



SUMMER 2021 NEWSLETTER

TRADUCCIÓN EN ESPAÑOL INCLUIDA - PG. 7



What a year it's been

I could not be more proud of the way our Head Start staff rose to all of the challenges that COVID-19 and an unprecedented winter storm presented to ensure our students and families continued to receive services, even as they had to deal with their own personal challenges.

The winter storm impacted three campuses, one of which is in the process of being repaired. There was significant damage to La Porte and Baytown and major damage to Sheffield, requiring other arrangements for the Sheffield students for the remainder of the school year. We were grateful that some students were able to go to other campuses, and we were able to serve the remaining students virtually. We look forward to being back in the building in the summer.

I am extremely delighted in all that we have accomplished this year in light of the circumstances. The Federal Review in April went extremely well, and we anticipate a report in the next month or so. We so appreciated having the opportunity to share our program and system. We are moving forward on a new Coolwood facility, while we are still planning new facilities for Early Head Start programs at Barrett Station and Humble.

Looking ahead to the 2021-2022 school year, the plan is to return to full enrollment in our current environment. We're very optimistic that we will be back to full capacity and working at full throttle to make for an even better school year. We are currently taking applications and happy to report that many of the automated systems we put in place for COVID-19 will remain, including online applications.

As we put the pandemic behind us and move to more normalcy, I hope that we take some of the positive things with us – like spending more time with family and getting out and about in nature. Some of us even started gardens. Going into summer, I urge you to continue to do all those things, and don't forget you can take a book with you!

— VENETIA L. PEACOCK

DIRECTOR'S CORNER



Venetia L. Peacock (right) with Policy Council Chair Olga Magallon

A photograph of a person's arm and hand. The person is wearing a white t-shirt. On their upper arm, there is a small, rectangular, light brown bandage. Their hand is raised, showing a thumbs-up gesture. The background is a solid blue color.

To vaccinate or not – Just do it!

Health services staff are encouraging everyone to continue to take precautions to prevent the spread of COVID-19 and most importantly get vaccinated if they haven't done so already.

"As an agency we would recommend getting the vaccine," Health Services Coordinator Amanda Vongsaly said. "We can gradually return to a normal routine and protect those who come in contact with the virus if we all get the vaccine."

For many Head Start parents and staff getting vaccinated was the right thing to do, despite their reservations. Widespread vaccination means the virus will not infect as many people. The vaccine helps people develop immunity to the virus by introducing a less harmful part of the virus into their body. The body's immune system develops antibodies to fight the virus and protect against serious illness and death from COVID-19. Currently, the Pfizer, Moderna and Johnson & Johnson vaccines are available.

"I believe it's the best way to protect ourselves from COVID-19 and those who are not able to receive the vaccine due to medical reasons," said Tanesha Townsend, Health Services Coordinator.

Townsend said by demonstrating that she has had the vaccine, she hopes that will persuade those who have doubts.

"I wanted to get the vaccine for peace of mind and to help stop the spread of COVID-19," said Pugh parent Celina Manzano, who has chronic asthma.

Manzano urged everyone who can to get the vaccine for their own peace of mind.

Myunique Johnson, a Compton parent, got the vaccine because there were continuous outbreaks of COVID-19 at the sober living community where she works.

"At first I was hesitant about getting the vaccine, because I thought the vaccine had come out too quickly compared to other vaccines," Johnson said.

Johnson, who has hypertension, read up about the vaccine and was encouraged by her parents' positive experience to get it for herself. Compton FSP Lynnet Holiday was also prompted by her parents' experience.

"As I read more and heard from local officials and close friends and family and how it can be safe not only for me but for my family and friends, I wanted to get it," said Holiday, who has asthma. "I would encourage people to get educated and talk to their doctor and talk to people who got vaccinated."

Vongsaly was hesitant at first about getting a vaccine, because it was so new. After some research, she learned the chance of spreading the virus to others is greatly reduced.

"I got the COVID-19 vaccine because every person we've lost did not have a choice, and I do," Vongsaly said.

Moving on – what parents can do

Whether it's transitioning from Head Start's early childhood programs to Head Start or from Head Start to elementary school, there are always some adjustments to be made for students and parents alike. Going into a new environment generates anxiety for some and excitement for others.

