

Parent Newsletter, Spring 2019

Message from the Director

Dear Families,

Here are some updates on our program and what has been going on this year.

UAMS Head Start/Early Head Start Grant Application:

Our grant application for continued funding for the next five years was submitted to grants.gov on November 19th 2018. As a reminder and for those that are not aware; this is a competitive process, which means other agencies have the opportunity to apply for the same grant. There is some speculation that one other agency may have applied for the Pulaski County grant. With that being said, the good news is the Head Start/Early Head Start grant itself will continue along with employment within Pulaski County.



We are very excited about our application; we believe it is a very strong proposal that truly reflects the needs of our families and community. We took this opportunity to reshape and enhance our services and to meet the changing needs of Pulaski County. In keeping with our mission to teach, heal, search, and serve the most vulnerable in our service area, we are proposing to:

- Convert HS (360 HS) slots to EHS (308 EHS) slots and increase the number of home-based (116) slots, particularly focusing on teen moms and a growing Latino community;
- Centralize services and consolidate our centers from 12 facilities to six;
- Collaborate with University of Arkansas Pulaski Technical College (UA-PTC) both as our “hub” location, serving 249 HS children and housing our central office, and leveraging their resources and staff in addition to those of UAMS;
- Strengthen teacher performance by using the Shine Early Learning Teacher Success Rubric as part of our coaching and professional development plan; and
- Hire three Deputy Directors to assist the EHS/HS Director in developing and overseeing strong program management across centers and program options, ensuring full enrollment.

UAMS is applying for \$8,224,479 to serve 308 Early Head Start children and 360 Head Start children through directly-operated sites and home-based programming in Pulaski County. By continuing to maximize our UAMS resources and our extensive community partnerships, we expect to improve both the scope and the quality of services available to the highest poverty families in our service area.

The grant application has been submitted and was reviewed by Policy Council and Governing Board has been assigned a tracking number, if all screening requirements are met the application will be given to reviewers to read and assign criteria points for each section. We will keep everyone updated as we learn more.

Parent Newsletter, Spring 2019

Message from the Director (continued)

Father of Head Start:

Dr. Edward Zigler, recognized as the “Father of Head Start,” passed away Thursday, February 7th, at the age of 88. We are grateful for Dr. Zigler’s many innovative contributions to early childhood development and child psychology. As a 35-year-old associate at Yale, Dr. Zigler brought his scholar ship to bear as an initial planner of the program during the Johnson Administration’s War on Poverty. The concept of a comprehensive early childhood program was a natural for Dr. Zigler, who called himself “an original Head Starter.” As a young child, he attended an immigrant “settlement house” program in Kansas City, where he and his family learned English and received health and dental care, meals, and social supports. This experience led Zigler to his “whole child” approach to education, which posits that young children are best prepared to learn when their health and social emotional needs are met and their parents are highly involved in their schooling.



Get Ready for Week of the Young Child (WOYC):

WOYC is April 8-12th for five fun-filled, themed days to celebrate our youngest learners! The Week of the Young Child is an annual celebration hosted by NAEYC to spotlight early learning, young children, their teachers, families, and communities. More information will be available regarding themes, materials and activities. Let’s celebrate and be advocates for the very important work you do in early childhood during this week!

Thank you,
Tyra Larkin , Program Director

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(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Important Dates

March 18-22—Spring Break, No School Head Start and Early Head Start Children

April 8-12—Week of the Young Child

Let's celebrate Our Children and Families

Music and Story Time Monday: Musical Parade, Music Drawings and Family Writing

Tasty Tuesday and More : Cultural Foods and a Food Activity

Working together on Wacky Wednesday : Puppets and Creative Arts

Artsy Thursday : Spray Bottle Art, Art Gallery and Crafts

Friday Family Fun Day—Music, Photo Booth, Games, Art, Bubbles and Face Paint

April 16-17—Professional Development Days, No School Early Head Start Children

Friday April 26—Records Day, No School Head Start and Early Head Start Children

April 29-May 3—Parent/Teacher Conferences and Home Visits, Head Start and Early Head Start

May 23—Last day of School for Head Start Children

May 24—Close Down, Records and Cleaning Day for Head Start Centers

May 27—Memorial Day Holiday—No School for All Children

June 21-Records Day, No School Early Head Start

July 4—4th of July Holiday, No School, Early Head Start

July 8-12—Parent/Teacher Conferences, Early Head Start

July 31—Last Day of School for Early Head Start Children

Enrollment Information

We are currently ENROLLING for our NEW Home-Based Early Head Start Program. Please tell friends and family to call us for more information at 501-570-5000, 501-313-9077 or 501-313-8274.

