



Tri-County Community Action, Inc.

Annual Report

2021-2022



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February 3, 2023

Tri-County Community Action, Inc. has continued to serve its mission to meet the needs of the neediest citizens in East Texas. This agency continues to support its 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. For 57 years this agency has sought to improve economic literacy, enhance job skills & training, parenting skills, fatherhood programs, improve health & nutritional needs, deliver impactful early childhood education, assist in the attainment of affordable housing, and provide special assistance to veterans throughout the 10 East Texas counties we serve. This agency continues to support its 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 2021-2022 Annual Report documents the efforts of this staff, children, families, community, and stakeholders to meet the needs of the most vulnerable in the communities we serve. The outcomes record a year of hard work, dedication, commitment from our 136 employees, the volunteers, and our community partners. This program year, the agency faced the challenges of the COVID-19 pandemic from a different perspective. In spite of safety protocols, staff, children & families continued to be impacted. There were staffing issues, parents made decisions to keep children at home resulting in hardships meeting full enrollment. Several classrooms were closed due to children and/or staff COVID infections. However, technology investments allowed for remote learning, meal deliveries, video conferencing, enhanced internet capabilities. In addition, the Social Services department continued to enhance relationships with community partners and continue to provide services to the neediest & vulnerable in our communities. Our goal remains to transition individuals and families out of poverty, to help attainment of education goals, job training, job skill development, employment assistance, to help with utility assistance, housing assistance, health & nutrition, parenting skills, and provide quality early childhood education and development through our Head Start, Early Head Start program offering opportunities in Center-based and Home-based options. This has been another year of challenges; however, this agency continues to serve; rental assistance, mortgage, housing, energy assistance and/or food insecurities. Tri-County Community Action, Inc. is dedicated to serve Shelby, Sabine, and San Augustine, Jasper, Newton, Angelina, Tyler 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!

George T. Simon, Jr.

Executive Director/Head Start Director

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 – LaRonda Agent
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 – Labertha 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	Judge J. Blanchette	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/HS Director



Latricia Reynolds
Chief Financial Officer



Leticia Stafford
Human Resource Director



Brenda Allen
Social Services Director



Jennifer Bell
Director of Information Technology



Yolonda Neal
Executive Manager



Christiana McDonald
Financial Officer



Patty Andrews
ERESA Manager



Vera Boxley
Homebase Manager



Vanessa Davis
Health 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



Celena Garrett
Mental Health/Disabilities Manager

Social Services Department

Brenda Allen-Director

COMPREHENSIVE ENERGY ASSISTANCE PROGRAM (CEAP)



The Comprehensive Energy Assistance Program (CEAP) is a utility assistance program designed to assist low-income households in meeting their immediate energy needs and encourage consumers to control energy costs for years to come through energy education. CEAP provides payments for utility bills to income eligible families who are struggling with energy expenses regularly as well as during times of energy related crisis. Utilities include electricity, gas, and propane. In crisis-related circumstances, the program may also assist in repairing or replacing cooling and heating systems. All households who receive financial assistance are provided energy education to include energy-saving tips for the home. Households with elderly, disabled, and young children (ages 5 and under) receive priority for financial assistance through CEAP. Listed below is information pertaining to the households and individuals that were assisted with this funding provided via the CEAP contract.

Households Assisted	2,097
Individuals Assisted	4,022
Total Financial Assistance Expended	\$2,451,285.92

COMMUNITY SERVICES BLOCK GRANT (CSBG)

The Community Services Block Grant was created as part of the Economic Opportunity Act of 1964. The Community Services Block Grant (CSBG) program is designed to reduce poverty, revitalize low-income communities, and empower low-income families to become self-sufficient. Although this program makes up a very small percentage of the agency's budget, it is at the heart of the agency and is what allows Tri-County to be designated as a Community Action Agency. Tri-County's CSBG program focuses on helping families meet their basic needs so they can concentrate on meeting their educational and employment goals. Once a family completes an initial assessment and establishes goals, CSBG case managers are able to link families to child care, health care, education, and employment opportunities through one of the agency's other programs or through referrals to one of the agency's partnerships. CSBG funding also provides vital support to other agency programs. CSBG's Organizational Standards ensure that the agency has the appropriate organizational capacity to deliver a multitude of services to low-income individuals and communities; this capacity includes the ability to adapt to ever evolving community needs. Listed below is information pertaining to the households and/or individuals that were assisted with this funding provided via the CSBG contract.

Gas Card/Transportation Assistance	
Produce Families Served	1,639
Pounds of Produce Served	83,540
Food Boxes / Bags Provided	378
Food Expenditure Cost	\$16,884.45
Assistance with Education (Associates)	2
Assistance with Education (Bachelor's)	1
Assistance with CDL Certification	1
Assistance with Crane Operator Certification	1

Below, you will find success stories from some of our clients:



"My name is Tamiko Redmond Mcgee. I attended SFA University from 2020-2022, my major is Kinesiology with a minor in Special Education. While I attended college, Tri-County Community Action Agency, Inc. of Center, Texas, helped me with gas cards, educational fees, and paid my light bill. I greatly appreciate the assistance in my time of need. If you are looking to attend college and don't think you can cause you have bills, please do not let that stop you. Go see the friendly staff, Pearlie Nash, LaTisha Stanberry, and the head of the department, Ms. Brenda Allen.

- Tomiko Redmond McGee



Tri-County helped me by providing financial assistance and paying my full tuition during the third semester. Mrs. Pearlie Nash constantly checked in on me and provided me with assistance, reassurance and gas cards. With the help of Tri-County, I was able to pay for and finish nursing school successfully without having to worry about the stress of working to pay off that debt. I am forever grateful to Tri-County and Mrs. Pearlie Nash for everything that was done for me during one of my most stressful times.

- Kelsi Cloudy



I am a single mother with two daughters ages 13 and 6. I've always wanted to go back to school to get my nursing licenses, but I was financially struggling. I finally made the decision to stop working and go back. It was stressful and scary, but it was mandatory to step into a better financial situation. I heard about the different types of financial assistance that Tri-County offers. I did the application and Mrs. Pearlie Nash became my case worker. She always made it a point to reach out to me and ask if I needed any assistance. Her CSBG program took the stress of a utility bill away from me. I had a few times that the bill was more than the voucher, but Mrs. Pearlie would always find an extra voucher to pay for it. In my last couple of months of school, I fell behind with rent payments and had less than 3 days to pay. I made a phone call to Mrs. Pearlie, and she took care of it for me. I was fortunate enough to also have help from their educational grant. In my first semester, financial aid was only enough to cover tuition, and I had to figure out how to pay for over 500 dollars in books. Mrs. Pearlie sent the voucher to the school, and I was able to get my books. She also provided me with gas cards whenever they were available and had 2 tires put on my car so that I wouldn't miss another day of class. This program really helped me get through my nursing school journey, and I will forever be grateful to Mrs. Pearlie and all the time and effort she put into helping me whenever I called. Thank you again First Lady Nash for all you did to help me!

- Forever Grateful, Atorius Williams

The Tail of Dilbert Duke

Event organized by Open Door Pregnancy Center in Gilmer, Texas. The author of book "The Tail of Dillbert Duck" came and read to families. TCCA was able to give information about agency and other resources available in community. Events like this are put together all the time at the center and TCCA is able to reach out and provide information and resources.



Beth Eubanks – Social Services Worker for Upshur County takes a picture with Dillbert Duck,

Holiday Food Baskets

Tri-County Community Action Agency in Upshur County hands out **holiday food baskets**. Volunteers Fred Anderson, Beth Eubanks (Social Worker), Steve Nye, and Buzzy Green.