Many Early Head Start students will remain at the same facility, except they'll be in a different classroom with a different teacher, so the transition may be somewhat smoother. Yadira De La Cruz, EHS-CCP Education and Special Services Coordinator, and Maria Gomez, Education and Special Services Coordinator - Head Start, offered these tips to help parents prepare their children to transition up or out.

- Talk to your child about the coming changes.
- If your child will remain at the same facility, visit the new classroom.
- Read books related to elementary school to your child.
- Be enthusiastic about going to a new school.

Campuses accepting applications for 2021-2022

Coolwood parent Nicole Garcia hadn't noticed the signs of autism with her older son until he started school at 5. She wasn't about to wait for her son Kaiden, who was showing signs of autism.

"I wanted to make sure I wasn't missing anything," said Garcia, who started Kaiden at Coolwood 2 years ago at the age of 3. "When he started he wasn't speaking, and he was very shy. He slowly learned to socialize. This was the best thing for Kaiden."

The low cost and intervention services were the main reasons David Veliz signed his son Joseph up for Early Head Start Purpose Kids in Channelview in the fall of 2020.

"My son talks more and is more attentive," said Veliz, who needed quality, low-cost day care. "The teacher has been very helpful about helping me read to my kid and manage his behavior. It's been very informative to me and helped me be a positive part of my son's life."

Veliz has no hesitation about continuing with Head Start for Joseph, now two and a half.

Head Start and Early Head Start are in the midst of recruiting families just like Veliz's and Garcia's.

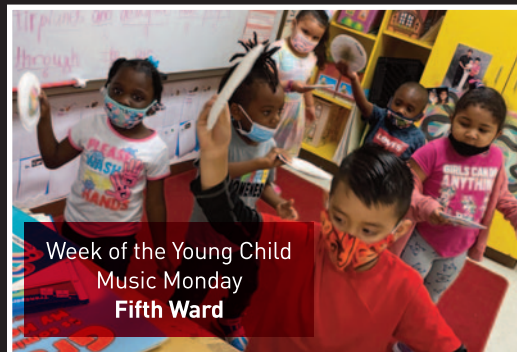
"We look at the whole child and family resources – we offer a comprehensive approach and resources to other agencies as well as smaller classes," said Cesilia Pereira, Family Services Coordinator Early Head Start – Child Care Partnerships.

The federally funded program for infants to five years offers enriched caregiving and promotes school readiness, which prepares children for success in school and for life. It provides assessments and interventions and referrals for children with learning and developmental issues, as well as support for parents by linking them to community resources and to network with other parents.

"We provide a learning environment that supports children's growth and well-being in language, literacy, development, health and nutrition," said Family Services Coordinator Michele Nwokobia.

Pereira and Nwokobia are urging parents to spread the word about Head Start. Applications for the 2021-2022 school year continue through summer. For more information and to make an online application, visit hcde-texas.org.

Photos from around Head Start



Students adapt to COVID-19 classroom changes

Administrators who help support the wellbeing of students in the early childhood and 3-5 year-olds' programs said overall students adapted quickly to changes in the classroom thanks to the efforts of teachers and staff.

"From my perspective, when we first started the teachers were concerned, but they adapted quickly to the new procedures that were in place," said Yadira De La Cruz, EHS-CCP Education and Special Services Coordinator. "For children this young, it's not been a big effect."

In the programs for children 6 weeks to 3 years most of the students have been on campus and quickly learned their way around the new classroom set-up, according to De La Cruz. A line of furniture divides classrooms in two with four students and a teacher on either side. Though the staff wear masks, De La Cruz said the students quickly recognized the adults and their voices.

"The biggest challenge was getting the students to maintain social distancing," De La Cruz said. "It's difficult when they're so young."

At campuses for 3-5 year-olds, classrooms are also divided in half to accommodate two groups. The groups alternate playing outside and classroom activities. Students wear masks except when napping, eating and playing outside. Students nap head-to-toe to maintain social distancing. Since resuming face-to-face instruction last October, there has been a mix of in-person and virtual instruction.

"The students know what to do," said Maria Gomez, Education and Special Services Coordinator. "They are very resilient and adapt very well."

Gomez said the teachers' positive attitude helps the students understand everything is going to be alright.

