers, Masks, Shields (for employees and students), Isolation Gowns, Hand Sanitizer (70 % alcohol or better), Handheld Electrostatic Victory Sprayer machines (1 per classroom), Bioesque Botanical Disinfectant Solution, and Lysol.

Desk/Table Dividers and Plexiglas have been purchased and provided for office areas as well as classrooms to assist with mealtimes, rest-time, and maintaining overall social distancing practices. The Handheld Electrostatic Victory Sprayers and a Clorox 360 machine will be used throughout our schools, programs, and departments to sanitize and disinfectant throughout the day both inside and on outside play structures. TCCA is requiring in alignment with Texas Childcare Licensing and the Department of Health and Human Services to check students' and staffs' temperatures and complete screenings on each before entering the sites. This year unfortunately no parents, volunteers, interns, or other non-essential persons are allowed in the buildings. We are asking our families to assist us by monitoring their child's symptoms and to consider checking their temperature daily. If their child is experiencing any symptoms related to COVID-19 in according with <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>, we are requiring that students be kept at home until they have doctor's clearness or the symptoms subside for a minimum of 24 hours. Another approach that TCCA opted to take was to reduce the class sizes to ensure we could properly distance as much as possible for the safety of all. I am pleased to say that by taking these steps and modeling the correct way to wash hands and the proper way to wear a mask/shield the program has had positive results thus far not having any internal spread within the program. Working together as a TEAM we can ensure the agency continues to build a culture of safety as we do our best to continue providing high-quality services during this COVID-19 pandemic.



Our Head Start/Early Head Start program is spread out over 7 counties of East Texas; we have both Home Base and Center Base options with in those counties, along with 2 partners one being the San Augustine ISD for Pre-K HS and the other being Mary Jo Gordon's Child Care at Angelina College for EHS. Funded enrollment Head Start 432, Early Head Start 190 and 4 Expectant Mothers



Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) tasks are some of the most important work performed by Head Start programs. ERSEA governs how programs determine eligibility, enroll children, and track attendance. ERSEA develops strategy to ensure the neediest families are enrolled in the program in a timely manner. The program uses the Department of Health and Human Resources (HHS) Poverty Guidelines to determine income eligibility for participation in Head Start and Early Head Start programs, and the program uses the Community Needs Assessment to ensure the neediest families are served. ERSEA thinks of strategic ways to work with parents to promote regular attendance.

ERSEA

by *Patty Andrews*

Shelby County we serve 64 in HS and 33 in EHS

Tri-C CB serves 34 HS and 24 EHS

Shelby HB serves 33 HS and 9 EHS

Angelina County we serve 102 in HS and 50 in EHS

Lufkin CB serves 51 HS

Lil' Panther CB serves 51 HS and 16 EHS

Mary Jo Gordon's Child Care (Buckner's) serves 34 EHS

Jasper County we serve 95 in HS and 37 in EHS

Jasper CB serves 85 HS and 32 EHS

Jasper HB serves 10 HS and 5 EHS

Sabine County we serve 20 in HS and 5 in EHS

Sabine HB serves 20 HS and 5 EHS

San Augustine County we serve 97 in HS and 20 in EHS

San Augustine CB serves 17 HS and 16 EHS

San Augustine HB serves 4 EHS

San Augustine ISD Pre-K HS serves 77 HS

Newton County we serve 17 in HS and 20 in EHS

Newton CB serves 17 HS and 16 EHS

Newton HB serves 4 EHS

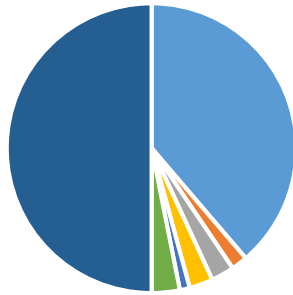
Tyler County we serve 37 in HS and 25 in EHS

Lil' Eagles CB serves 17 HS and 16 EHS

Tyler HB serves 20 HS and 9 EHS



HS-EHS Eligibility 2019-2020



- 0-100% 557 ■ 101 – 130% 26 ■ Other Needs 37 ■ Foster/CPS 38
- Homeless 16 ■ TANF/SSI 45 ■ Total 719



Enrollment by Site HS-EHS 2019-2020



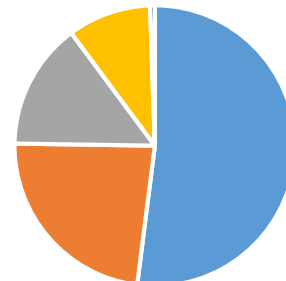
- Buckner EHS 45 ■ Jasper CB EHS 35 ■ Jasper CB HS 96
- Jasper HB HS 8 ■ Jasper HB EHS 9 ■ Lil' Eagles CB HS 22
- Lil' Eagles CB EHS 23 ■ Lil' Panthers HS 59 ■ Lil' Panther CB EHS 16
- Lufkin CB HS 61 ■ Newton CB HS 20 ■ Newton CB EHS 22
- Newton HB EHS 5 ■ Sabine HB HS 21 ■ Sabine HB EHS 12
- San Aug. CB HS 14 ■ San Aug. CB EHS 17 ■ San Aug. ISD 77
- Shelby HB HS 35 ■ Shelby HB EHS 10 ■ Tri-C CB HS 42
- Tri-C CB EHS 29 ■ Tyler HB HS 20 ■ Tyler HB EHS 12
- Expecting Mother 6 ■ ■