Children, parents and staff enjoy family time together at the Open-Door Pregnancy Center in Gilmer, Texas.





Special Services, Health, Mental Health & Disability

Vanessa Davis – Health Manager



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. COVID-19 pandemic strongly impacted the lives of children, staff and families.

HEALTH

Tri-County Community Action, Inc., Early Head Start and Head Start Programs, serves 7 counties and is funded for 626 children. The program ensures that each child in the program receives an array of comprehensive health services to provide a coordinated system of continuous care addressing the child's whole mind, body and emotions and overall family well-being.

The children are assisted in receiving physical, dental, nutrition, immunizations, heights and weights, hemoglobin, lead, vision, hearing, social and emotional and developmental screenings, in order to maintain or bring them up to date on a mandate schedule of primary, preventive and follow-up health services. COVID-19, continued to cause stress and anxiety to children, staff and families this program year. The program continued to provide

training on trauma-informed care. Health Manager created videos and conducted Facebook Live sessions to encourage proper hand washing and social distancing techniques. COVID vaccine clinics were implemented bi-weekly by one local community partner physician office for children and staff to help mitigate the disease in all programs. Positive weekly social media messages were sent out along with fliers to encourage staff and parents during these challenging times. Health Program staff attended health fairs and festivals to promote, inform and recruit families and staff for the programs.

DISABILITIES

TCCA works closely with community partners in identifying children with special needs. Tri-County Action Head Start/Early Head Start ensures every child with a special need is valued, supported, and fully included in all aspects of the program as we do for all the children served.

Special needs children are mainstreamed with peers of their age group. The individual Family Service Plan (IFSP)/ Individual Education Plans (IEPs) are shared so everyone is collaboratively working on the same goals for the children and families. It truly takes a village.

Celena Garrett
Mental Health/Disabilities Manager

Health Report

Dental Exams

289 children out of 422 children received dental exams for 2021-2022 (Head Start)

246 out of 256 children received dental exams for 2021-2022 (Early Head Start)

Medical Exams

289 out of 422 children received medical exams for 2021-2022 (Head Start)

247 out of 256 children received medical exams for 2021-2022 (Early Head Start)

Immunizations

165 out of 422 children were complete 2021-2022 (Head Start)

102 out of 256 children were complete 2021-2022 (Early Head Start)

MENTAL HEALTH



Tri-County Community Action (TCCA) uses Conscious Discipline, an evidence-based, trauma-informed approach, and social-emotional learning program designed by

Dr. Becky Bailey. The program supports first teaching ourselves about self-control and self-regulation and then teaching children. It is designed to empower adults to draw from within themselves to become more proactive instead of reactive in conflict moments. Conscious Discipline teaches children to name their emotions, regulate them, and then solve problems. This starts with the adult's ability to offer empathy when a child is in conflict or having an emotional crisis.

TCCA contracts with the local mental health

authority (BURKE) and other local private Mental Health providers to provide children, families, and staff with services. BURKE provides routine observations for our children and individual observations are provided as needed. Feedback and recommendations are provided. Mental Health consultants are available for our parents and staff also.

Celena Garrett
Mental Health/Disabilities Manager



Nutrition

Angelia Dolphus-Manager



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 assist families in meeting each child's nutritional needs and in establishing good eating habits that nurture health development and promote lifelong wellbeing. Through participating in the child and Adult Care Feeding Program (USDA), all children that attend Head Start receive a

Partnering with: Agri-Life, Master Gardner's and WIC. During this collaboration children grow gardens, parents have nutrition training and cooking classes. This project provides an interactive learning experience for children, as they have an opportunity to plant and care for gardens.



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.

During the month of March agency celebrated National Nutrition Month. The children also made homemade pizzas, ice cream and lemonade. Newsletters and menus are sent out monthly.



Culture Safety

Katrina Solice-Asst. HS/EHS Director



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.

The staff at Tri-County Community Action keeps children safe by creating a culture of safety. 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. TCCA conducts regularly safety committee meetings monthly, topics are selected using program data. For example, the topics covered monthly are to address fire drills, lockdown drills, bomb threats and severe weather occurrences like tornados, and hurricanes. We also discuss topics such as cyber safety, emergency preparedness, bike and pedestrian safety. 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 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, this includes the classrooms and playground areas as well as on group socializations. The monitoring forms are completed in Child Plus.



Texas Child Care Licensing representatives complete a detailed Health and Safety Audit at all locations once a year. All sites were found to have no deficiencies or findings. 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. Each year we contact the local police

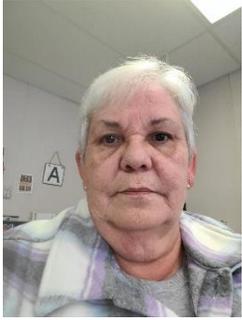
department and/or fire department to come out to the centers and provide ideas and suggestions to improve the way we conduct drills and other safety practices. TCCA is dedicated to staying proactive by continuously look for ways to pinpoint strengths and weaknesses in regards to health concerns and safety issues.



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. We continue to build a culture of safety throughout the agency.



The fireman demonstrated and provided hands-on experiences for students to practice escaping a home in the case of a fire.



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

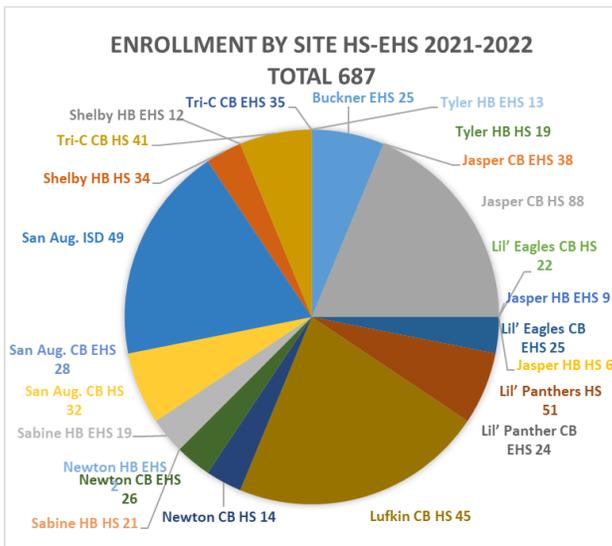
develops strategy to ensure the neediest families are enrolled in the program in a timely manner.

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. The ERSEA process interfaces with all eight management systems of the Head Start/Early Head Start program. Program Governance System, Program Planning Systems, Communication, Record Keeping and Reporting, On-going Monitoring, Self-Assessment, Human Resources, and Fiscal Management.

Our agency is spread out over 7 counties of East Texas, serving 432 head start and 194 Early Head Start children and families. We have both Home Base and Center Base options within those counties. Along with 2 partners, San Augustine ISD for Pre-K Head Start and Mary Jo Gordon's Child Care at the Angelina College for Early Head Start.

