

Tri-County Community Action, Inc.

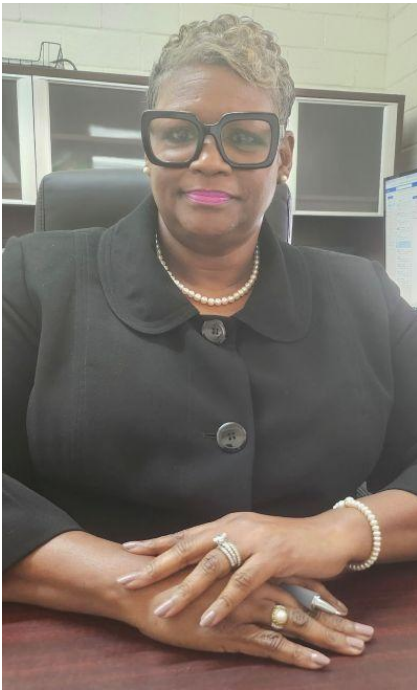
Annual Report

2024-2025



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Greetings,



I am truly excited and honored to assume the role of Executive Director at Tri-County Community Action, Inc. Since our founding in 1966 by a passionate group of local citizens, our organization has been a beacon of hope for underserved communities. Our mission to alleviate poverty and break down barriers for those facing challenges in East Texas is stronger than ever, driven by our commitment to innovative and impactful programs developed in partnership with like-minded individuals.

With over 25 years of experience in the Early Head Start and Head Start sectors, I have had a diverse journey through various roles. I bring expertise in program management, human resources, grant writing, finance, and collaboration with local education agencies and childcare providers.

With the incredible support of our Board of Directors, dedicated staff, community partners, stakeholders, and the families we serve, I am enthusiastic about our shared mission. I am committed to continuously improving our services to meet the evolving needs of vulnerable children and families. Together, we can enhance partnerships with local Independent School Districts (ISDs) as we prepare children for school readiness and expand social services to provide even greater resources within our communities.

I look forward to this journey of service and the positive impact it will have on our families and designated service areas!

Warmest regards,

Felicia Woodard-Shaw

Felicia Woodard-Shaw, M.A.

Head Start/Early Head Start Centers

Jasper Head Start Center
Director – Chandra Carter
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
255 Haley Dr.
Center, TX 75935
936-598-7146

Lil Eagles Head Start Center
Director – Chandra Johnson
1201 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

Partner

West Sabine ISD/HS
459 Temple Road North
Pineland, Texas 75968
409-584-2205

TRI-COUNTY COMMUNITY ACTION, INC.
BOARD OF DIRECTORS

REGION 3 **AS OF: 1/2026** Board Name & Term Expires

COUNTY	ELECTED OFFICIALS	PRIVATE SECTOR	REP. OF THE POOR
TYLER	Rev. Andre Grant	Harold Cauley	Paula Jones- Secretary
Term Exp.	4/1/2023 Seated	Jan-32	Jun-32
JASPER	Rev. Rodney Norsworthy	Patricia Gulley	
Term Exp.	Seated 2007	Jun-32	
NEWTON			
Term Exp.			

REGION 2

SABINE			LaTreaser Cartwright
Term Exp.			Jan-31
SAN AUG.	Marcus Hafford		
Term Exp.	Seated 8/4/24		
SHELBY	Donny Johnson	Felicia Cloudy	Veronica Berry
Term Exp.	Seated 1/15/26	Jun-30	Mar-31

REGION 1

PANOLA	Aubrey Hull-Goodwin	Keri Vance- Vice Chair	Sandra Miller
Term Exp.	Seated 4/1/24	October 28	Oct-32
HARRISON	Judge Chad Sims	Isha Brown- Chairperson	William Morris
Term Exp.	Seated 1/7/19	Aug-29	Apr-29
UPSHUR			
Term Exp.			