Home-Based Early Head Start Program: Full Day/Full Year Home Visiting program that includes weekly home visits, family events and comprehensive services.

We are taking applications for the 2019-2020 School Year for Head Start, Early Head Start and Home-Based Early Head Start Programs. Please tell your family and friends to come to one of our schools to apply.

Head Start: School Year preschool program for children ages 3 and 4

Early Head Start: Full Day/Full Year program for infants and toddlers

Home-Based Early Head Start Program: Full Day/Full Year Home Visiting program that includes weekly home visits, family events and comprehensive services.

School Happenings....



Making Smoothies with Dads at Kennedy Head Start



Celebrating Grandparent's Day at Kennedy Head Start



School Happenings....

The theme for this month in Early Head Start is United States Post Office/Valentines Day. These are some students from classroom 1 and 2 at King Early and teacher Stacie Murphy. Mrs. Virginia arranged for a parent in the Head Start program to come in and volunteer to read to our students.

The parent, Tiara Mayes, came in full uniform and read to all five of the classrooms at King Early. This activity took place on Valentines Day.



Phenomenal Fathers

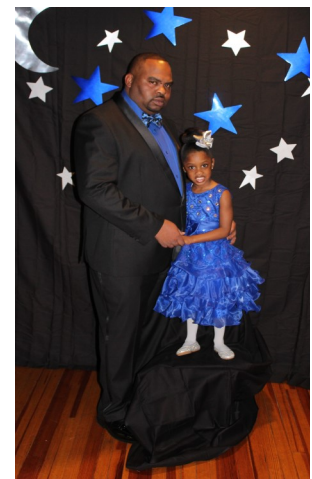
Charles Witcher Sr., a UAMS Head Start/St. Augustine parent. His child was at Silver City last year. He and his wife were also on the policy council last year. During the first week of school, Mr. Witcher asked if he could do work on the playground. He said he was happy with our program and wanted to help.

The family has older children who attended our Head Start programs too. He said he wanted to show his thanks for everything that Head Start has done for him and his family. He said he likes the new location and he is available at any time to help.

Thank you Mr. Witcher for supporting our program!



Father-Daughter Event



Father-Daughter Event



Father-Daughter Event



Magnificent Mothers

Mother's participating in the Cooking Matters Class at UAMS/St. Augustine Head Start.



Cooking Matters is key to Share Our Strength's No Kid Hungry campaign, which connects kids in need with nutritious food and teaches their families how to cook healthy, affordable meals.

10 Parents have participated in our Cooking Matters Classes so far this school year in North Little Rock. If you are interested in joining a cooking class, please speak with your Family Enrichment Specialist.



Parent, Family and Community Engagement News...



Cooking Matters Class: Mini Pizzas



Parents preparing ingredients for Mini Pizzas at our Cooking Matters Class at UAMS/St. Augustine Head Start in North Little Rock.

Children eating the Mini Pizza's made during the Cooking Matters Class at UAMS/St. Augustine Head Start in North Little Rock.



Free Books!!



Have you seen a lime green newspaper stand at our central office or our centers? Have you wondered what they doing there? Inside there are free children's books for your family. Leanne Whiteside-Mansell donated the stand and books. She works at UAMS and supports Stuff the Stocking, our annual gift giving drive. She also helped write the Family Map that teachers and family enrichment specialists use with families.

Check the stand often, as we will add books to it.



Parent, Family and Community Engagement News...



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Several Policy Council Representative and UAMS Head Start Staff had the opportunity to attend the 2018 PFCE National Conference hosted by the National Head Start Association. The conference was held December 16-20 2018 in Orlando, FL. This conference is centered around Parent, Family, and Community Engagement (PFCE) and had over 2000 Head Start Policy Council and staff members from across the nation. The conference included many aspects of PFCE including ways to reach parents, Policy Council roles and responsibilities, Father Engagement, Attendance, Program Performance and Monitoring, and the impact of family engagement on child outcomes.

Representing UAMS Head Start were Tashel Mullings, Policy Council VP and Early Steps Parent, Brianna Thompson, FDC Policy Council Representative, Precious Stagger, Parent Representative St. Luke, Jennifer Pinkston, PFCE Program Manager, Elnora Perkins Parent Engagement Specialist, Linda Manney, EHS Child Care Partnership Education Specialist.