ERSEA

Patty Andrews - Manager



Shelby County we serve 67 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 94 in HS and 20 in EHS

San Augustine CB serves 34 HS and 16 EHS

San Augustine HB serves 4 EHS

San Augustine ISD Pre-K HS serves 60 HS

Newton County we serve 17 in HS and 20 in EHS

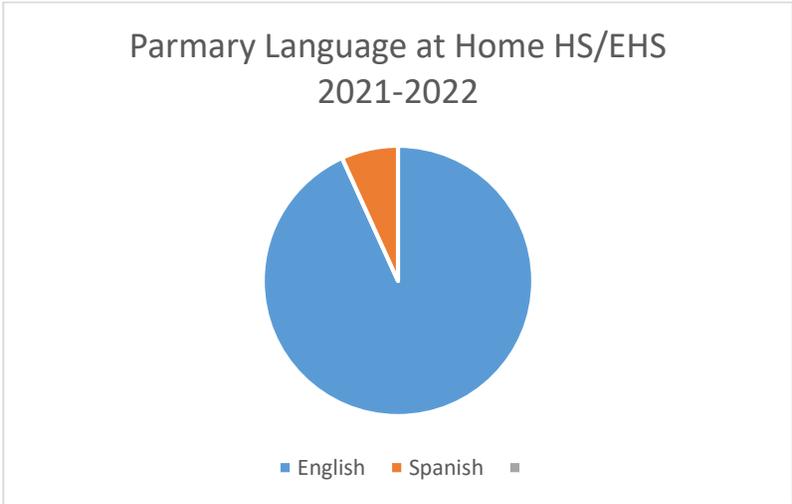
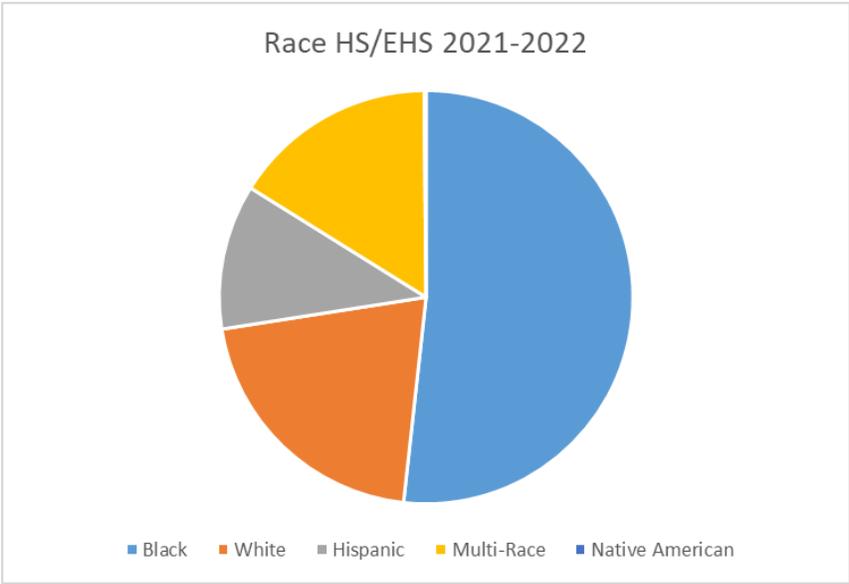
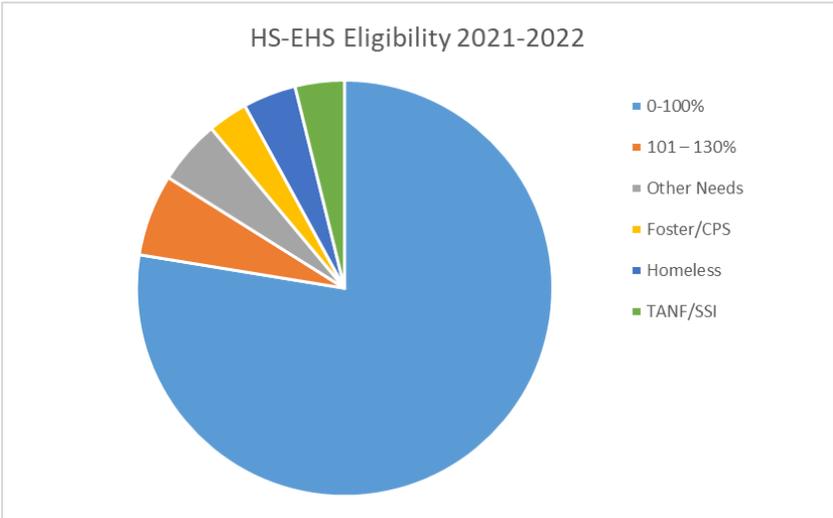
Newton CB serves 17 HS and 16 EHS

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



Family Services

Mary Williams-Family Engagement Case Manager



PFCE in Head Start and Early Head Start programs, Parent, Family, and Community 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's positive development from early childhood through young

adulthood. Family engagement happens in the home, early childhood program, school and community, and is a shared responsibility with all those who support children's learning

Family Advocacy is key to insuring that families are successful in their home, the school setting, and in their community. Advocacy provides a process by which families are confident on speaking and acting on behalf of themselves and others which provides a necessary tool in the lives of children and families in order to be successful in life.

Parent Involvement Activities 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. Types of Parent Involvement Activities Parent Meetings, Parent Training Workshops, Parent Teacher Conferences, Policy Council Meetings, Home Visits, Take Home Activities, Classroom Volunteer, Center Volunteers, Breakfast with Dads, Advisory Meetings, IEP/IFSP Meetings, 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.

Male Involvement



Head Start strives for a holistic approach to parenting and parent involvement. We understand the importance of the involvement of fathers/father figures in the lives of their children. The staff at Head Start encourage father /father figures to be involved in all aspects of our program, including, the classroom, home visits,

parent/teacher conferences, parent meetings, parent committees, and Policy Council

FAMILY PARTNERSHIPS

Partnerships between Head Start and its families are important to the overall success of the program. Each center has a Family Advocate that serves to support families as their child's first teacher and to support parents as adult learners. They make visits and contact parents to discuss goals, strengths, and other supports. Family advocates work with community members to locate resources that support family development. Learning opportunities are offered to parents throughout the year based on family interests and performance standards.

In-kind



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

School Readiness

Tomeka Jones – Education Specialist



The Education Department is working hard to ensure all education staff and teachers

are familiar with DRDP Assessment Tool, training has been completed and follow up is in progress. We are currently preparing for our (OHS) review which includes monitoring reviews of Head Start agencies. Our School Readiness Goals include five domains: **Approaches to Learning, Language & Literacy Development/ (English Language Development for our non-speaking students), Physical Development and Health, Social and Emotional Development,**

English Language Development for our non-speaking students these are our SCR domains that help us assess the children and guide our efforts to support the Classrooms and Teachers.

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. Our curriculum is researched based for HS/EHS Classrooms and Growing Great Kids for our Home Base Program.



Head Start, Early Head Start and Home Base Education Annual Report



Kindergarten Entry The comprehensive, fundamental, and essential views are available for all program types. The Comprehensive View focuses on the full range of learning and development that early

childhood curricula generally cover. We use our Assessment and other data to develop School Readiness Goals for Birth to Five program. We also have a web portal for Parents, which is homeroom.

- Social:** To help children feel comfortable in school, trust their teachers, make friends, and feel they are a part of the group.
- Emotional:** To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- Cognitive:** To help children become learners by letting them try out their own ideas and experience success, and by helping them learn to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- Physical:** To help children increase their large and small muscle skills and feel confident about what their bodies can do.

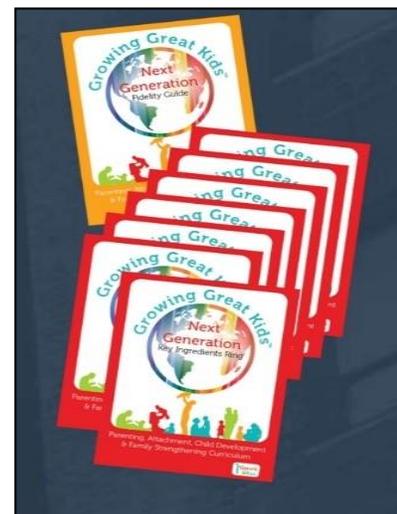
Child Development Sites:

- www.National Association for the Education of Young Children.org
- www.ELOF Framework.org
- www.Zero to Three.org
- www.homeroom.com

Children who receive Head Start services are offered hearing, vision, dental, and developmental screenings. The developmental screenings we use are listed below. **Brigance: Developmental Screens** Developmental screening provides a useful snapshot of a child's development at a particular point in

time. Quick, accurate screens that measure mastery of early development and academic skills can serve as the first step in assessing a child's school readiness. Educators also use screening to readily identify potential developmental delays and giftedness and to plan for interventions.