"Teachers are role models, and students are modeling how to react," Gomez said. "Parents know their children are in good hands."

Teachers, students rise to new learning challenges

It's been a tough year for teachers, what with combining virtual and in-person classes, radically changing the classroom set-up and ensuring everyone is following the rules to stop the spread of COVID-19. Despite the challenges, two Head Start teachers said they, their students and parents are getting through.

Fonwood teacher Raquel Garcia said the main challenge for her and her co-teacher was ensuring they gave equal time to the students in class and those online. Of a total of 12 students, about half have been online. The teachers switch out on leading the lesson depending on the subject.

"We try to even it out," Garcia said. "When the virtual kids log out, we concentrate on the in-person students."

Additionally, instead of students going to the different centers to do activities, portable centers were set up at a table for children to use individually.

"Having the children separated was a little hard sometimes, because they are so social," Garcia said.

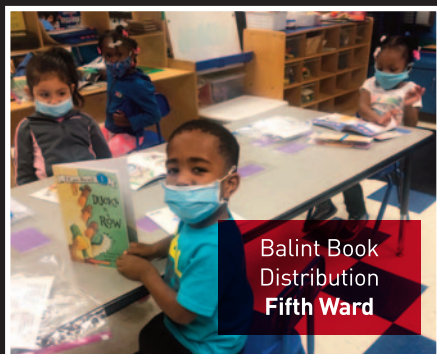
Yudalchia Hodge's classroom set-up at Sheffield campus was a little different since all her students were in person until the winter storm forced the closure of the campus and put learning back online.

The campus is in the midst of being renovated.

Hodge's classroom was split in two with seven students on each side. She said it was challenging at first when they switched students from one side to the other every day, but things improved when they started switching sides on a weekly basis, making it easier to manage the classroom. Another challenge, Hodge said, was reassuring anxious parents that their children would be safe. Of course dealing with the fall-out from the winter storm presented yet another unforeseen challenge.

Hodge said it was tough going back to virtual teaching.

"I just miss my babies," she said.



Balint Book
Distribution
Fifth Ward



Week of the Young Child
Celebration
Compton



Week of the Young Child
Celebration
Tidwell

Prioritize well child, dental visits

It's not too early to make dental and doctor appointments in preparation for the start of the school year on Aug. 21.

"Pediatric well-visits are essential to ensure your child has the best protection against viruses and bacteria," Health Service Coordinator Raul Zavaleta said. "Babies and children need to see the doctor in person for physical exams, testing, hearing and vision screenings and immunizations to ensure they're meeting developmental milestones."

Health Service Coordinators said parents should take their children for regular routine check-ups, stay up-to-date with immunizations, ensure their child maintains good oral health and contact their child's doctor for information about vaccinations. In addition, families should continue to follow CDC guidelines for COVID-19 and go outside for Vitamin D and exercise.

What's going on this summer?

- Houston Arboretum & Nature Center's Summer Children's Programs include Animal Tales for 18 months to 3 years; Tiny Trekkers for 2-4 years; and Discovery Days for 5-12 years. www.aboretum.org
- Houston Zoo offers virtual and in person zoo. www.houstonzoo.org. Watch Blippi Visits the Zoo at www.youtube.com/watch.
- Hermann Park has gardens, pedal boats, a train, playgrounds, picnic and barbecue facilities and an outdoor theater. www.hermannpark.org
- Discovery Green has activities through the summer. www.discoverygreen.com
- For literacy activities; hpl.lib.tx.us or www.hcpl.net
- Visit houstontx.gov/parks/ for information about parks and recreation in and around the city.

MARK YOUR CALENDAR

JUNE

15-July 1 EHS Summer Schedule (closed Fridays)

JULY

2-9 EHS Campuses are closed
12-28 EHS Summer Schedule (closed Fridays)

AUGUST

6-8 Tax Free Weekend

Check with each Center Manager for details of these and other happenings, as dates may vary for each campus.

Prioritize fun, safety this summer

For a fun, safe summer:

- Supervise young children around water.
- Apply at least SPF 15.
- Cover up and wear a hat.
- Avoid being out in the middle hours of the day.
- Stay hydrated.