***Second Term**

Isha Brown - ECE Expert
Carrier Law Group- Consultant

Sharon Ratcliff - Fiscal Expert

Finance

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)

This is a critical component of Head Start programs that govern how children are enrolled and served. ERSEA encompasses several key tasks that are essential for the effective operation of Head Start programs. These tasks include:

1. **Eligibility:** Determining which children and families qualify for services based on specific criteria, such as income level, homelessness, or being in foster care. Programs must adhere to federal guidelines to ensure they are serving the most in need.
2. **Recruitment:** Actively seeking out eligible children and families to enroll in the program. This involves marketing efforts and outreach to communities to raise awareness about available services.
3. **Selection:** Establishing criteria for selecting children for enrollment, especially when there are more eligible applicants than available slots. This process must be fair and transparent.
4. **Enrollment:** The actual process of enrolling children into the program, which includes collecting necessary documentation and completing required forms.
5. **Attendance:** Tracking and maintaining attendance records to ensure that enrolled children are participating in the program as expected. This is crucial compliance with federal regulations and for assessing program effectiveness.

The program year for HS was Aug. 12, 2024, to May 23, 2025. In this period, we served 437 3 & 4-year-old children. The EHS program year was from Aug. 12, 2024, to July 11, 2025. In this period, we served 231 children ranging from 6 weeks to 35 months of age and 4 expectant mothers.

Health

Tri-County Community Action, Inc. Early Head Start and Head Start Programs serve 7 counties and are funded for 581 children. The program ensures that each child 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 the 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, to maintain or bring them up to date a mandated schedule of primary, preventive and follow-up health services. The health program staff attend and facilitate health fairs and festivals to promote, inform, educate, and recruit staff, children, and families for the program.

- 100% of children in Early Head Start Programs have an ongoing source of continuous, accessible health care, provided by a professional health care provider.
- 96% of children in Early Head Start Programs have health insurance coverage.
- 98% of children in Early Head Start Programs received dental exams.
- 40% of children in Early Head Start Programs received physical exams.
- 100% of children in Head Start Programs have an ongoing source of continuous, accessible health care, provided by a professional health care provider.
- 99% of children in the Head Start Programs have health insurance coverage.
- 95% of children in the Head Start Programs received dental exams.
- 30% of children in the Head Start Programs received physical exams.





Family Engagement

Key principles of effective family engagement include:

- **Shared decision-making:** Families actively participate in decisions about their child's education and development, both at home and in programs.
- **Two-way communication:** Programs and families maintain continuous communication that reflects family language preferences and focuses on the child's learning experience.
- **Reciprocal partnerships:** Families contribute their knowledge and skills, while programs provide resources and learning activities for home and community.
- **Inclusive participation:** Families are invited to engage in program level decisions, advocacy, and leadership roles, ensuring their voices shape the educational environment.

Benefits include:

- **Enhanced academic performance:** Children with engaged parents tend to have higher grades, lower dropout rates, and timely high school completion.
- **Improved social and behavioral outcomes:** Active parental involvement reduces health risk behaviors, such as substance use and early sexual activity.
- **Stronger parent-child relationships:** Engagement fosters trust, communication, and emotional support, which are critical for healthy development.
- **Empowered families and communities:** Families gain confidence and skills to advocate for their children and participate in broader educational and community initiatives,

Male Involvement:



Improved Behavior: Children with involved fathers often display fewer behavioral issues. Male engagement can lead to greater discipline and structure in the home.

Encouragement of Education: Fathers' participation in school activities signals to children that education is important. This involvement can motivate children to take their studies seriously.

Community Support: Male involvement fosters a sense of community among families. Dads can share experiences, support one another, and build friendships, creating a stronger network.

Long-Term Benefits: Engaged fathers are linked to positive long-term outcomes, such as higher academic achievement and better mental health for children.

Education

The Education Department is currently prioritizing the implementation and ongoing utilization of the DRDP (Desired Results Developmental Profile) Assessment Tool. Initial training was completed during bootcamp and follow-up support for staff is underway to ensure consistent and effective use across classrooms.