DRDP-Desired Results Developmental Profile: DRDP: A Developmental Continuum from Early Infancy up to



Coaching Department

Dian Wise -Education Specialist Coach



Greetings from Tri County Community Action Inc. Coaching Department. I am Dian Wise, the Education Specialist Coach for TCCA. The goal for the 2021-2022 program year been to provide individual professional development through Practice Based Coaching focusing on the Classroom Assessment Scoring System (CLASS). We use the CLASS tool to capture where our Early Head Start and Head Start classrooms have strengths and weakness. In April of 2022, TCCA introduced our new Early Head Start Mentor, LaKisha Kenebrew. She has picked up where our previous EHS Mentor, Celena Garrett left off, mentoring Early Head Start teacher to be successful focusing on the CLASS tool with fidelity and best teaching practices for the children we serve.

TCCA coaching department has had a successful year implementing the CLASS to coach and mentor teachers as needed in early childhood through training using as an observational tool that aligns with Head Start Performance Standards, and the Head Start Early Learning Outcomes Framework (ELOF) to improve teacher-child interactions. Our CLASS scores reflect growth as an Agency for Early Head Start and

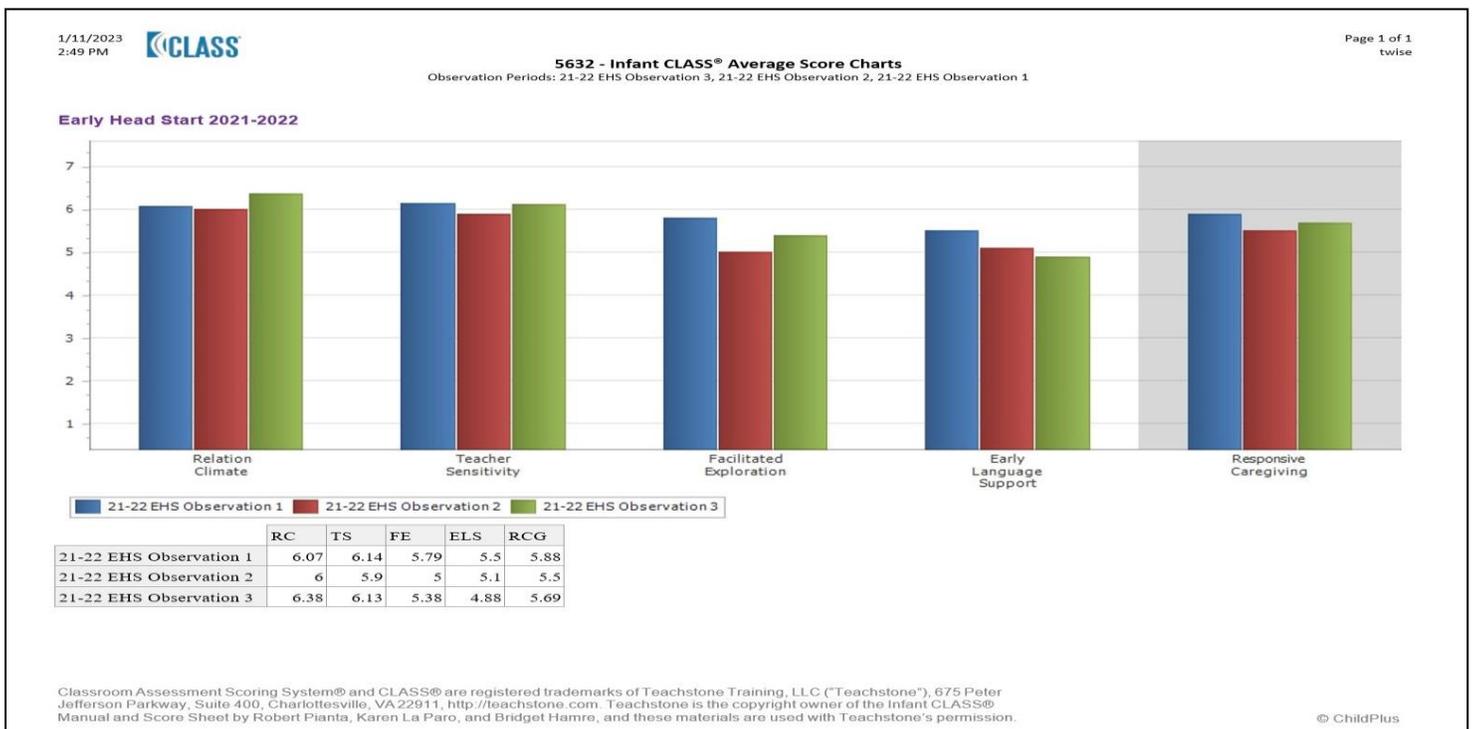
Head Start as we continue to navigate using safety precautions through the pandemic.

Our technology continues to allow us to video teachers in their current teaching practices, leading to areas to reflect; set goals and allows time to improve on teacher-child interactions from modeling and research-based resources to provide Professional development with guidance from our Training / Technical Assistant from Teachstone, ELOF, myPeers and ECLKC. TCCA uses an outside agency to do our initial Formal CLASS observation to lay the foundation for setting Coaching/Mentoring Tiers. We have managers, Center directors and Teachers that are certified in Infant, Toddler and Pre-K CLASS that conduct formal Observations twice a year. This gives us opportunity to do in-house training based upon the results from the observations, to utilize Education staff to analyze outcomes against our assessment tool, Desired Results Developmental Profile (DRDP) and to support Creative Curriculum. The data is shared with stake holders, policy council and board members. As our teachers and children continue to thrive; TCCA will continue to use data and outcomes to drive our agency to be successful.



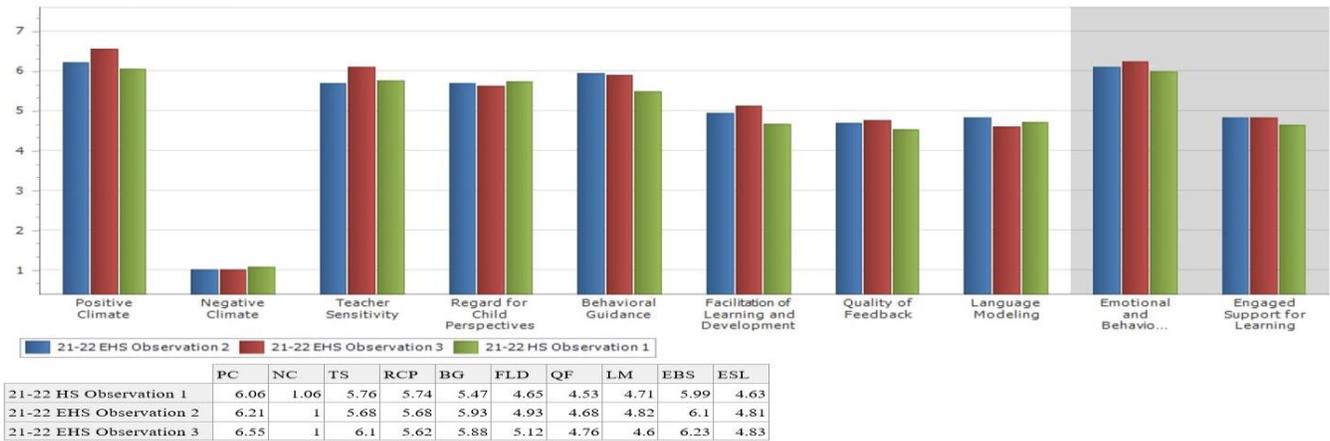
“Early Head Start Mentor-La’Kisha Kenebrew

Transitioning from a Head Start Teacher into the Early Head Start Mentor position was exciting and smooth transition with the help from my Education Coach, Center Directors, and Teachers. With this transition I’m able to relate to Teachers with positive and negative challenges. My goal is to have a cohesiveness with all teachers and have a collaboration to help reach their goals.