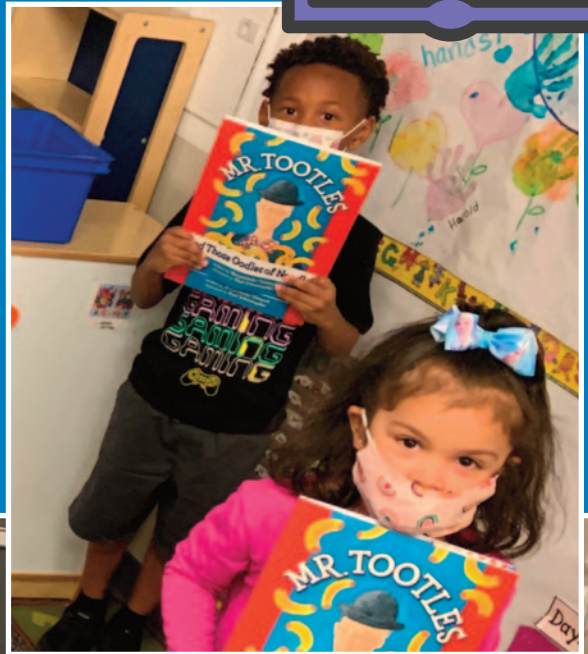
For more information, visit safekidsgreaterhouston.org



2,000+ books donated



Find out how Mr. Tootles and Mrs. Bea solve their oodles of noodles mishap at tea time in MaryCeleste Clement's book "Mr. Tootles and Those Oodles of Noodles." The author and her husband Tim (below) donated more than 2,000 books, ensuring every child in HCDE Head Start received one to take home.





SUMMER 2021 NEWSLETTER

¡Qué año hemos tenido!

No podría estar más orgullosa de la forma en que nuestro personal de Head Start se enfrentó a todos los desafíos que presentó COVID-19 y una tormenta invernal sin precedentes para garantizar que nuestros estudiantes y familias continuaran recibiendo servicios, incluso cuando tuvieron que lidiar con sus propios problemas personales y desafíos.

La tormenta invernal afectó a tres centros, uno de los cuales sigue en proceso de reparación. Hubo daños en La Porte, Baytown y Sheffield, y se requirió otros arreglos para los estudiantes de Sheffield durante el resto del año escolar. Agradecemos que algunos estudiantes pudieran ir a otros centros y pudimos conectarnos virtualmente con el resto de los estudiantes. Esperamos volver al edificio en el verano.

Estoy muy complacida con todo lo que hemos logrado este año a la luz de las circunstancias. Nos fue muy bien en la Revisión Federal en abril y anticipamos un informe en el próximo mes. Apreciamos mucho tener la oportunidad de compartir nuestro programa y nuestro sistema. Estamos avanzando en una nueva instalación de Coolwood, mientras todavía estamos planificando nuevas instalaciones para los programas Early Head Start en Barrett Station y Humble.

En el año escolar 2021-2022, el plan es volver a la matrícula completa en nuestro entorno actual. Estamos muy optimistas de que podremos funcionar y tener completa capacidad para lograr un año escolar aún mejor. Actualmente estamos aceptando solicitudes y nos complace informar que muchos de los sistemas automatizados que implementamos para COVID-19 permanecerán instalados, incluyendo las solicitudes en línea.

A medida que dejamos atrás la pandemia y seguimos adelante espero que nos llevemos algunas de las cosas positivas con nosotros, como pasar más tiempo con la familia y salir a pasear por la naturaleza. Algunos de nosotros incluso comenzamos a cultivar jardines. Los animo a que sigan haciendo todas esas cosas, ¡y no olviden que pueden llevar un libro!

— VENETIA L. PEACOCK

ESQUINA DEL DIRECTOR



Venetia L. Peacock (derecha) con
Policy Council Chair Olga Magallon

A photograph of a person's arm and hand. The person is wearing a white t-shirt. On their upper arm, there is a rectangular orange bandage. Their right hand is raised, showing a thumbs-up gesture. The background is a solid blue color.

Vacunarse o No, ¡Hazlo!

El personal de los servicios de salud alienta a todos a seguir tomando precauciones para prevenir la propagación del COVID-19 y, lo que es más importante, a vacunarse si aún no lo han hecho.

"Como agencia, recomendaríamos recibir la vacuna", dijo la Coordinadora de Servicios de Salud, Amanda Vongsaly. "Podemos volver gradualmente a una rutina normal y proteger a quienes entren en contacto con el virus si todos nos vacunamos".