We use DRDP data, along with Early Learning Outcomes Framework (ELOF), to establish School Readiness Goals for the Birth-to-Five program. Our School Readiness Goals focus on five core developmental domains:

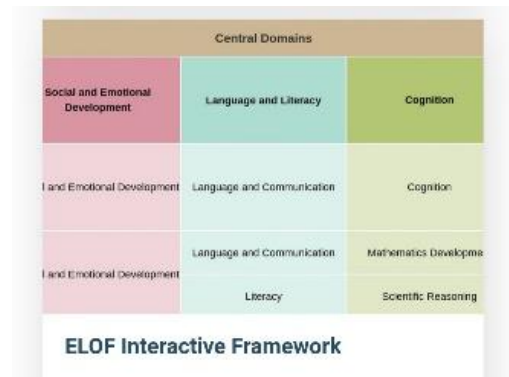
- Approaches to Learning
- Language & Literacy Development-Including English Language Development (ELD) for children who are dual-language learners
- Physical Development and Health
- Social and Emotional Development
- Cognition- Including foundational Math and Science concepts

These domains guide both our child assessments and the educational support we provide to teachers and classrooms and align directly with our curriculum and supports teachers in understanding each child's developmental pathway.

Our classrooms use Creative Curriculum for both HS and EHS programs to support comprehensive, developmentally appropriate learning experiences.

BRIGANCE screening tools provide a quick and accurate snapshot of each child's developmental progress at a specific point in time. These screenings help us:

- Measure early developmental and academic skill mastery
- Identify potential developmental delays or advanced abilities
- Plan individualized support or interventions
- Evaluate early indicators of school readiness.



Education Department
Birth to Five Program

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



The Education Department continues to strengthen classroom quality by using CLASS data to guide targeted professional development. During the 2024–2025 program year, our primary goal has been to enhance teacher–child interactions through individualized support using Practice-Based Coaching, with a strong focus on the CLASS assessment tool. The CLASS scores highlight specific areas for growth across TCCA’s Early Head Start and Head Start classrooms, allowing us to tailor coaching strategies that promote more effective emotional support, classroom organization, and instructional interactions. These data-driven updates ensure that our efforts remain aligned with improving overall classroom quality and supporting positive outcomes for children.