5631 - Toddler CLASS® Average Score Charts
Observation Periods: 21-22 EHS Observation 3, 21-22 EHS Observation 2, 21-22 HS Observation 1

Early Head Start 2021-2022

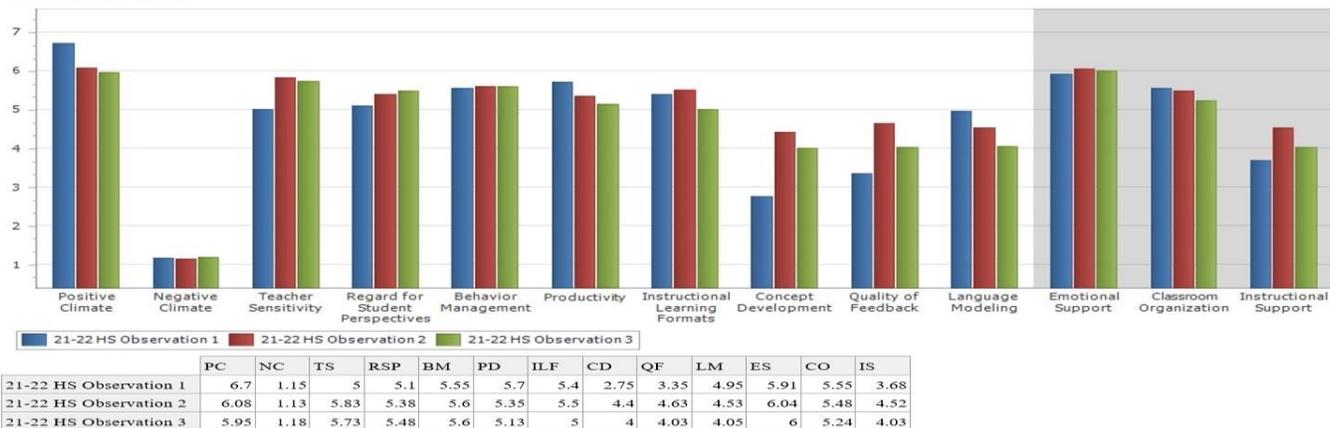


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5630 - Pre-K CLASS® Average Score Charts
Observation Periods: 21-22 HS Observation 3, 21-22 HS Observation 2, 21-22 EHS Observation 1

Head Start 2021-2022



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"Just having the pleasure to be a mentor was everything. Focusing on developing skills and helping individuals obtain their goals are rewarding within itself. Seeing your staff grow, which in turns grows your program, is the ultimate goal."

Celena Garrett
Previous Early Head Start Mentor transitioned to Mental Health and Disabilities Manager

Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS CLASS® Descriptive Statistics, 2020 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6750	6.05	6.32
Classroom Organization	5.3175	5.80	6.17
Instructional Support	2.3889	2.94	3.52



As a result of Coaching and Mentoring



Hello, my name is LaQuandra Barlow and I am an Early Head Start teacher at Jasper Head Start. Ms. Celena help set goals that analyze what works, doesn't work and why. She taught me to use every resource available as a tool to help teach the children in my care. I use to lack creativity, but she coached me how every experience is a learning experience whether it's big or small. I am now more flexible, knowledgeable and not afraid to connect

with my peers to share ideas to help accommodate the needs of the families I serve.

LaQuandra Barlow –Jasper Early Head Start

My experience as being coached and how it reflected in my CLASS scores. First of all, I started working here 2 years ago I started as an aide for 1yr, of course I was shy didn't talk much but with help I came out from my shell. Mrs. Dian she's my Head start coach she helped me through my journey and now I'm a HS teacher for 5 months with her help I improve on transitioning more, be more careful on how I say things, be more social with kids. For CLASS I did great than last year. It shows me that I can do more and learn more, I definitely learn from the best. Can't leave out my mentor she also helped me a lot as well.



April - Fernanda Adame – Tri C Head Start



For me, being mentored allowed me to grow and focus on what is the most important part of my job, which is developing and supporting the children and families. It has helped me tremendously. I have mastered being patient and understanding. I see the "bigger" picture now, not only thanks to CLASS, but thanks to Ms. Celena also. I have learned so much from her. Helping the children develop skills to set them up for success not

only in school, but in life also, is so rewarding. Peggie Brown – Tri-C Early Head Start

Last year was my first-year teaching. My Coach is Ms. Dian, I was weak in transitions, and she made me a transition book that helped me with transitions, she also directed me to transition videos and resources on myTeachstone every week. If I needed anything for the classroom Ms. Dian would make sure I had it. She is very positive and makes sure you feel comfortable. I would study the feedback that she would give me and watch different techniques from the videos that she would refer me to. I learned about positive and negative climates, teacher sensitivity and everything about CLASS from my Coach. Ms. Dian told me that she thought I would make a good teacher and I put in for the teacher position at Lil Eagles and enrolled back in college to get my Child Development Associate Degree. Every time she would visit me, she would tell me she can see the change and growth I am making. This is what led to the improvement of my CLASS scores. Chandra Johnson-Lil Eagles



HEAD START HOME BASE & EARLY HEAD START

Vera Borley, Home Base Manager

Tri-County Community Action offers Home Base option known as Home Base Head Start and Early Head Start. Both are done in the comfort of the parents' home. Parent Educators build a solid and trusting rapport with families. Together, as a team, they help guide parents to provide education to their children through nurturing parenting. We get a glimpse into their day to day living to ensure proper education growth.

As Parent Educators we have the privilege to conduct 90-minute weekly home visits per week for each qualifying family. Our case load consists of 10 to 12 families



to whom we offer 32 visits a year for Head Start and 46 visits for Early Head Start. During our visits we use the curriculum Grow Great Kids, Growing Great Families, and The DRDP Assessment.

Parents in the Home Base option are offered the opportunity to attend two group socialization activities each month. During group socializations families have the opportunity to interact with other children in the program, explore new environments, and participate with several hands-on learning opportunities. Parents have the opportunity to interact with other parents, observe their child at play with children their age, and participate in

learning activities along side Parent Educators in a community facility, the Head Start Classroom, or a field trip. In total, the program consists of 16 socializations for Head Start and 22 socializations for Early Head Start. We deliver the comprehensive services required by the Head Start Program Performance Standards including: dental, medical, mental health screenings, nutrition, child development and Education.