Para muchos padres y personal de Head Start, vacunarse fue lo correcto, a pesar de sus reservas. La vacunación generalizada significa que el virus no infectará a tantas personas. La vacuna ayuda a las personas a desarrollar inmunidad al virus al introducir una parte que no es dañina del virus en su cuerpo. El sistema inmunológico del cuerpo desarrolla anticuerpos para combatir el virus y protegerse contra enfermedades graves y prevenir la muerte por COVID-19. Actualmente, las vacunas Pfizer y Moderna están disponibles. La vacuna Johnson & Johnson estaba en suspenso.

"Creo que es la mejor manera de protegernos del COVID-19 y de aquellos que no pueden recibir la vacuna por razones médicas", dijo Tanesha Townsend, Coordinadora de Servicios de Salud.

Celina Manzano, madre de un estudiante de Pugh, que recibió la vacuna para su tranquilidad y para ayudar a detener la propagación del virus. Myunique Johnson, madre de un estudiante de Compton, recibió la vacuna porque hubo brotes continuos de COVID-19 en la comunidad de vida sobria donde trabaja. La experiencia positiva de sus padres impulsó a Lynnet Holiday de Compton FSP a vacunarse. Vongsaly dudaba en recibir una vacuna, porque era muy nueva. Después de algunas investigaciones, descubrió que la posibilidad de transmitir el virus a otras personas se reduce considerablemente.

Siguiendo adelante: cómo pueden los padres ayudar

Ya sea que se trate de la transición del programa de la primera infancia a Head Start o de Head Start a la escuela primaria, siempre hay que hacer algunos ajustes tanto para los estudiantes como para los padres. Entrar en un nuevo entorno genera ansiedad para algunos y emoción para otros. Las coordinadoras de educación y servicios especiales, María Gómez y Yadirá De La Cruz, dieron algunos consejos para los padres.

- Hable con su hijo sobre los cambios que se avecinan, ya sea una nueva clase o una nueva escuela.
- Lleve a su hijo a visitar la escuela, aunque sea solo para ver el exterior.
- Lea libros relacionados con la escuela primaria a su hijo.
- Demuestre entusiasmo por ir a una nueva escuela o un nuevo salón de clases.

Los centros aceptan solicitudes para 2021-2022

El bajo costo del cuidado infantil, el apoyo familiar y las intervenciones de aprendizaje son las razones por las que algunos padres inscribieron a sus hijos en Head Start.

"Quería asegurarme de que no me estaba perdiendo nada", dijo García, quien comenzó con su hijo autista Kaiden en Coolwood hace 2 años. "Cuando empezó no hablaba y era muy tímido. Poco a poco aprendió a socializar, esto fue lo mejor para Kaiden".

Sin trabajo, David Veliz encontró una guardería de bajo costo y calidad para su hijo Joseph en Early Head Start Purpose Kids en Channelview. Está contento con la ayuda que ha estado recibiendo su hijo quien tenía problemas del habla y del comportamiento. Veliz no duda en mantener a Joseph en el programa Head Start.

Head Start está reclutando familias como las de Veliz y García. El programa financiado con fondos federales para bebés de hasta cinco años ofrece cuidados enriquecidos y promueve la preparación escolar, lo que prepara a los niños para el éxito en la escuela y la vida. Proporciona evaluaciones, intervenciones y referencias para niños con problemas de aprendizaje y desarrollo, así como apoyo para los padres al vincularlos con los recursos de la comunidad y otros padres. Para obtener más información y llenar una solicitud en línea para el año escolar 2021-2022, visite hcde-texas.org.

Fotos de Alrededor de Head Start



Los estudiantes se adaptan a los cambios debido a COVID-19

Los administradores que ayudan a apoyar el bienestar de los estudiantes en programas para la primera infancia y niños de 3-5 años dijeron que en general los estudiantes se han adaptado rápida y positivamente a los cambios en la instrucción gracias al esfuerzo de los maestros y el personal.

En los programas para niños de 6 semanas a 3 años, la mayoría de los estudiantes han estado en el campus y rápidamente aprendieron la configuración del aula, que se dividió en dos con cuatro estudiantes y un maestro a cada lado. Los estudiantes reconocieron rápidamente a los adultos y sus voces, a pesar de las máscaras.