Primary Language HS/EHS 2019-2020



- English 636 ■ Spanish 82 ■ Burmese 1

Race HS/EHS 2019-2020



- Black 374 ■ White 167 ■ Hispanic 105 ■ Multi-Race 69 ■ Burmese

Family Services

by *Mary Williams*

VOLUNTEERS

Head Start encourages all parents to contribute to their child's participation in the program by volunteering as much as possible. During Parent Orientation you will learn about the many ways to volunteer with the program. Ask your child's teacher how you can volunteer right away. When you volunteer for two to four hours in one day, you are invited to have lunch with your child's class. Siblings are not allowed to come to the center when parents are volunteering. The safety and well-being of our children is of utmost importance

- Helping teaching staff with activities
- Encouraging other parents to attend center meetings and events
- Attend parent meetings and report on center activities
- Serve on the Policy Council Committee/Parent Committee

INKIND

Head Start needs the support of each child's family and members of the community in order to operate each year. The federal grant only funds 80 percent of the Head Start program; the remaining 20 percent is obtained locally through "In-Kind." In-Kind is parent and community participation in the form of donated time, services, or supplies. Families and other community members have multiple opportunities to participate and contribute towards meeting our In-Kind goal.

They can:

- . Work at home with their child on home activities provided by the center
- . Help your child transition at drop off and pick up times
- . Attend parent meetings / serve as an officer
- . Serve on Policy Council
- . Serve on the Health Advisory Committee

- . Help with the program Self- Assessment
- . Answer phones or other office duties
- . Help with parent information boards
- . Help in the kitchen
- . Classroom helper
- . Other positions needed in the center

What do we mean by Family Engagement?

Family engagement means building relationships with families that support family well-being, strong parent-child relationships and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school and community and it's a shared responsibility with all those who support children's learning.

PARENT COMMITTEE MEETINGS

Throughout the year there will be Parent Committee Meetings during which various topics of interest will be presented for our parents. Parents are encouraged to attend and have the opportunity to serve.

Two-way Communication

Interactions between schools and families should be continuous and ongoing. The most valuable interactions are those that go in both directions—Family Advocates learn from parents and parents learn from teachers. These two-way interactions make sense. Both teachers and parents are concerned about a child's growth and development. It makes sense that teachers/Family Advocates and parents would work together in the best interest of the child. You will receive information about dates, times, and topics prior to the meetings

Fatherhood involvement:

- * Increases student achievement including
- * higher test scores and grades.
- * Promotes positive self-esteem.
- * Creates positive behavior.
- * Impacts attendance.

Understanding Father Involvement and Engagement in Head Start/Early Head Start Father "involvement" often refers to bringing fathers into the program to participate in different activities. It also refers to helping fathers become more involved in child rearing and in their child's life. Father "engagement" includes participation and child rearing but goes a step further. Father engagement means making a commitment to a partnership. Engagement is rooted in positive relationships. With involvement there is an emphasis on being present. With engagement there is a focus on creating and sustaining ongoing relationships.



Partnerships

Partnerships are at the center of successful Head Start and Early Head Start programs. Partnerships between families and programs and between programs and community organizations rely on a commitment to a common goal: positive outcomes for children and families. The program partners with families to set goals that can lead to greater family well-being and success in school and in life. These relationships are key to our work with children and families, including the journey toward school readiness.



The Education Department is working hard to ensure all education staff and teachers are familiar with the Classroom Assessment Scoring System (CLASS) Instrument, a National Head Start Classroom Assessment. The Improving Head Start Act of 2007 requires that the Office of Head Start (OHS) includes in the monitoring reviews of Head Start agencies, a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and future achievement as well as serve as important indicators of the future of school readiness of all head Start children. Tri-County Community Action, Inc. uses a researched base curriculum: Creative Curriculum, via this partnership as part of the state's Title 2 funding for school districts to improve education quality.

School Readiness is preparing the Head Start children for the ISD, our program consists of Early Head Start, Head Start and Home Base. Data is collected three times per year Fall, Winter and Spring. The assessment is called the DRDP (Desired Ratings Developmental Profile) which is an instrument that is designed for Teachers to use to reflect on the learning, development, and progress of all children in the Head Start program. Our Education Data Team gather to analysis and aggregate this

School Readiness

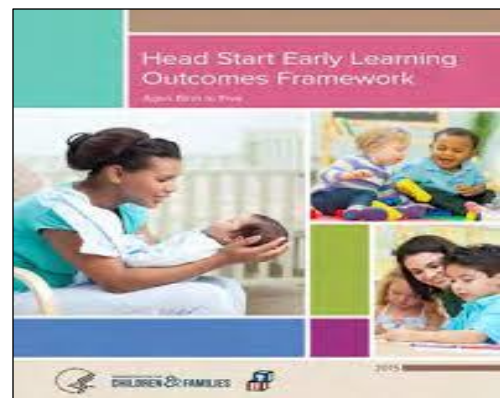
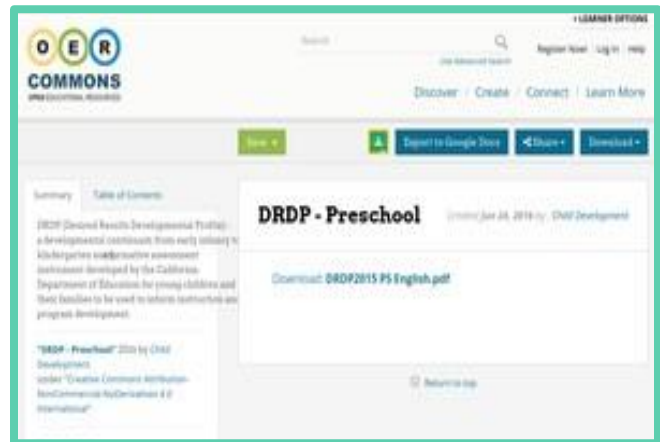
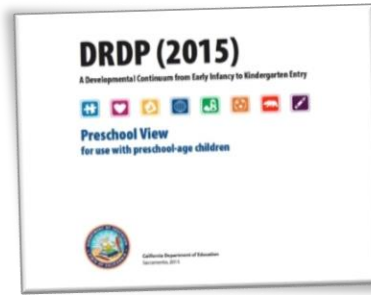
by *Tomeka Jones*