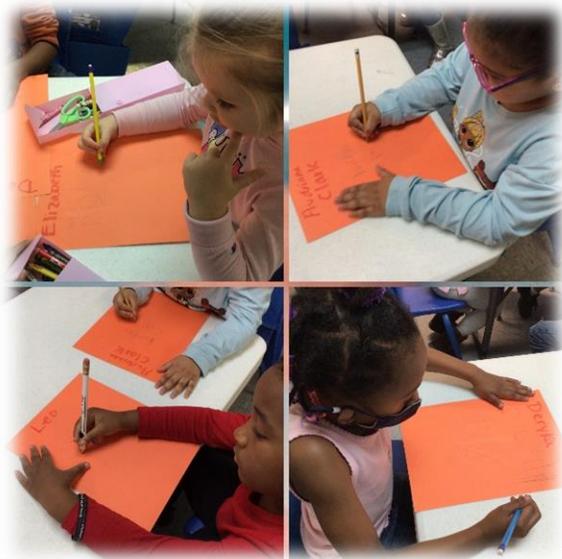
Jasper Head Start/Early Head Start Child Development Center

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 is a comprehensive early childhood program, delivering services in the core areas of education, health, nutrition, and parent involvement. We are a federally funded program that provides early learning opportunities to children birth through age 5 during their most critical stages of development. 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.

Regina Sells – Center Director



Lil Eagles Head Start/Early Head Start Development Center



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 Parent Educators, and 1 Substitute. 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.

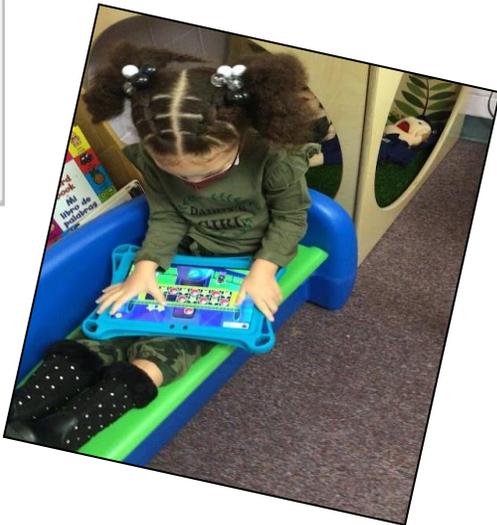


Lil Eagles accomplishments for this year new playground equipment for both EHS/HS playgrounds. The children are really enjoying themselves. We also got the inside of our building painted and new material for each classroom to help the children get ready for the next level of their education. Laughter, Excitement and an Eagerness to explore a whole new world. As the center director I am proud of the accomplishments and excited for the future of Lil Eagles Head Start/Early Head Start.

Lawanda Williams
Center Director



Lil Panthers Head Start Child Development Center



Jeanne Wysingle
Center Director

Our center is located in Lufkin, Texas at 1510 Martin Luther King Blvd, (936) 225-3283. We provide high quality educational services to 67 children ages 0-5 of low-income families & children. Our focus has been all around health and safety, School Readiness & CLASS, to prepare families and our children for success as they enter school and for a lifetime of learning that will follow. The COVID 19 Pandemic continue to affect our families & children and we are promoting self-sufficiency.

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, FAS, Health Aide 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 Head Start Child Development Center



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.

These last couple of years have be different for all of us because of COVID-19, with the awesome TEAM we have at Lufkin Center Base we have pushed through. We have learned to use ZOOM, HOMEROOM, REMIND and other apps to keep parents informed since parents are not allowed in the building at this time. 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, Dominique Martin, Denise Pope, Pamela Jolly, Emilia Orta, Teresa Santoya, Brandie Phipps, Elizabeth Garcia, and our floater Cleta Richard, Tobie Rainwater, and Tenisha Stewart. Thanks also to the parents who have entrusted their child to us we are proud to serve Angelina County for over 25 years.

LaRonda Agent /Center Director



Newton Center Base Head Start Child Development Center



Newton Center Base Head Start employs 11 employees at this center. We pride ourselves in serving our community and families.

Newton Head Start is a program that is dedicated to helping low income families and their children get a head start in their life and skills.

We bring tremendous resources vital to the community that we serve and refer them to

other resources that they have to offer to in the community. Such as:

- County Extension Agency
- Public Library
- Masters Gardeners
- ADAC
- AgriLife
- Newton Fire Department
- Toys for Tots
- Food Bank
- WIC

- Newton County Health Department

Our Family Advocate Specialist provides activities for Fatherhood involvement monthly. It involves the father and child.

Our program conceptualizes a positive educational environment by presenting a diverse of learning experiences. Newton Head Start offers the option of Center Base or Home Base programs

Good nutrition is an important part of a healthy lifestyle. At Head Start we encourage healthy eating for our children and families.

Our center encourages children to pretend play. Below child is developing cognitive, fine motor and self-help skills.

Michelle Grant
Center Director



San Augustine Center Base Head Start Development Center



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.



Head Start have a wonderful 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. San Augustine Center Base had over 10% of their enrollment serving children with disability. Two of the students with disabilities had contracted nurses that came with them each day to meet their individual health needs. I feel this is a strength for our program. 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 assessments 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 led 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.

Labertha Edwards-HS/EHS Director

Teachers and Staff



Shanta Grant – EHS Teacher



Tabitha Walker – EHS Teacher



KeMyson Gray – EHS Teacher



Judie Caraway
EHS – Teacher



Diana Mora – HS Aide



Clemmietina Miller
HS Aide



Linda Blount - CCA



Ashley Jackson – ISD Floater



Latoya Gardner
SACB Floater



Lanceshetta Hutchinson
HS Teacher



Lester Jackson – HS Teacher



Kaleith Porter - FSS



Astrid Tapid – ISD Floater



Kiarra Martin – ISD Floater



Ty’Kiffany Payne
SACB Floater

Tri-C Center Base Development Center



Tri-C Head Start/Early Head Start is a birth to five program. Our Campus is located off the historic downtown square at 214 Nacogdoches Street in Center Texas.

We are a licensed child care facility with the state of Texas.

Our campus has six Early Head Start classrooms with a one to four child/ staff ratio and has enrolled 24 students from birth to thirty- six months. Our Head Start classrooms are staffed with one teacher and one assistant teacher and we have enrolled 36 children from three to five



years old. We have 13 employees on our campus, who have numerous years of child care experience, degrees and certifications 4 staff members are C.L.A.S.S., certified, and 1 Mentor.

Tri-County is a data driven agency and our staff utilizes assessment tools, curriculum and lesson plan data to ensure each child is met at their individual level and provided an inviting learning environment with continued learning opportunities throughout each day and at home. We recently added Math Self as one of our resources to aid in continued math success.

Our recent Covid Protocol established our virtual platforms and continues to prove to be successful in connecting our classrooms to the outside world, such as Homeroom, Facebook, Zoom and Remind App. These media applications help to encourage our community and families to visit our classrooms virtually. We also have The Foster Grandparent Program that aids in bringing ideas and information to our children and

and staff. Some of our community resources are Care and Share, ADAC-Center Fire Department-Center Police Department — Agri Life- Shelby County Ambassadors-Jennifer Bell IT Specialist Director with TCCA and TCCA HR Department.

We have some awesome fathers who makes up our Fatherhood Program and are great role models for our children. Our dads have participated in various projects, such as “Dad bring your child to school day”, making homemade Christmas ornaments and participating in our Annual Resource Fair, which was a great success. Our fathers are encouraged to participate through our virtual platforms, as well.