“Para los niños pequeños, no ha sido un gran efecto”, dijo Yadira De La Cruz, Coordinadora de Educación y Servicios Especiales de EHS-CCP.

Desde que se reanudó la instrucción presencial el pasado octubre, ha habido una combinación de instrucción presencial y virtual en los campus para niños de 3 a 5 años. Las aulas también se dividen por la mitad para acomodar a dos grupos. La coordinadora de educación y servicios especiales, María Gómez, dijo que los estudiantes aprendieron rápidamente qué hacer.

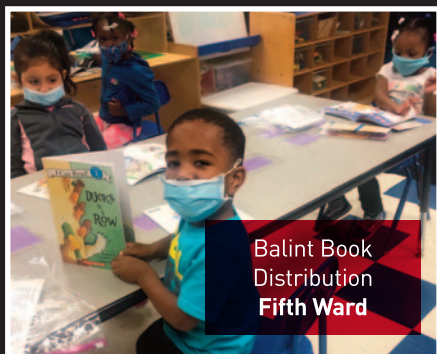
“Son muy resistentes y se adaptan muy bien”, dijo Gómez.

Dijo que la actitud positiva de los profesores era vital para asegurarles a los estudiantes que todo iba a estar bien.

Maestros, estudiantes se enfrentan a nuevos desafíos de aprendizaje

Ha sido un año difícil para los maestros, con la combinación de clases virtuales y presenciales, cambiando radicalmente la configuración del aula y asegurando que todos sigan las reglas para detener la propagación de COVID-19. Para la maestra de Fonwood, Raquel García, el principal desafío era asegurar que ella y su co-maestra dieran el mismo tiempo a los estudiantes en clase y a los que están en línea. Una vez que los estudiantes en línea cerraban la sesión, ellas podían prestar más atención a estudiantes en el aula. En general, dijo que lo lograron.

Los alumnos de la maestra de Sheffield, Yudalchia Hodge, estuvieron en persona hasta que la tormenta invernal de febrero forzó el cierre del centro y volvió a poner el aprendizaje en línea hasta el final del año escolar. Hasta entonces, Hodge y un asistente enseñaban a los estudiantes en dos grupos en un aula dividida en dos. Hodge dijo que una vez que ella y sus estudiantes aprendieron a cambiar de bando cada semana, se hizo más fácil administrar la clase. Hacer frente a las consecuencias de la tormenta de invierno presentó otro desafío. Hodge dijo que fue difícil volver a la enseñanza virtual.



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Week of the Young Child
Celebration
Tidwell

Dar prioridad a la salud del niño y a las visitas al dentista

No es demasiado pronto para programar citas con el dentista y el médico en preparación para el inicio del año escolar el 21 de agosto.

"Las visitas de control pediátrico son esenciales para garantizar que su hijo tenga la mejor protección contra virus y bacterias", dijo el coordinador de servicios de salud Raúl Zavaleta. "Los bebés y los niños necesitan ver al médico en persona para exámenes físicos, pruebas, exámenes de audición y visión e inmunizaciones para asegurarse de que están alcanzando los hitos del desarrollo".

Los coordinadores de servicios de salud dijeron que los padres deben llevar a sus hijos a controles de rutina regulares, mantenerse al día con las vacunas, asegurarse de que su hijo mantenga una buena salud bucal y comunicarse con el médico de su hijo para obtener información sobre las vacunas. Además, las familias deben seguir las pautas del CDC para COVID-19 y salir a la calle para tomar vitamina D y hacer ejercicio.

Qué está pasando este verano?

- Los programas de verano para niños del Houston Arboretum & Nature Center incluyen Animal Tales durante 18 meses a 3 años; Tiny Trekkers durante 2-4 años; y Días de descubrimiento durante 5 a 12 años. www.aboretum.org
- El Zoológico de Houston ofrece zoológico virtual y en persona. www.houstonzoo.org. Vea Blippi Visits the Zoo en www.youtube.com/watch.
- El parque Hermann tiene jardines, botes a pedales, un tren, áreas de juegos, instalaciones para pícnic y parrillas y un teatro al aire libre. www.hermannpark.org
- Discovery Green tiene actividades durante el verano. www.discoverygreen.com
- Para actividades de alfabetización, vea; hpl.lib.tx.us o www.hcpl.net
- Visite houston.tx.gov/parks/ para obtener información sobre parques y recreación en la ciudad y sus alrededores.