information, this is how we develop our School Readiness Goals for the agency. We then meet with our School Readiness Leadership Meeting which consist of (policy council, board members, teachers, parents and community leader) to

present the information and receive feedback to better serve our families and community. TCCA offers three different options, EHS, Head Start and Home Base throughout a 7 region area: Shelby, San Augustine, Sabine, Jasper, Newton, Tyler Co. and Angelina Co.

We look forward to severing you in one of our locations.



CLASS

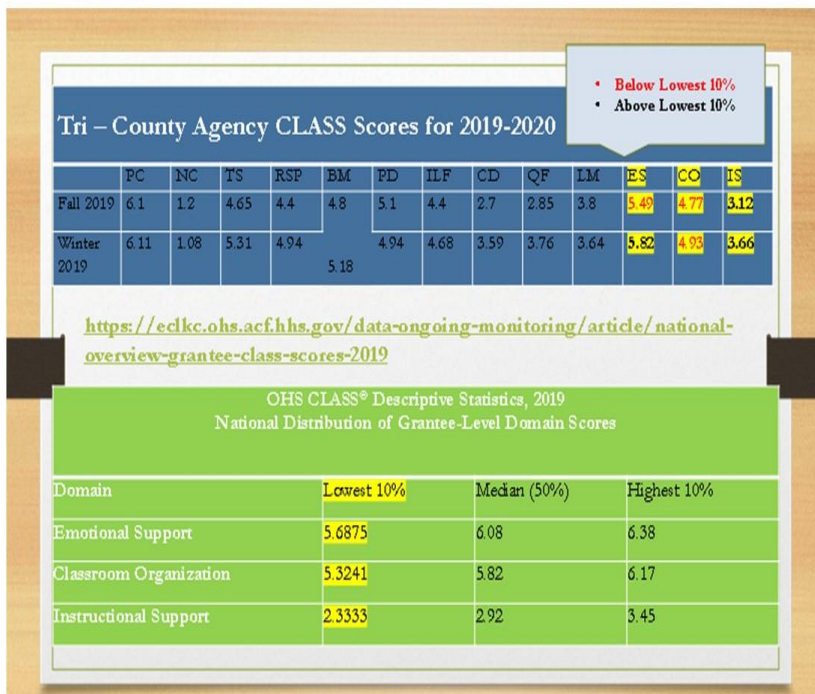
by *Dian Wise*

Tri County Community Action has implemented Coaching using the Pre – K Classroom Assessment Scoring System for all Head Start teachers. Per Head Start performance standards (HSPS 1302.92(c): A program must implement a research-based, coordinated coaching strategy for education staff that:



My Goal as an Education Specialist Coach for TCCA is to use an observational tool for teacher – child interaction; our agency uses the Classroom Assessment Scoring System. Using the CLASS tool drives the plans for our agency to implement intensive coaching or mentoring with teaching staff in each Domain to strengthen teaching strategies improving teacher child interactions. For teachers to be able to give their best in knowledge, teachable moments, being in the moment, maximizing learning to meet the needs of the children, intense coaching and mentor provides support for our teaching teams in promoting long term development and success for the children we serve. Teachers that are not being directly coached or mentored use myTeachstone resource for professional development. This resource provides videos, courses and links to classrooms and sites that model exemplary interactions.

TCCA has a Team of Infant, Toddler and Pre- K CLASS certified staff that are in the process of doing Formal CLASS observations for Head Start this fall and for EHS in the winter of 2021. These formal observations set the foundation for more intense coaching and mentoring. We use the first observations as a base line to see where our teachers and classrooms have strengths and areas to improve. We will do a set total of three Formal observations per Head Start and Early Head Start for the 2020-2021 School year



NOTE: Chart indicates that TCCA Fall of 2019 Emotional Support and Classroom Organization were below the lowest 10% of National Average. The 2019 Winter report reflects an increase in Emotional Support and Classroom organization with Classroom organization still being below the lowest 10% National Average. Both Fall and Winter report indicate that TCCA is above the Lowest 10% national Average in Instructional Support. From the data collected in Fall of 2019; intense coaching was implemented to classrooms that needed that extra support and give a slight increase in the Winter Outcomes. TCCA classrooms showed an increase across each Domain due to coaching and professional development training.

AS RESULT OF COACHING



“As a result of coaching I have learned to use advanced vocabulary and open ended questions to increase meaningful conversations in my classroom. I love the way my coach makes me feel; she brings out the best in me and is truthful and does not judge. The activities that were shared with improved my teaching strategies; self-video for reflection and feedback with activities and the ‘one on one’ that she provided was most helpful about coaching”.

– Natalie Adams Jasper Head Start



“As a result of coaching I am able to use more effective methods for behavior management and really taking time to listen to children. I improved my practice by watching video of myself, with support and feedback from Mrs. Dian. I would like to continue using the video with reflection.”