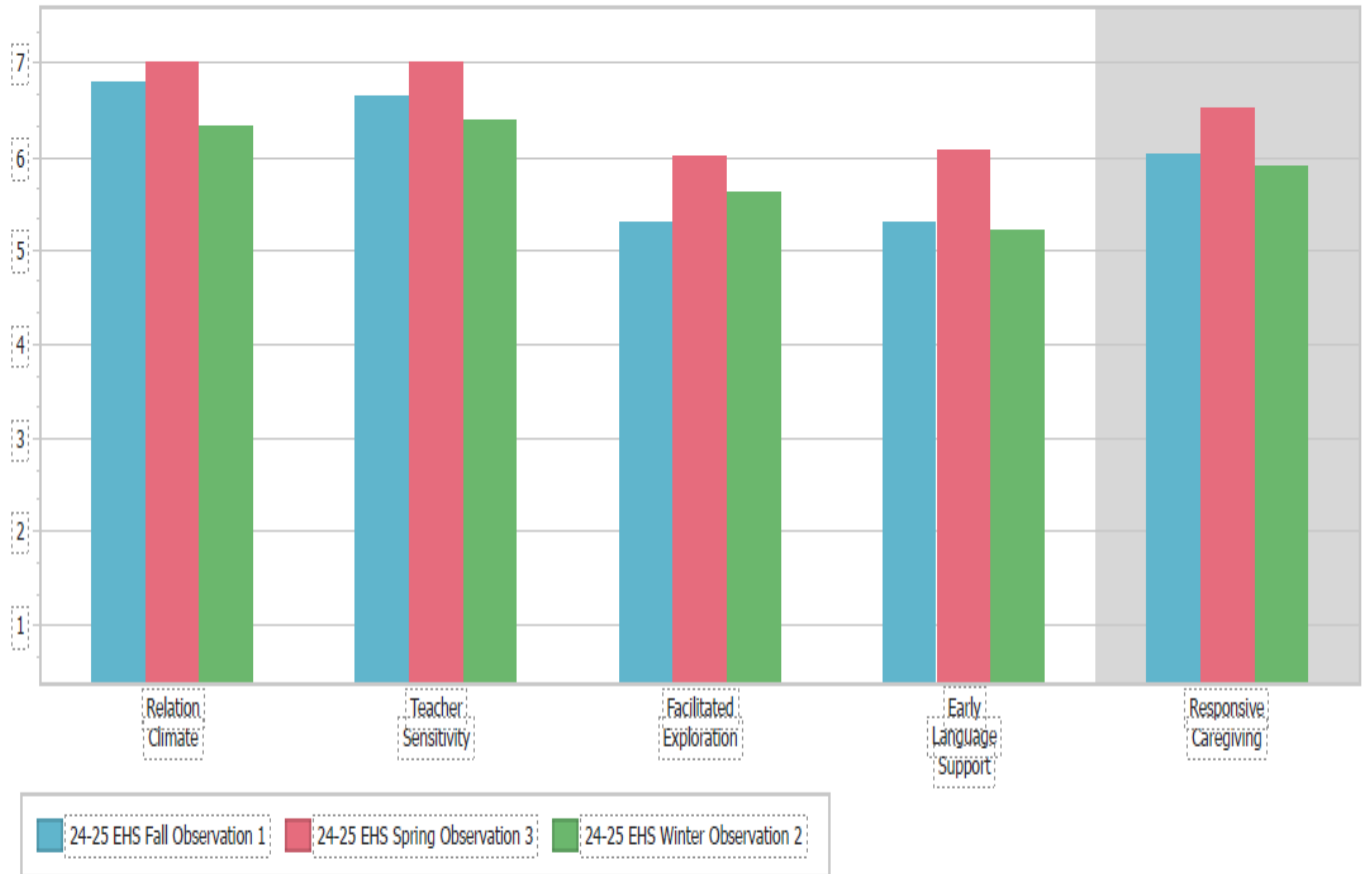




5632 - Infant CLASS® Average Score Charts

Observation Periods: 24-25 EHS Spring Observation 3, 24-25 EHS Winter Observation 2, 24-25 EHS Fall Observation 1

EARLY HEAD START



	RC	TS	FE	ELS	RCG
24-25 EHS Fall Observation 1	6.8	6.65	5.3	5.3	6.02
24-25 EHS Winter Observation 2	6.33	6.39	5.61	5.22	5.89
24-25 EHS Spring Observation 3	7	7	6	6.07	6.52

Fall = 10 classroom observed in Infant CLASS

Winter = 9 classrooms observed in Infant Class (1 classroom aged up to Toddler)

Spring = 7 classrooms observed in Infant Class (1 had aged up to Toddler; 2 classrooms closed and were not observed in Spring due to unforeseen circumstances)