MARQUEN SUS CALENDARIOS

JUNIO

15-Julio 1 EHS Horario de Verano (cerrado los Viernes)

JULIO

2-9 EHS Campuses estarán cerrados
12-28 EHS Horario de Verano (cerrado los Viernes)

AGOSTO

6-8 Fin de semana sin impuestos

Revise con su centro los detalles ya que las fechas podrían cambiar.

Da prioridad a la diversión y la seguridad este verano

Para un verano divertido y seguro:

- Supervise a los niños pequeños cuando estén cerca del agua.
- Aplique al menos SPF 15.
- Cúbrase y use un sombrero.
- Evite salir a la mitad del día.
- Manténgase hidratado.

Para obtener más información, visite safekidsgreaterhouston.org.



Donaron más de 2,000 libros



Descubra cómo el Sr. Lelo y la Sra. Bea resuelven sus montones de percances de fideos a la hora del té en el libro de MaryCeleste Clement "Mr. Tootles y esos montones de fideos". La autora y su esposo Tim (abajo) donaron más de 2,000 libros, asegurando que cada niño en HCDE Head Start recibiera uno para llevar a casa.



CENTER DIRECTORY

BARRETT STATION 11901 Mulberry St., Crosby, TX 77532

VACANT

713-696-3119

BAYTOWN 317 Massey Tompkins Rd.,
Baytown, TX 77571

Norma Starr, Center Mgr.

713-696-3120

CHANNELVIEW 16102 Ridlon, Channelview, TX 77530
Cynthia Johnson, Center Mgr.

713-696-1852

COMPTON 9720 Spaulding St., Houston, TX 77016
Merevonna Ross-Daniel, Center Mgr.

713-635-4142

COOLWOOD 767 Coolwood Dr., Houston, TX 77013
Valerie Stephens, Center Mgr.

713-451-9024

DOGAN 4202 Liberty Rd., Houston, TX 77026
Marie Angelica Barcus, Center Mgr.

713-672-0207

FIFTH WARD 4014 Market St., Houston, TX 77020
Traci Houston, Center Mgr.

713-237-0264

FONWOOD 9709 Mesa Dr., Houston, TX 77078
Markeysha Hinderman, Center Mgr.

713-556-3830

HUMBLE 130 Atascocita, Humble, TX 77396
Lisa Ntabaazi, Center Mgr.

713-696-3121

J.D. WALKER 7613A Wade Rd., Baytown, TX 77521
Lisa Wells, Center Mgr.

713-696-3122

LA PORTE 927 South 1st St., La Porte, TX 77571
Nadia Epps, Center Mgr.

713-696-3123

PUGH 1042 Henke St., Houston, TX 77020
Catherine Jones, Center Mgr.

713-675-6222

SHEFFIELD 14300 Wallisville Rd., Houston, TX 77049
Sherry Eagleton, Center Mgr.

713-450-3813

TIDWELL 8302 John Ralston Rd., Houston, TX 77044
Carla LeVeaux, Center Mgr.

713-696-3124

AREA I HEAD START

6300 Irvington Blvd., Houston, TX 77022 **713-672-9343**

HCDE Head Start Mission and Vision: To improve school readiness for children, families and the community | To create a learning environment of excellence dedicated to positively impacting our children, families, employees, community partners and society | Para mejorar la preparación para la escuela para niños, familias y la comunidad | Para crear un ambiente de aprendizaje excelente dedicado a impactar a los niños, familias, empleados, socios de la comunidad y la sociedad.

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This institution is an equal opportunity provider. | Esta institución es un proveedor de igualdad de oportunidades.

HCDE Head Start Team

Superintendent

James Colbert, Jr.

Assistant Superintendent

Jonathan M. Parker

Senior Director

Venetia L. Peacock

Assistant Director Early Head Start CCP

Jamese Stancill

Assistant Director of Operations

Lisa Boone

Assistant Director of Compliance and Family Services

Gulshan Rahman

Community Partnership Manager

Armando Rodriguez

Operations Manager

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