- Kia Kia Sterling Lil' Panther Head Start



“Mrs. Dian supported me in Classroom organization maximizing learning time; She gave me helpful ideas and tips for time management, the resources and modeling helped me; I would like to have her with me on a daily bases; I so value the time have with her.

– Susan Woodrome - San Augustine

Home Base Head Start/Early Head Start

by Vera Boxley - Home Base Manager

Home Base Head Start and Early Head Start

We, as the Home Base option have the opportunity that most professionals do not have. That is to take a glimpse into the lives of children and families. Our role is unique, and the relationships we build with families are the most powerful tool we have to support young children and make a difference in their lives.

A Parent Educator visits both the parent and child in the home on a weekly basis for 90 minutes per week. They have a case load of 10-12 families. They offer 32 home visits a year for Head Start and 46 home visits for Early Head Start.

Parents in the Home Base option are offered the opportunity to attend two Group socialization activities each month. We offer 16 group socialization a year for Head Start and 22 group socializations for Early Head Start in which children and parents enrolled in the home-based option interact with other home-based children and parents in a Head Start classroom, community facility, or on a field trip. This benefits the children, they have the opportunity to interact with other children, explore new environments and participate with different toys, materials and activities. Parents have the opportunity to interact and network with other parents, observe their child in the context of other children, and participate in activities with other parents and children.

We use as the curriculum Grow Great Kids/Growing Great Families. The DRDP Assessment is used for our ongoing assessment.



We also deliver the comprehensive services required by the Head Start Program Performance Standards, such as medical, dental, mental health, nutrition, child development, education, and family involvement.

Vera Boxley----Home Base Manager





Jasper Head Start/Early Head Start Center Base

Safe, fun learning environment



Jasper Center Base is located at 105 Collier Street in Jasper, TX., Jasper is affectionately known as the "jewel of the forest." Jasper Head Start provides a comprehensive early childhood delivering services in the core areas of education, health, nutrition, and parent involvement. These services are

provided to low-income children and families. The Jasper Center Base includes a Head Start program as well as Early Head Start. We are



currently fully enrolled with a total of 85 students in Head Start and 32 in Early Head Start. The staff consist of 30 employees serving in a variety of positions. We pride ourselves in collaborating with community partners which include the Master Gardeners, Agri-Life, and ADAC.



Lil Eagles Head Start and EHS

Lawanda Williams - Director



Lil Eagles is a Birth to five program in Tyler County Texas. We are located at 1201 Cardinal Dr. Woodville, Texas. We have a Family of 33 students; 16 children enrolled in our Early Head

Start and 17 enrolled in our Head Start program. Families and the community have an opportunity to participate in a variety of educational and social activities. Our staff consist of a Center Director Lawanda Williams, 1 Childcare Assistant, 1 Head Start Teacher, 1 Head Start Teacher Assistant,, 4 Early Head Start Teachers, 1 Floater, 1 Food Service Specialist, 1 Family Advocate Specialist, 2 Head Start Home Base Teachers and 1 Early Head Start Home Base Teacher and 2 Substitutes. Our dedicated and qualified staff-most of whom are from this community and speak the same languages as the families we serve. Drawing on their extensive training, experience, and firsthand knowledge, our educators work to ensure that the young children in our care are developmentally on track-academically, socially, and emotionally-and ready to learn at the level of their peers.

Lil Eagles has long recognized that just as we need to ensure children begin school

academically ready to learn, we also need to ensure that they begin life socially and emotionally ready to thrive. When children walk through our doors, we look at them holistically- at their physical, cognitive, social, and emotional health-and help them achieve their full potential in each of these interrelated areas.



Our center has a Family Advocate Specialist whom families can count on for guidance and support. The Family Advocate Specialist help families create goals and gives them tools on how to accomplish those goals, whether; it's getting a job or continuing their education or whatever services they need. Family Advocate Specialist also help parents get ready for their child transitioning to school by teaching them how to advocate for their child and encouraging the parents to form a circle of support themselves.

School Readiness is the theme that flows throughout our program. We ensure

students are academically ready by teaching academic concepts in ways that make sense to young children and get them excited about their education. . And by employing emotionally responsive teaching, introducing conflict resolution techniques, and allowing for strong relationships between teachers and children (and among children themselves), we help ensure they are emotionally ready for school as well.

We serve (insert number) foster families, (insert number) over income families, o homeless families, (insert number) families income below 100%, and (insert number) families income 100<130 %. Our average monthly enrollment is (insert number) for EHS and (insert number) for HS.

Li Eagles accomplishments and positive outcomes this year is we met the forty five day requirement and the ninety day requirement for the school year. In Early Head Start our school readiness outcome was 69.5% meeting expectations in Literacy and 66.25% meeting expectations in Mathematics. In Head Start our school readiness outcomes were 33.37% meeting expectations in Literacy and 44.78% meeting expectations in Mathematics. As this was my first year as center director of Lil Eagles I am proud of the accomplishments and excited for the future of Lil Eagles Head Start/Early Head Start.





WELCOME TO OUR HOUSE

ALL SYSTEMS GO!!



Jeanne Wysingle
Center Director



Our center is located in Lufkin, Texas at 1510 Martin Luther King Blvd. We provide high quality educational services to 67 children ages 0-5. Our focus has been all around health and safety, School Readiness, CLASS, to get our children ready for school and get the families are to support their children's learning. We have 100% enrollment.