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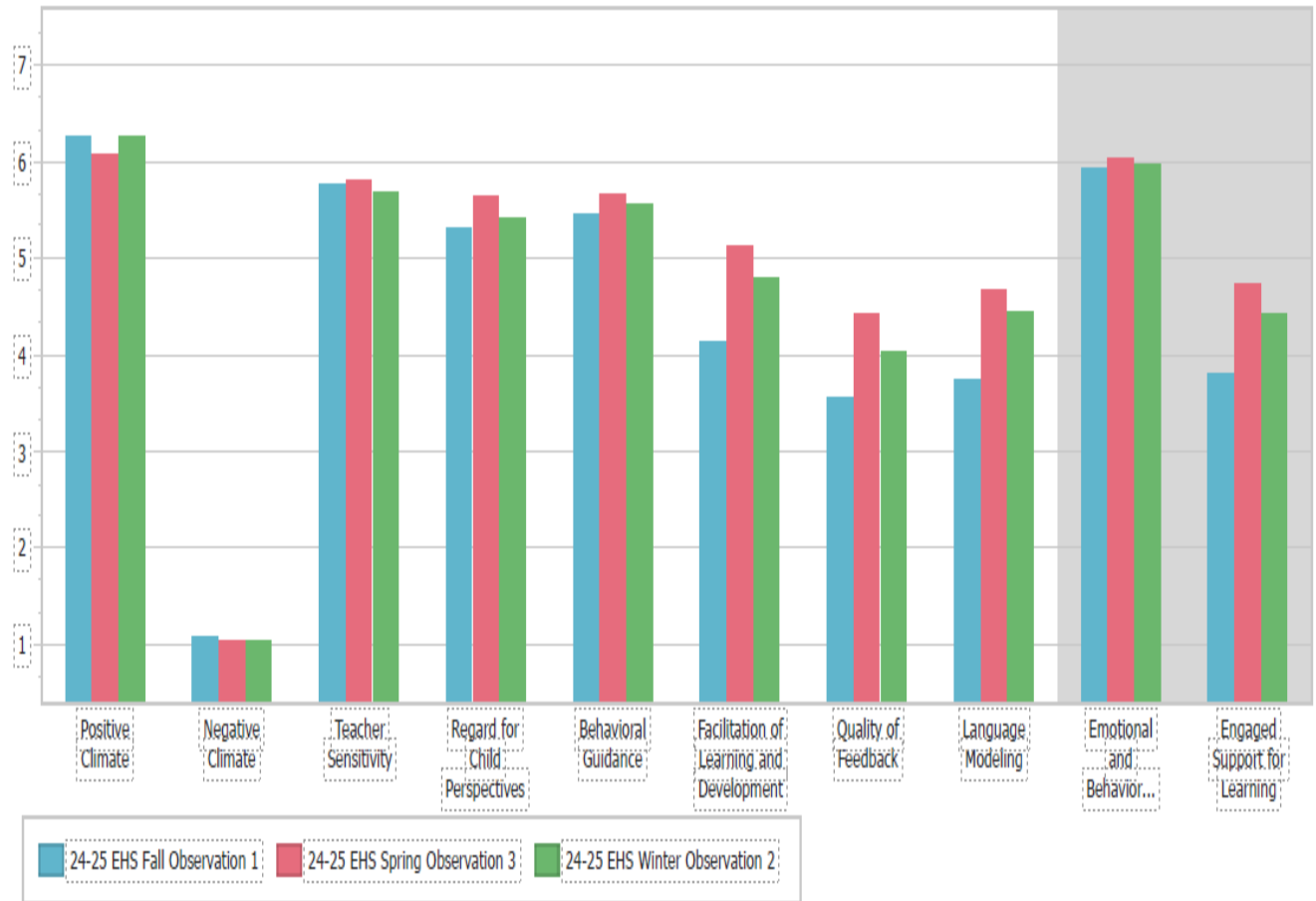
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5631 - Toddler CLASS® Average Score Charts

Observation Periods: 24-25 EHS Spring Observation 3, 24-25 EHS Winter Observation 2, 24-25 EHS Fall Observation 1, 23-24 EHS Winter Observation 2, 23-24 EHS Fall Observation 1

EARLY HEAD START



	PC	NC	TS	RCP	BG	FLD	QF	LM	EBS	ESL
24-25 EHS Fall Observation 1	6.25	1.08	5.77	5.31	5.46	4.13	3.56	3.75	5.94	3.81
24-25 EHS Winter Observation 2	6.27	1.04	5.68	5.42	5.56	4.8	4.03	4.45	5.98	4.43
24-25 EHS Spring Observation 3	6.07	1.05	5.81	5.64	5.67	5.12	4.43	4.67	6.03	4.74

Fall = 24 Toddler classrooms observed
 Winter = 25 Toddler classrooms observed - 1 infant room aged up to toddler ages
 Spring = 21 Toddler classrooms observed - 4 classrooms were not observed due to unforeseen circumstances.