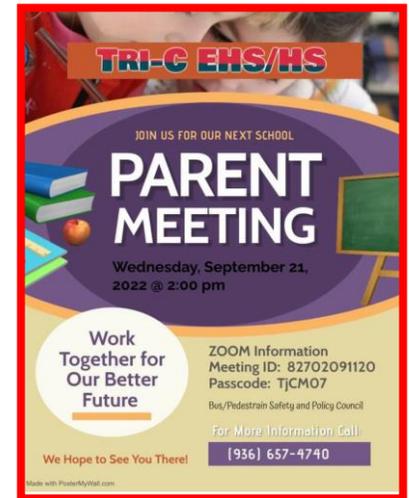
Deandra Jackson-HS/EHS Director

Information Technology

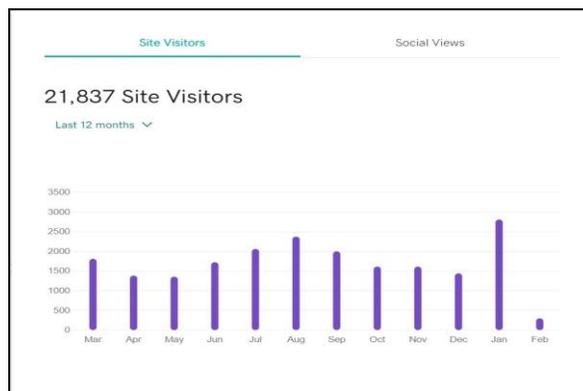
Jennifer Bell - Director

Social Media

Head Start and Early Head Start presence on social media continued to grow with regular postings on Facebook. Postings highlighted of job recruitment, Head Start recruitment, special events and community partnerships.



Website Statistics



Information Technology Updates

- **Cyber Security Awareness**
Enforced Multifactor Authentication (MFA) organization-wide to prepare for the security intricacies of today.
- **IT Growth**
As we continue improving technology in the classrooms, additional tablets were purchased for teachers that were selected to participate in an individualized, sequenced, and adaptive early math program that prepares children for lifelong success called Math Shelf.

Due to the intermittent connections and availability, Fiber Optic cabling was installed in two counties. Fiber is better at delivering the fastest Internet speed.
- **Head Start/EHS Staff and Families Support**
Education staff and families need IT Systems to support everything from changing passwords, logging into workstations, remote desktop, connecting to WIFI, utilizing computer labs and printing.

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.



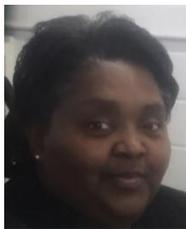
Latricia Reynolds
BBA, MPA
Chief Finance Officer
17 Years



Pam Faussett
Assistant Finance Officer
24 Years



Christina McDonald
Finance Director
2 Year



Chemetri Johnson
Purchasing Clerk
12 Years



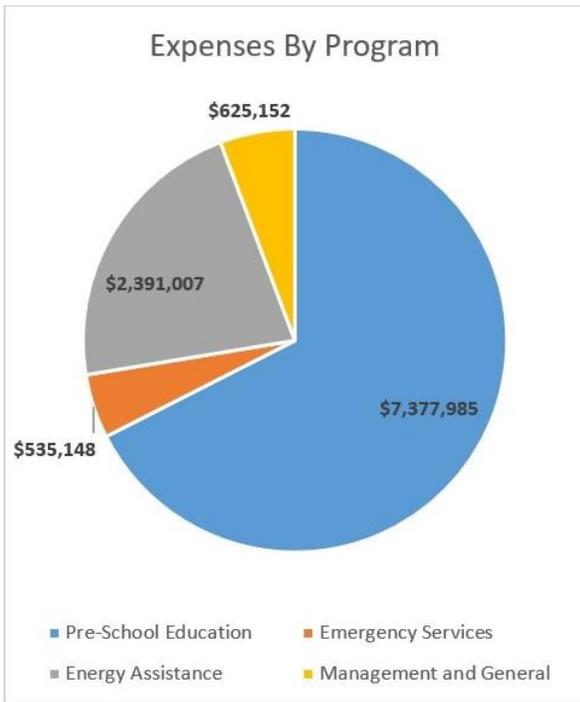
Angela Amburn
Payroll Clerk
17 Years

FUNDING

HEAD START/EARLY HEAD START			\$ 6,096,660.00
HEAD START Cares			\$ 65,66.00
Head Start ARP			\$ 497,843.00
CHILD CARE FOOD PROGRAM			\$ 343,743.00
CSBG			\$ 465,008.00
CEAP			\$ 3,739,220.00
LOCAL			\$ 43,190.69
LOCAL BREAKDOWN	PROJECT CARE	\$ 0.00	
	UPSHUR RURAL	\$ 18,811.01	
	RENTAL PROPERTY	\$ 15,600.00	
	DONATIONS	\$ 8,779.69	



BUDGET



EXPENSES BY PROGRAM 2021/2022

Pre-School Education	\$7,685,864
Emergency Services	\$893,122
Energy Assistance	\$3,557,221
Management and General	\$757,304
TOTAL FUNDING PY 2019	\$12,893,511

EXPENSES BY PROGRAM 2020/2021 FOR COMPARISON PURPOSES

Pre-School Education	\$7,377,985
Emergency Services	\$535,148
Energy Assistance	\$2,391,007
Management and General	\$625,152
TOTAL FUNDING PY 2021	\$10,929,292

PROPOSED BUDGET

ACTUAL BUDGET

Personnel	\$3,775,092	Personnel	\$3,497,778
Fringe	\$1,005,216	Fringe	\$935,647
Equipment	\$0	Equipment	\$0
Travel	\$15,800	Travel	\$6,818
Supplies	\$116,588	Supplies	\$318,225
Contractual	\$207,796	Contractual	\$207,796
Other	\$1,155,461	Other	\$1,155,461
Prgram Inc.		Prgram Inc.	(\$25,065)
Total	\$6,096,660	Total	\$6,096,660

MONITORING REPORTS

CACFP Audit – Enrollment requirements did not match roster, and did not ensure requirements were met before claims were submitted, claim participants were not properly enrolled, Daily meal counts not legible or complete, corrective action approved, no disallowed/questioned costs

TRI-COUNTY COMMUNITY ACTION, INC
Center, Texas

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended April 30, 2022

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 ___X___ No

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

Noncompliance material to financial statements noted? _____ Yes ___X___ No

Federal Awards

Internal Control Over Major Programs:

Material Weakness(es) identified? ___ Yes ___X___ No

Significant deficiencies identified not considered to be material weakness(es)? ___ Yes ___X___ 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 ___X___ No

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

Auditee qualified as low-risk auditee? ___X___ Yes _____ No

Identification of Major Programs:

CFDA#	PROGRAM TITLE
93.568	Low Income Home Energy Assistance - CEAP
93.569	Community Services Block Grant

Section II – Financial Statement Findings and Questioned Costs:

None Reported

Section III – Federal Awards Findings and Questioned Costs:

None Reported

Human Resources

HR Statistics

Employee COVID-19 Vaccination Rate-97%

For Year 2021
New Hires - 39
Terminations/Resignations - 41
Rehires - 4

For Year 2022
New Hires = 39
Terminations/Resignation - 48
Transfers - 7



Leticia Hollins, MBA, M.ED., NCRI, SHRM-CP, NCAF, NSLS - HR Director

The top priority of HR has been to ensure the safety, health, and well-being of our employees, the children, the families that we serve, and also our communities. We continue to be the Agency's central force in

response to the pandemic. We have continued to encourage our employees to follow the safety guidelines and mitigation measures by social distancing, handwashing, wearing a mask, monitoring symptoms, cleaning, and sanitizing. We have informed employees of any new developments/laws and have addressed the concerns of all employees.

Although these are still uncertain times, HR still has responsibilities. Our responsibility, during the talent selection process, is to recruit and retain the best candidates for our organization. By doing so, it ensures that the needs of the organization are being met. Our responsibility is to improve the Mental Health and Wellness of our employees by motivation and development which results in a positive work environment. Our responsibility is to ensure compliance with all employment regulations and laws. Our responsibility is to research opportunities to improve employee productivity.

All these things contribute to our main responsibility which is helping the Agency reach its goals through our employees.