School Readiness outcomes: Head Start – 50.2% meeting expectations in Literacy and 37.5% meeting expectations in Mathematics. Early Head Start – 50.9% meeting expectations in Literacy and 62.5% meeting expectations Mathematics

Our staff consists of a Center Director, 4 Early Head Start Teachers, 3 Head Start Teachers, 3 Head Start Teacher Aides, 3 Head Start Floater, Child Care Assistant, Food Service Specialist and 2 Foster Grandparents.

We maintain open communication and cooperation with our parents. We are a family focused center providing health, mental health, nutrition, education, family and disabilities services to our families.



Lufkin Center Base



Lufkin Head Start is located at 2208 N. Timberland Dr. in Lufkin TX. We serve 54 children and their families in Angelina County.

We take pride in our Center and want all children, parents and the community to feel welcome on our site. We provide a safe, nurturing educational environment. We are licensed by the state of Texas and we

are a pre-school with emphases on school readiness. Lufkin Head Start provides services for the children in Education, Nutrition, Health and Parent Involvement. This has been a different year for all of us because of COVID-19, what a great TEAM we have at LCB as we have pushed through. We have learn to use Team, Zoom, and Homeroom, Remind and other apps to keep parents and staff informed and provided a service to our vitrual children. I am so

proud of the staff who have worked so hard to keep the children safe and at the same time continue to have a fun learning environment Bridget Kirkwood, Crystal Earl, Laronda Agent, Teresa Santoya, Denise Pope, Dominique Martin, Trisha Jolly, Elizabeth

Garcia, and our floaters Cleta Richard, Emilia Orta and Lorene Dixon.

Thanks also to the parents who have entrusted their child to us. We are proud to serve Angelina County for 28 years.



Joy Freeman – Center Director



Newton Head Start/EHS



Texas. The center is located at 1003 Martin Luther King in Newton, Texas. We are licensed to provide services to 35 children. We currently have enrolled 33 students in our program with Head Start having 17 and EHS currently have 16. Head Start is a comprehensive program that serves children ages 3-5 and their families. It is a child focused program with the overall goal of increasing the school readiness of young children in low income families. We have a qualified team of 11

employees who work diligently to provide extensive services to our families. We at Newton Head Start ensure that our children are thriving beginning with their social and emotional needs to their physical, health and nutritional needs. Our program conceptualizes a positive educational environment by presenting a diverse of learning experiences. Newton Head Start offers the option of a Center Base or Home Base program.



San Augustine Head Start/EHS



San Augustine Center has a family of 50 students. Early Head Start has 16 and Head Start had 34. Each student is unique and valued for who they are. Each child has individual goals that align with school readiness goals. As a staff, our goal is to make a difference in our students' lives. At San Augustine Center Base, we are giving students a head start in learning so they can be successful. Our program is a free service funded by government grants. Parents are required to donate their time and effort to help in the teaching of their children. These are comprised of In-Kind forms that are

filled out each week by the parent or guardian.

Each family is assigned a family advocate specialist who is there to help families create goals and gives them tools on how to accomplish those

goals, whether; it's getting a job or continuing their education or whatever services they need.

The Head Start program has a wonder program which helps address any disabilities issues that arise with all our students. The EHS program is affiliated with ECI, who comes to our site to provide services and the HS program goes through the local school system that then provides testing and services. Each student in head start is given a DECA assessment tool which shows the teachers if the student is a risk for any emotional issues and a brigance assessment which allows the teachers to determine if each student is reaching their age appropriate developmental milestones. If the student has concerns, they will be addressed by the teachers and the area managers. Goals will be set; and instruction will be individualized so the student will be successful in the future. These tests are given at least twice a year or as needed.

The Head Start program provides an opportunity for all students to attend health clinics at the learning center. SACB send out reminders to

all parents when a clinic is scheduled. This is for the convenience of parents. At these clinics they do physicals, vision and dental exams. The teachers do hearing and vision screenings, as well as, height and weight tracking.



Our Early Head Start program is a comprehensive program that serves children age birth to five and their families. It is a child-focused program with the overall goal of increasing the brain development of young children in low-income families.

The Early Head Start program has a long tradition of delivering comprehensive and high-quality services designed to foster healthy development in low-income children. Early Head Start grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development: medical, dental, and mental health, nutrition, and parent involvement. In addition, the entire range of Early Head Start services is responsive and appropriate to each child and families developmental, ethnic, cultural, and linguistic heritage and experience.

The Early Head Start and Head Start program must adhere to program performance standards. The performance standards define the services that Head Start programs are to provide to children and families they serve. They constitute the expectations and requirements that Early and Head Start grantees must meet. They are designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantee and delegate agencies maintain the highest possible quality in the provision of Early/Head Start services.

San Augustine Center Base learning centers consist of circle time, centers, outside play, meals, and naptime. Children go to circle time each morning and afternoon. Circle time is lead by teachers or teacher's assistant. The children go over creative curriculum, picture cards, alphabets, numbers, colors and other materials. When the children are done with circle time they will go to learning centers. The centers are set up to reinforce learning that has taken place in the circle time. The children have free choice as to what center they will go to. The centers, however, are regulated by the amount of people who can occupy the limited space in each center on a first come basis. Children are rotated on who gets to go first into each center so no child is left out of a certain center. Children go outside each morning following

centers. Outside time last for about forty five minutes in the morning and about forty five in the afternoon after the PM snack. Children are encouraged to play and participate with the class, however, if the student doesn't feel like participating they may play in another area of the playground. Our Early Head Start sometimes takes buggy rides. Children in Early Head Start are given breakfast, AM snack, lunch and a PM snack each day. Children in Head Start are given breakfast, lunch and a PM snack each day. The meals are USDA approved and are varied to allow children to have new food experiences. The meals are served "family style". The children are encouraged to serve themselves, pour their own milk or juice, eat at the table with their classmates and clear the table when they are finished. Once the children get through eating they can take a nap that last two hours. Children are encouraged to sleep, however, if the student can't sleep then a book or other quiet materials will be offered to them. They have their own personal cot, blanket and pillow if they want one.