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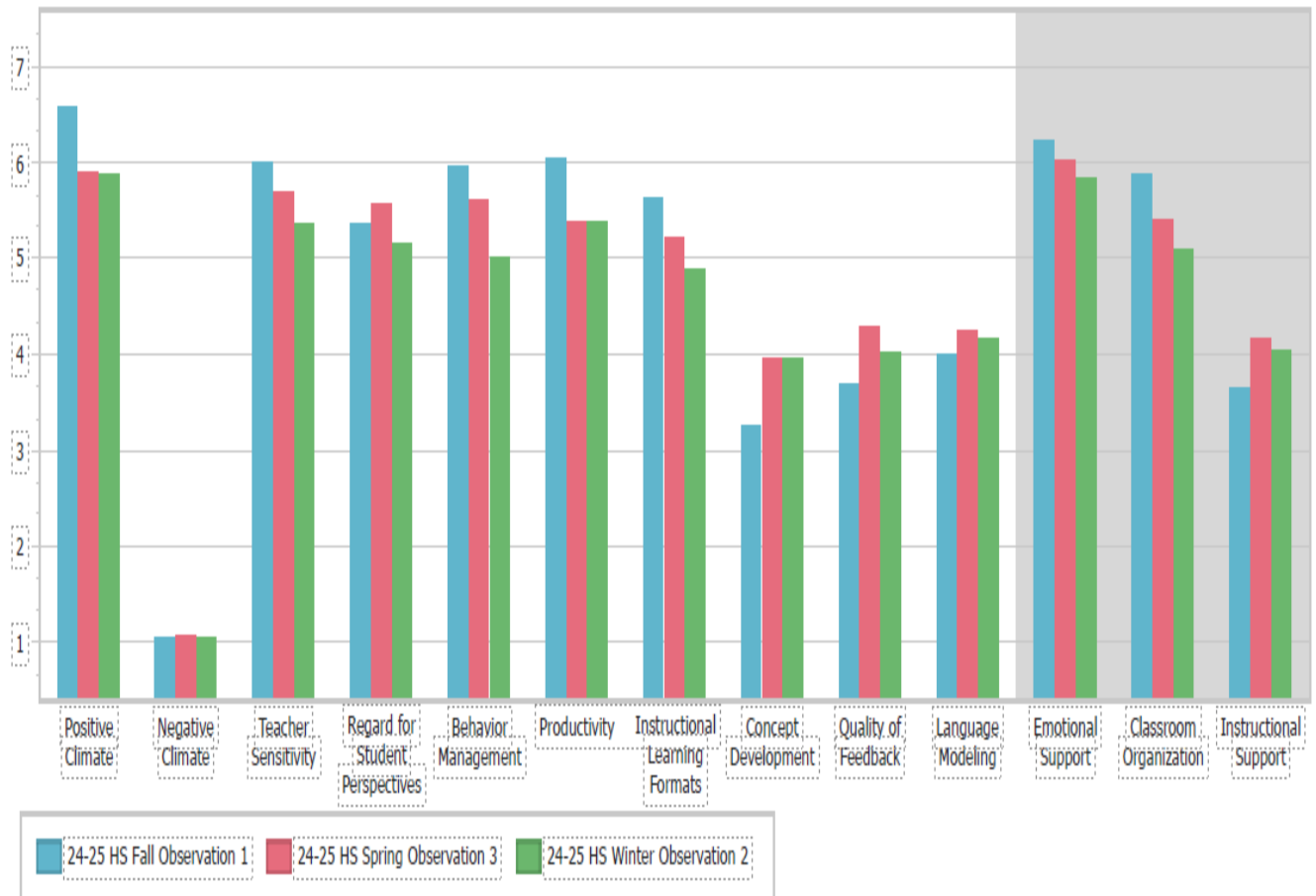
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5630 - Pre-K CLASS® Average Score Charts