Cierra Beatriz – HR Assistant

Employees



Agency Goals

Annual Community Assessment Update

2022

PURPOSE AND METHODOLOGY

Tri-County Community Action, Inc. (TCCA) conducts a comprehensive Community Assessment during each five-year period and annually reviews the Assessment to reflect significant changes within the communities we serve. TCCA utilizes such findings to be used to aid in identifying the needs of low-income children and families within the service area and the surrounding communities. It will also be used in developing goals and objectives and to make informed decisions. This Community Assessment update presents an overview of the current community conditions for TCCA which include the following counties: Shelby, San Augustine, Sabine, Angelina, Jasper, Newton, Tyler, Panola, Upshur, and Harrison.

Most of the data came from published sources available online or in a draft form from the originating public agencies. The information is used to frame a report that defines the greatest needs and concerns from our ten (10) counties as well as determine the number of Head Start and Early Head Start eligible children living in the service area, analyze the greatest needs for the families and community residents and determine what our organization can do to meet those needs.

KEY FINDINGS

- There are an estimated 20,370 children, ages 0 – 4, residing in the service area, of which 8,053 children are ages 3 – 4 and 12,317 children are below age 3. Angelina (3,636), Harrison (2,538), Upshur (1,445), and Shelby (997) Counties reported the largest number of children below age 3. Within the service area, the large number of children under 3 years may indicate a need for more 0-3 infant and toddler services.
- Most children within the service area identified as White. However, the percentage of children identifying as Hispanic was highest in Shelby (33.4%), Angelina (32.3%), and Harrison Counties (24.2%).
- The poverty rate for children, below age five (5), was highest in each county within the service area except Tyler County. Tyler County (19.3%) reported the lowest poverty rate for children below age five (5) within the service area, while Sabine (53%) reported the highest poverty rate. Shelby County (40.8%) and San Augustine (40.7%) reported the second and third-highest poverty rates for children below age five (5).
- There were 10,330 children within the service area living with only one parent, of which 2,966 children lived with a single father, and 7,364 lived with a single mother. There were 4,681 children residing with mothers who were in the labor force, and 2,683 children living with mothers who were not in the labor force.
- The preliminary unemployment rate for April 2021 was either comparable to or higher than the state (6.3%) and national rate (6.1%). However, Newton (10.7%), Jasper (10.4%), Sabine (9.9%), and San Augustine (9.3%) reported the highest unemployment rates within the service area. B
- There were 6,277 working families within the service area in which both parents were in the labor force. There were 5,764 working families with children below age six (6) within the service area in which the father only was in the labor force. The number of families in which neither parent was in the labor force was 108, and mothers-only in the labor force was 432.
- According to the American Community Survey, most workers leave for work between the hours of 7:00 a.m. – 7:59 a.m.
- Approximately 71.5% of grandparents were responsible for raising their grandchildren in Panola County, 66% in Sabine County, and 57% in Shelby County, significantly higher than the state rate of 36.3% and the national rate of 34.1%. The remaining counties within the service area also reported a higher percentage of grandparents raising their grandchildren which was higher than the state and national rates except for Tyler County (34.5%).
- There were 65,740 food-insecure individuals in the service area that were ineligible for assistance of which 21,000 were children. Data suggests a moderate to high percentage of food-insecure children who were ineligible for assistance when compared to the state (37%) and national rates (35%).
- Each county reported a higher food insecurity rate than the state (17.90%) and national rate (12.63%). Shelby County (23.50%) reported the highest food insecurity rate within the service area.
- Within the service area in 2019, approximately 2,063 infants (below age 1) and 3,912 children (ages 1 - 4) participated in the Special Supplemental Nutrition Program for Women, Infants and Children's (WIC) Program.

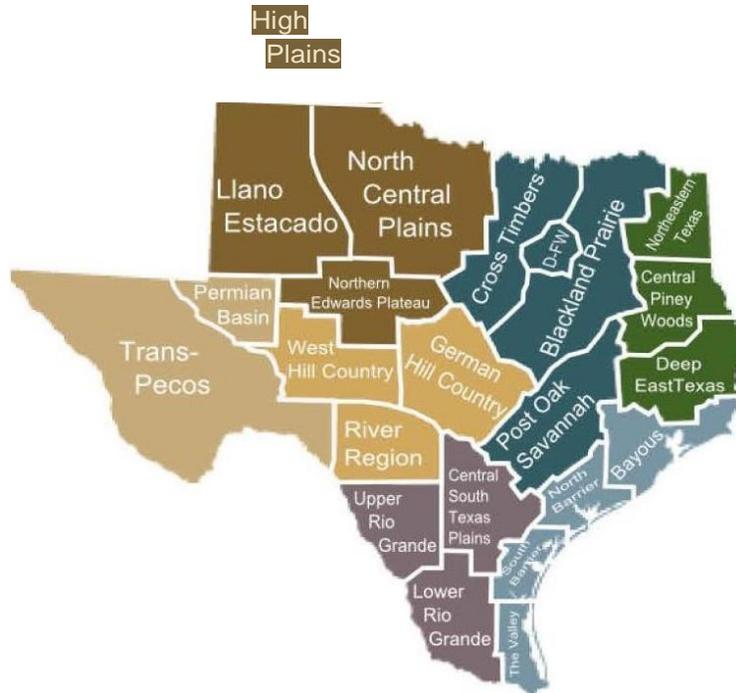


- Approximately 3,741 children, ages 0 – 3, were potentially eligible for EHS services. An estimated 2,465 were eligible for HS services. The number of unserved EHS eligible children indicates possible expansion opportunities in most counties within the service area. Assess feasibility for EHS expansion. The EHS program presently serves 194 children, representing 5.2% of eligible children served. The HS program is funded to serve 432, representing 17.5% of eligible children served.
- According to TexProtects, Shelby, Angelina, and Jasper Counties are among the highest-risk counties for child maltreatment.
- The highest foster care rates were found in Jasper (23.2), San Augustine (18.2), Upshur (15.8), Newton (12.7), and Shelby Counties (12.2). Within the service area, there were 311 children in foster care. Substance abuse and neglect were the most prevalent reasons for children entering foster care.
- Children under age 5 are most likely to incur injuries from falls, choking, and poisoning, and represent most children who witness domestic violence.
- Research finds that housing instability can affect the mental and physical health of family members of all ages. There has been quite a bit of research linking financial insecurity to poor health outcomes.
- The Centers for Disease Control and Prevention estimates that the total "economic burden" of prescription opioid misuse alone in the United States is \$78.5 billion a year, including the costs of healthcare, lost productivity, addiction treatment, and criminal justice involvement.
- Within the service area, the majority of residents self-reported no leisure time for activity, based on the question: "During the past month, other than your regular job, did you participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise?" Each county reported higher percentages than the state (23.1%) and national rate (22.1%) for no leisure time for physical activity, except Newton County (20.1%).
- Harrison County (47.7%), Shelby County (47.2%), and Tyler County (45.1%) reported the highest percentages of 3- and 4-year-old school enrollment, higher than the state rate (43.2%). However, data from the remaining counties reflects the lowest percentage of children, ages 3 – 4, enrolled in school, lower than the state and national rates.
- Most students were economically disadvantaged within the service area. An estimated 654 students within the service area were English Language Learners, of which Angelina, Harrison, and Shelby County reported the largest number of ELLs. There were no students enrolled from military families, and 117 students were reported homeless. School districts in the service area served an estimated 79 students in foster care.
- The program has a COVID Mitigation Safety Plan in place which was developed with input from the Health Advisory Committee. The program is experiencing lower rates of COVID spread in all counties and therefore has not had to close any classrooms since February 2023.



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