Below are Tashel Mullings, Policy Council VP (Left) and Brianna Thompson. FDC Policy Council Rep (Right) at the National Head Start Association PFCE Conference in Orlando FL. This picture was taken at the National Policy Council Dinner where attendees were inducted as honorary members of the National Head Start Policy Council.



Above from left to Right

Brianna Thompson, FDC Policy Council Rep

Tashel Mullings, Policy Council VP (Early Steps Parent)

Elnora Perkins, Parent Engagement Specialist

Precious Staggers, Representing St. Luke



Health Corner

School readiness begins with health!

Safe Sleep

Create a safe sleeping environment for the babies in our care

What does that environment look like?

- Crib with slat less than 2 and 3/8 inches
- Cribs must have a firm mattress with a snug fitting sheet
- Side rails must in in up and locked position
- No stuffed animals toys or bedding bumper pads wedges are allowed in crib
- Cribs must be located in a smoke free zone

Positioning of the baby

- Babies must always be placed in the crib on their backs
- Side sleeping is not safe
- Babies are less likely to choke when they are on their backs

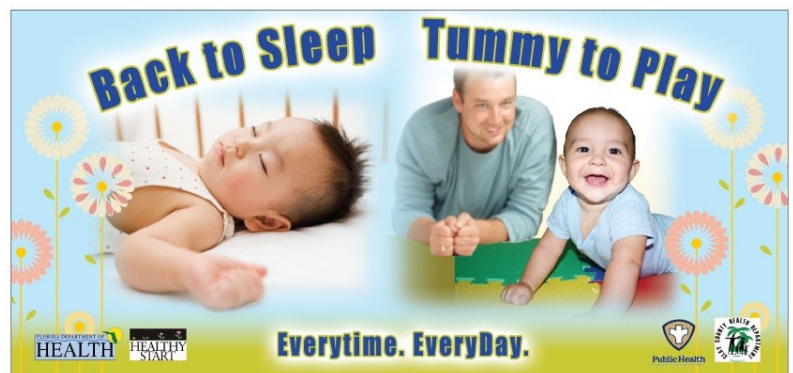


Comfort of the baby

- Overheating is a risk factor for SIDS(Sudden Infant Death Syndrome)
- Dress baby in the same type and layering of clothing you would wear
- Light blankets not tucked in

Tummy time for Baby

- Babies need adult supervised tummy time when they are awake
- Babies must be out of the traffic patterns of the other children





Nutrition Table

Cooking Matters Class: Mini Pizzas



Ingredients

- 1 medium red or green bell pepper
- 8 ounces button mushrooms
- 1 large tomato
- 1 (4-ounce) chunk part-skim mozzarella cheese
- 6 whole grain English muffins
- 1 Tablespoon canola oil
- ½ teaspoon dried oregano
- ½ teaspoon dried basil
- 1 (8-ounce) can tomato sauce, no salt added

Optional Ingredients:

- 12 (2-inch-diameter) turkey Pepperoni slices

Materials

- Baking sheet
- Box grater
- Can opener
- Colander
- Cutting board
- Large skillet
- Measuring spoons
- Medium bowl
- Sharp knife
- Small bowl

Instructions

1. Preheat oven to 450°F.
2. Rinse bell pepper, mushrooms, and tomato.
3. Remove core and cut pepper into thin slices. Slice mushrooms ¼-inch thick. Remove core and dice tomato into ¼-inch pieces.
4. In a small bowl, grate cheese.
5. Split English muffins in half. Place them on a baking sheet. Bake until edges are lightly browned, about 10 minutes. Prepare sauce while muffins cook.
6. In a large skillet over medium heat, heat oil. Add peppers and mushrooms. Cook for 5 minutes. If needed, use a colander to drain vegetables.
7. Transfer veggies to a medium bowl. Add tomatoes. Stir to combine.
8. Stir spices into tomato sauce. Do this directly in the can.
9. When muffins are lightly browned, spoon 1 Tablespoon sauce over each muffin half. Coat evenly.
10. Layer veggies evenly over sauce. If using pepperoni, place one slice on each muffin half. Top with shredded cheese.
11. Bake muffins until cheese is melted and bubbly, about 6–8 minutes.
12. Let pizzas cool for 2 minutes before serving.

Nutrition Facts

Serving Size 2 English muffin halves
Servings Per Recipe 6

Amount Per Serving

Calories 240 **Calories from Fat** 80

% Daily Value*

Total Fat 9g **12%**

Saturated Fat 3.5g **18%**

Trans Fat 0g

Cholesterol 15mg **5%**

Sodium 380mg **17%**

Total Carbohydrate 33g **12%**

Dietary Fiber 2g **7%**

Sugars 9g

Protein 11g

Vitamin A 20% • Vitamin C 50%

Calcium 25% • Iron 15%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



Education Station

HATCH Tablets

We know the value of technology for young children. To make the experiences, learning, and play of the children the best they can be, we use the iStartSmart learning system. iStartSmart lets children play and learn as they practice kindergarten readiness skills.