Observation Periods: 24-25 HS Spring Observation 3, 24-25 HS Winter Observation 2, 24-25 HS Fall Observation 1

HEAD START



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
24-25 HS Fall Observation 1	6.58	1.05	6	5.37	5.95	6.05	5.63	3.26	3.68	4	6.22	5.88	3.65
24-25 HS Winter Observation 2	5.87	1.05	5.36	5.16	5	5.38	4.88	3.96	4.02	4.17	5.83	5.09	4.05
24-25 HS Spring Observation 3	5.9	1.06	5.7	5.57	5.61	5.38	5.21	3.95	4.29	4.25	6.03	5.4	4.17

Fall observations conducted on 19 classrooms by outside agency
 Winter conducted on 19 classrooms by CLASS certified agency staff.
 Spring conducted on 17 classrooms by CLASS certified agency staff

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About the Company

Our nonprofit organization is dedicated to improving the lives of those in need. We strive to create positive change in our community through various initiatives and programs. Join us in making a difference today.

Mission

- Mission Statement: To reduce poverty and uplift disadvantaged individuals in East Texas by delivering innovative, community-driven programs in collaboration with other mission-aligned organizations.

www.tccainc.org

Human Resources

ANNUAL REPORT

**A Year of Progress, A Vision
for Tomorrow.**

**HR DEPARTMENT
OVERVIEW**

HR TRENDS 24-25

Despite elevated separation activity during 2024–2025, the EHS/HS program demonstrated strong organizational resilience and effective workforce management. Key indicators show that while turnover created operational challenges, the department simultaneously strengthened its talent pipeline and reinforced its employer's reputation.

Total HR Events: 90

Separations: 45 (50.0%)

- 1 Death of an Employee
- 7 Terminations
- 34 Resignations

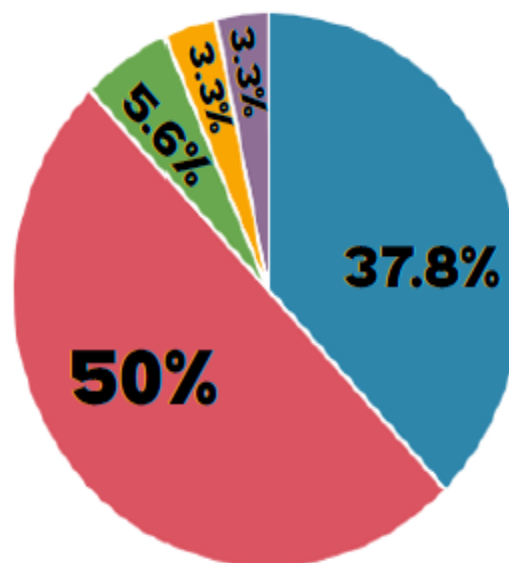
New Hires: 34 (37.8%)

Rehires: 5 (5.6%)

Transfers: 3 (3.3%)

Retirements: 3 (3.3%)

See Chart to the right.



Key Highlights for the HR Department

1. Strong talent acquisition efforts remained steady

New hires accounted for a significant share of all HR events, reflecting intentional efforts to strengthen staffing capacity and ensure service continuity. With the onboarding of a highly qualified Executive Director, the agency is now positioned for more cohesive leadership, clearer strategic direction, and sustained organizational improvement.

2. Rehire activity signals organizational strength

Data shows when former employees are returning, that indicates that the department's culture and work environment are strong enough that past team members feel confident coming back.

3. Internal mobility and retirements remain stable

Transfers and retirements occurred at low, predictable levels, indicating consistent career progression and retirement patterns across the program.