San Augustine Early Head Start/ Head Start goals is to have all required documents turned in within a timely manner. Center director, FAS, and staff will make sure parents turn in all signed documents within two to three business days of filling out paperwork. SACB director, teachers and staff will continue to recruit to keep our center fully enrolled.



Tri-C Head Start/EHS



Deandra Jackson, Center Director at Tri-C Head Start/Early Head Start Program located at 214 Nacogdoches Street in Center, Texas. I'm a former Head Start student. I've worked for over 30 years in the early education field, 27 years here at Tri-C, where I started as a Health Aid, transitioned into the classroom as a Head Start Teacher Assistant and the last two years as Center Director. I hold a 1st

Level Certification in Early Childhood, Administrative Certification, 1st Aid/CPR Instructor and C.I.R.C.L.E./ School Readiness Certified.

Our Center is a licensed Child Care Facility that meets and exceed all license requirements and has made some adjustments to our enrollment procedures to ensure the safety of our children and staff. Due to the Covid Pandemic we offer virtual classroom attendance as well as center base this year with smaller classroom daily attendance to promote social distancing. Tri-C has 2 Head start Classrooms (each room has a teacher and teacher assistant) and Early Head start has 3 classrooms (each room has 2 teachers and 8 children). Our Head start teachers have degrees in education and the assistant teachers have or working towards CDA's. Our Early Head start teachers all have CDA's/1st Level Certifications, ensuring that we meet Head start regulations and exceeding licensing standards at all times.

Tri-C HS/EHS Classrooms are mentored by our own CLASS certified staff to ensure that our children are getting the optimal learning opportunities daily and our HS classrooms are also monitored on a National Head start CLASS level. Our program is a data driven program-based on CLASS and School Readiness Goals and we offer effective teacher-child interactions. We have a learning environment where teachers implement well organized learning experiences with developmentally appropriate schedules, lesson plans, Indoor/Outdoor Play, exploration and experimentation,

all child-led.

Tri-C encourages our parents to be advocates for their children's growth and success in all component areas by keeping our parents abreast of their child/children's growth, strengths and weaknesses by using various assessments upon entrance into the program and on-

going monitoring systems such as DECA (Devereaux Early Childhood Assessment Program) for mental health, Brigance for cognitive development, DRDP in Childplus (for tracking, implementing and planning) individual cognitive growth for each child and nutrition tracking through Height, Weight and Dental screenings throughout the year.

Due to the recent Covid Pandemic we have initiated a Homeroom platform so that our virtual families can participate in daily classroom activities and we also send home homework packets with volunteer In-Kind sheets as way for our parents to contribute to their child/children's learning experiences.



Our staff at Tri-C take great pride and joy in our work, letting safety of our children and love for our families guide us to give our best daily.

Tri-C encourages our parents to be advocates for their children's growth and success in all component areas by keeping our parents abreast of their child/children's growth, strengths and weaknesses by using various assessments at the entrance into the program and on-going data monitoring systems such as DECA (Devereaux Early Childhood Assessment Program) for Mental Health, Brigance for Cognitive Dev., TSG(Teachers Strategy Gold) for tracking, planning and implementation and Nutrition Tracking and assessment (Height, Weight, Dental) throughout the year.



Technology



Virtual Learning

The public health and economic crises caused by COVID-19 have created challenges for students and staff. It has been difficult for parents and students to visit the school, attend Parent Parties, Group Socializations, and health clinics.

As a non-profit organization, we were engaged in planning for the post pandemic recovery. Our role is to keep as many students as possible in the learning process. Our value added is that we are building seamless talent production pathways by providing the following:

DRDP Assessment, which is used on the i-Pad, is a strength-based child assessment focusing on the positive aspects of each child's developmental progress.

Teams and Zoom are an effective online conferencing and meeting software we provide in our virtual learning to ensure that a good training environment is created for our virtual students and parents. These software's have essential tools like online videos, chatting, and presentation and file sharing capabilities.

Hotspots are a viable short-term option to help get many students and teachers connected quickly. We are working hard and diligently to obtain enough devices to support the students and teachers.

We are prioritizing technology, health care, and teacher training, all of which will be critical to recovery.



Jennifer Bell – Director of Technology



Finance Department

by *Latricia Reynolds*

Finance ensures that budgets are aligned with the agency goals.

Finance ensures that the programs have the fiscal tools needed to assist in the transition of individuals and families out of poverty.

Finance also ensures that fiscal resources are utilized in providing comprehensive services, education, and school readiness success to the children in our care.