4. Separation activity presents a clear opportunity — Not a setback

Higher early-tenure turnover has underscored where we can continue to strengthen our retention efforts. The good news is that we are already making meaningful strides—enhancing our onboarding experience, expanding training, and deepening engagement during those critical first months. By investing in these areas now, we are positioning the department to attract, hire, and retain high-quality talent and build a more stable, committed workforce heading into FY 2025–2026.



Human Resources

**OVERALL
LEADERSHIP**

The department successfully maintained hiring momentum, sustained strong relationships with former employees, and preserved internal stability while identifying actionable opportunities to further strengthen retention. These insights provide a solid foundation for strategic workforce planning in the year ahead.

**HR DEPARTMENT
OVERVIEW**

Social Services

Community Services Programs - PY2025

58,500+ lbs

of fresh produce was distributed to the community. TCCA, Inc. partners with the East Texas Food Bank to distribute fresh produce once per month to anyone in need.



3,607

individuals
received energy
burden relief

1

school aged children
received school supplies

**45 individuals received personal
hygiene kits**

23 individuals were provided hygiene
utilization
assistance (shower, toilets, or sink
use)

CSBG Services

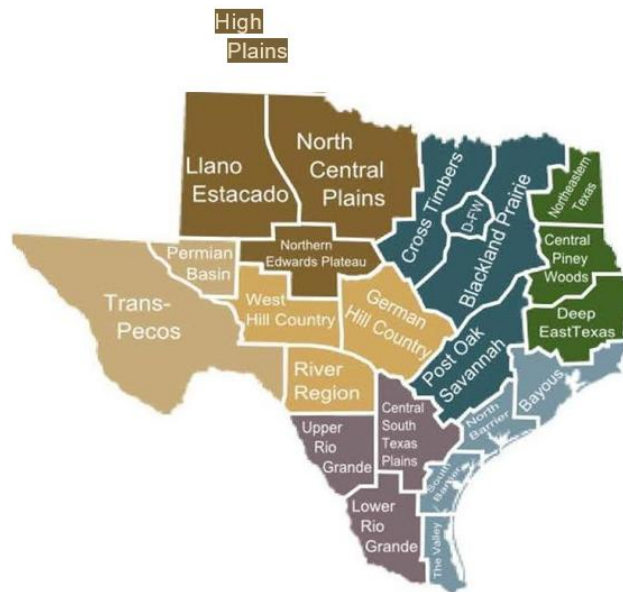
- assisted 1 adult w/obtaining a job up to a living wage
- assisted with 2 households to avoid eviction
- assisted 2 individuals with temporary shelter
- assisted 136 clients with gas card distribution services
- provided 1,387 referrals

1,407

individuals received food
distribution assistance through
TCCA Inc's "Harvest for Homes
Food Pantry

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

Community Needs Assessment (CNA)

Through rigorous analysis of the collected data, TCCA has identified five priority needs within its service area: Affordable and Accessible Housing Solutions, Comprehensive Healthcare and Mental Wellness Services, Inclusive Workforce Strategies for Economic Stability, Quality Childcare and Youth Development Initiatives, and Financial Empowerment and Basic Needs Support. These identified priorities will inform TCCA's strategic planning process and guide the development of the Strategic Plan and the annual Community Action Plan. By focusing on these crucial areas, TCCA aims to maximize its impact and effectively allocate resources to address the most pressing community needs. The 2024 Community Assessment represents more than a compliance document; it serves as a roadmap for community empowerment and sustainable development. Through this assessment, TCCA reaffirms its commitment to fostering resilience and creating opportunities for the individuals and families it serves across East Texas. As TCCA moves forward with implementing the insights gained from this assessment, it invites stakeholders, partners, and community members to engage in collaborative efforts to address these identified needs and work towards a more prosperous and equitable East Texas region. This assessment provides a clear direction for TCCA's future initiatives and lays the groundwork for meaningful, data-driven improvements in the lives of East Texas residents.