FUNDING

| | | | |
|-----------------------------|-----------------|--------------|-----------------|
| HEAD START/EARLY HEAD START | | | \$ 5,623,470.00 |
| CHILD CARE FOOD PROGRAM | | | \$ 313,423.00 |
| CSBG | | | \$ 131,186.00 |
| CEAP | | | \$ 2,229,055.00 |
| LOCAL | | | \$ 48,989.00 |
| LOCAL BREAKDOWN | PROJECT CARE | \$ 8,400.00 | |
| | UPSHUR RURAL | \$ 17,519.13 | |
| | RENTAL PROPERTY | \$ 14,400.00 | |
| | DONATIONS | \$ 8,670.23 | |



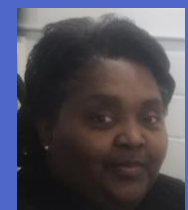
Latricia Reynolds, BBA, MPA
Chief Finance Officer
15 Years



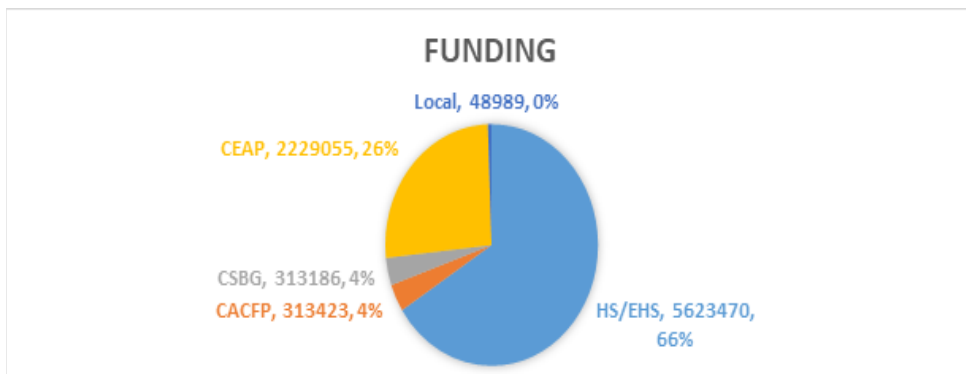
Pam Faussett
Assistant Finance Officer
22 Years



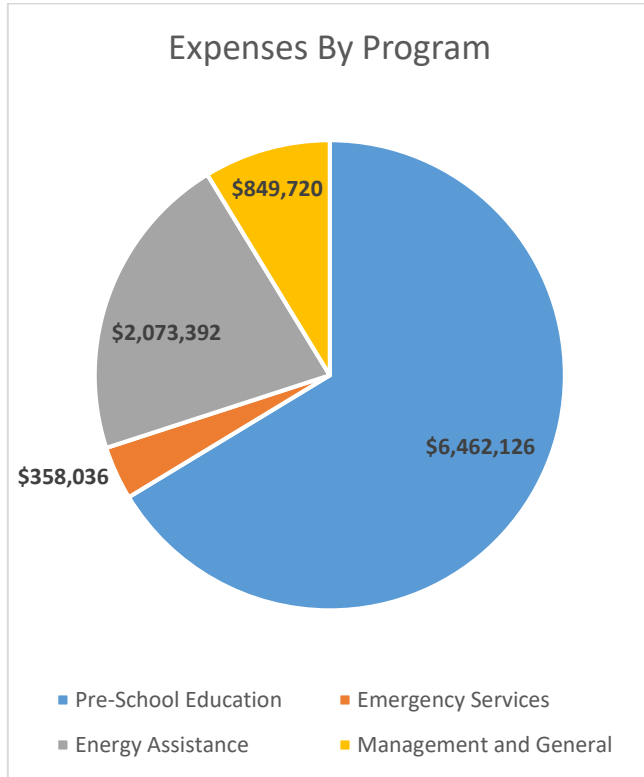
Angela Amburn
Payroll Clerk
15 Years



Chemetri Johnson
Purchasing Clerk
10 Years



BUDGET



EXPENSES BY PROGRAM 2019/2020

| | |
|------------------------|-------------|
| Pre-School Education | \$6,462,126 |
| Emergency Services | \$358,036 |
| Energy Assistance | \$2,073,392 |
| Management and General | \$849,720 |
| TOTAL FUNDING PY 2019 | \$9,743,814 |

Expenses By Program 2018/2019 FOR COMPARISON PURPOSES

| | |
|------------------------|--------------|
| Pre-School Education | \$6,718,401 |
| Emergency Services | \$268,432 |
| Energy Assistance | \$2,276,136 |
| Management and General | \$790,334 |
| TOTAL FUNDING PY 2020 | \$10,053,303 |

Proposed Budget

| | |
|--------------|-------------|
| Personnel | \$3,541,923 |
| Fringe | \$1,001,572 |
| Equipment | \$0 |
| Travel | \$49,428 |
| Supplies | \$155,083 |
| Contractual | \$248,877 |
| Other | \$728,864 |
| Program Inc. | |
| Total | \$5,725,747 |

Actual Budget

| | |
|--------------|-------------|
| Personnel | \$3,448,080 |
| Fringe | \$838,242 |
| Equipment | \$0 |
| Travel | \$48,398 |
| Supplies | \$183,001 |
| Contractual | \$221,720 |
| Other | \$900,138 |
| Program Inc. | (\$16,109) |
| Total | \$5,639,579 |

MONITORING REPORT

FOCUS AREA 1 REVIEW SUMMARY

From February 18, 2020 to February 21, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One monitoring review for Tri-County Community Action, Inc Head Start and Early Head Start programs.

Program Design and Management

The grantee's program design and structure takes into account community strengths and needs. The grantee has an approach for providing effective management and oversight of all programs and fiduciary responsibilities. The grantee maintains a formal structure for program governance that includes a governing body, a policy council and parent committees.

Designing Quality Education and Child Development Program Services

The grantees approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework, and state early learning standards. The grantee has strategies to ensure teaching practices promote progress toward school readiness. The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness. The grantee has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Designing Quality Health Program Services

The grantee has an approach for ensuring the delivery of high-quality health services. The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Family and Community Engagement Services

The grantee has an approach for collaborating with families to support family well-being. The grantee has an approach for providing services that strengthen parenting skills.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance Strategies and Fiscal Infrastructure

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements. At least 10% of grantees' total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver. The grantee maintains and tracks full enrollment. The grantee's fiscal staff have the qualifications needed to provide oversight of the grant. The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

TRI-COUNTY COMMUNITY ACTION, INC
Center, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended April 30, 2020

Section 1 – Summary of Auditors Results

Financial Statements:

Type of Auditor's Report Issued: Unmodified

Internal Control Over Financial Reporting:

Material Weakness(es) identified? ____ Yes No

Significant deficiencies identified not considered to be material weakness(es)? ____ Yes None Reported

Noncompliance material to financial statements noted? _____ Yes No

Federal Awards

Internal Control Over Major Programs:

Material Weakness(es) identified? ____ Yes No

Significant deficiencies identified not considered to be material weakness(es)? ____ Yes None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?
____ Yes No

Dollar threshold used to distinguish between Type A and Type B programs \$750,000

Auditee qualified as low-risk auditee? Yes _____ No

Identification of Major Programs:

CFDA#
93.568

PROGRAM TITLE
Low Income Home Energy Assistance
-Comprehensive Energy Assistance Program

Section II – Financial Statement Findings and Questioned Costs:

None Reported

Section III – Federal Awards Findings and Questioned Costs:

None Reported

Human Resources

by Cierra Beatriz



Employee Health and Wellbeing is Our Priority

Due to the Covid-19 Pandemic we are currently experiencing, HR is called to assess and contribute to a broader response that embeds our organization's mission, values, and societal impact with a focus on the well-being of our staff, children and community.

We encourage all of our employees to follow the guidelines for physical distancing, handwashing, and wearing a mask or face covering.

The HR Department provide input in the guidelines to be implemented, gather and share staff and client's questions and concerns: inform the team of new developments in employment laws and benefits.

We try our best to make communication deliberate, consistent and over communicate if necessary. Social distancing is key for helping slow down the spread of COVID-19. There is still much uncertainty, and the economic and social impacts of this pandemic will have long lasting effects.



HR Stats

Participated in 3 virtual job fairs

(2) Workforce Solution

(1) SFA

New Hires: 22

Rehired: 4 out of the 22

Terminations: 23

Tri-County Community Action, Inc.

Board of Directors

REGION 1

| <u>COUNTY</u> | <u>ELECTED OFFICIALS</u> | <u>PRIVATE SECTOR</u> | <u>REP. OF THE POOR</u> |
|---------------|--------------------------|-----------------------|-------------------------|
| PANOLA | Rodger McLane | | James Brown |
| HARRISON | Judge Chad Sims | | |
| UPSHUR | | Michael Wilcots | Eva Chadwick |

REGION 2

| | | | |
|---------------|--------------------|---------------|-----------------|
| SABINE | | | Evelyn Watts |
| SAN AUGUSTINE | Mayor Leroy Hughes | | Sharon Ratcliff |
| SHELBY | Ann Blackwell | Donny Johnson | Lenola Wyatt |

REGION 3

| | | | | |
|--------|---------------|-----------------|------------------------|--------------|
| TYLER | Bennie Martin | Wilbert Barnett | | |
| JASPER | | | Rev. Rodney Norsworthy | Tom |
| | | | Rev. Paul Woods | |
| NEWTON | | | | |
| | | | | Cedric Sells |



Tri-County Community Action, Inc. is governed by an eighteen member tripartite board representing three regions and nine counties.

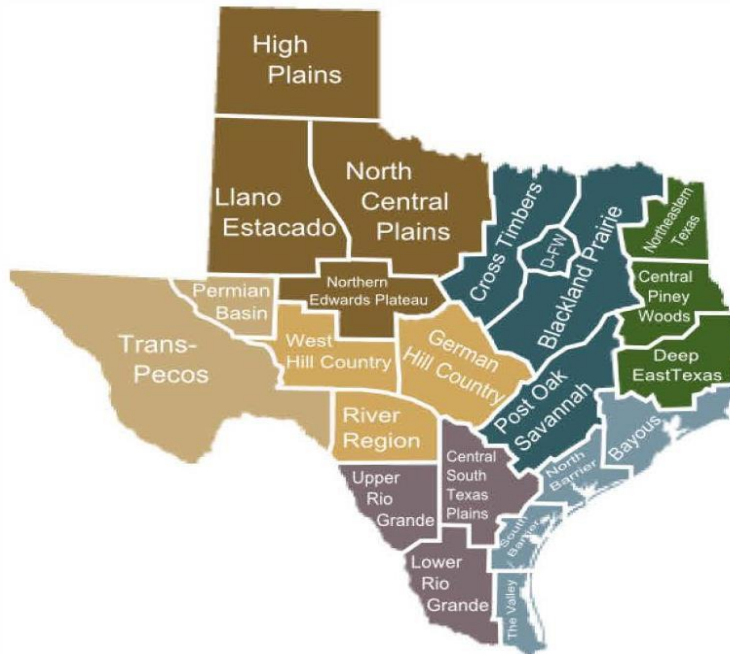
We thank our Board of Directors for volunteering their time and expertise to continue to lead this agency's future

Agency Values:

- Integrity
- Professionalism
- Teamwork
- Compassion

Tri-County Community Action, Inc.

Service Area



- **Upshur County**
- **Harrison County**
- **Panola County**
- **Shelby County**
- **San Augustine County**
- **Sabine County**
- **Tyler County**
- **Jasper County**
- **Newton County**
- **Angelina County**

50 Years of Serving the Counties of East Texas