Below is a list of at-home activities that you can do to further help your child learn. The activities match the skills they're working on at school.

Alphabet Knowledge Activities:

- Use masking tape to make letters on the floor and ask your child to: -Walk, run, hop or drive a car on the letters

Phonological Awareness Activities:

- Encourage rhyming word practice as often as possible. Provide one word or a pair of words and then ask your child to share rhyming words.

Numeric Operation Activities:

- Invite your child to count, count, and count some more! To ensure that these experiences are fun and meaningful, incorporate them into your child's everyday life. For example, "How many carrots do you have left to eat? Or, "How many steps do we have in this house/building?"

School Readiness

The UAMS Head Start/Early Head Start School Readiness Team attended a School Readiness Summit on the topic of Racial Equity on November the 12th at the Holiday Inn Airport in Little Rock. School Readiness Teams from Head Start programs across the state came together to identify areas impacted by racial equity and discuss ideas to address disparity. Team members included representatives from public school elementary and preschool programs, Hippy, community childcare, ABC, Infant-Toddler programs, voucher providers, Special Education, and Head Start Parents.



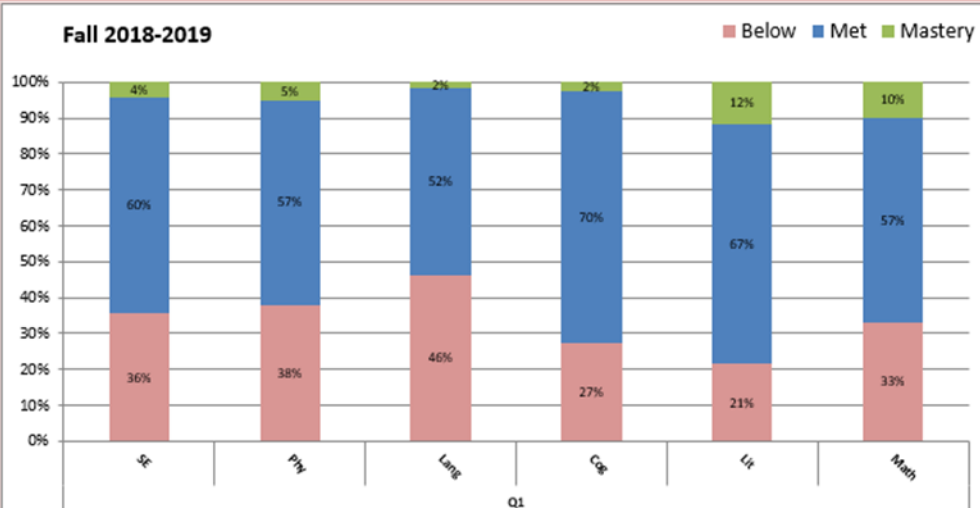
Early Head start welcomes a new EHS Program Manager, Denise Middlebrook. As most of you are aware Mrs. Brenda Hill retired back in August and Denise took on this role December 3rd. Denise has a BS in Interdisciplinary Studies, MS in Early Childhood Education and brings over 13 years of Early/Head Start experience. Please welcome Denise Middlebrook to our Early Head Start family.



Early Head Start Infants and Toddlers

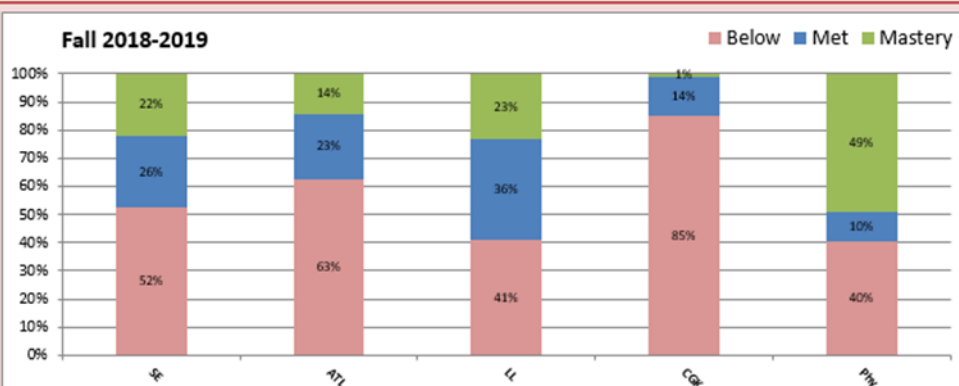
Child Outcomes for Current Quarter:

This chart shows the percentage of children who scored below, met and exceeded TSG expectations by domain for the program



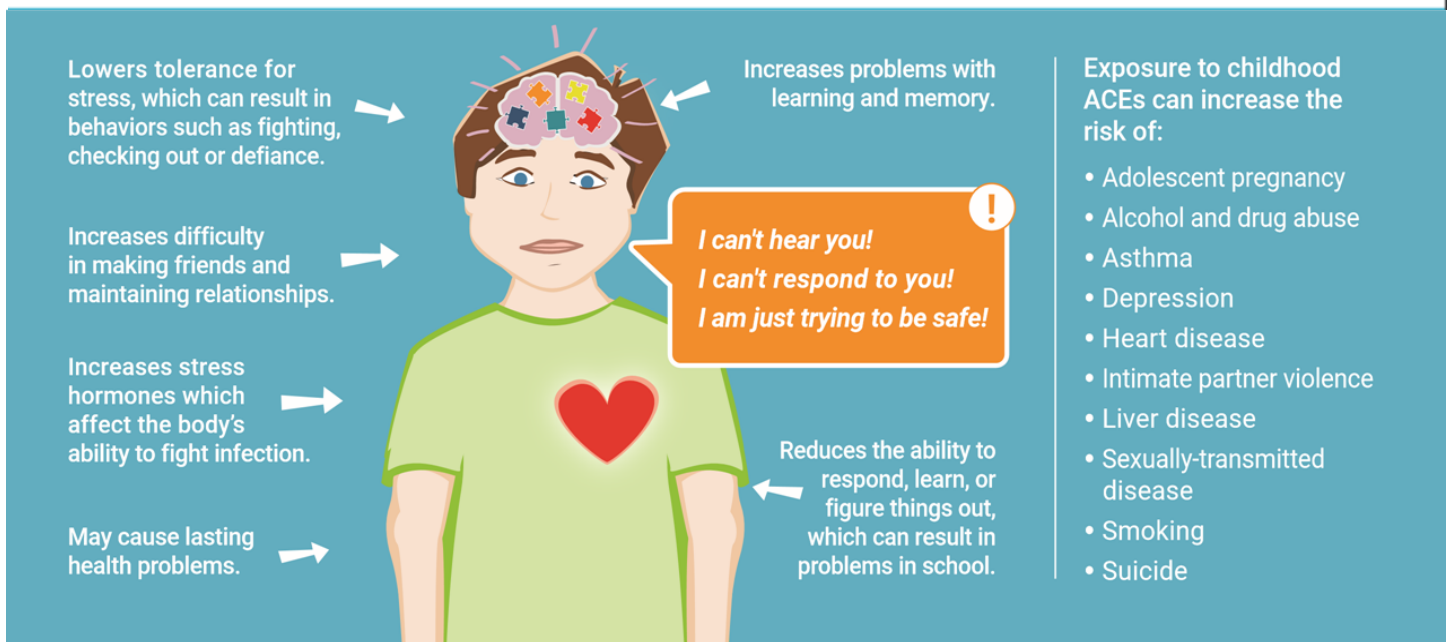
Head Start 3-5 Year Old Children

Child Outcomes for Current Quarter: This chart shows the percentage of children who scored below TSG expectations, met TSG expectations and achieved mastery scores by domain for the program



Understanding ACEs

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community

! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.



WITH SUPPORT FROM



Family Hui.
A Program of Lead4Tomorrow

Parents and caregivers can help. Turn over to learn about resilience.

If you would like to take the ACE Quiz to see what you or your child's ACE Score is please go to this website: <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>



Help children identify, express and manage emotions.



Create safe physical and emotional environments (home, school, community, systems).



Understand, prevent and respond to ACEs.



"Children with ACEs find 'resilience' because an adult provides a safe environment – in which they feel known, validated."

Donna Jackson Nakazawa

Author of *Childhood Disrupted: How Your Biography Becomes Your Biology & How You Can Heal*

What is resilience?

Research shows that if caregivers provide a safe environment for children and teach them how to be resilient, that helps reduce the effects of ACEs.

What does resilience look like?

Having resilient parents and caregivers who know how to solve problems, have healthy relationships with other adults, and build healthy relationships with children.

Building attachment and nurturing relationships:

Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical and emotional needs.

Building social connections.

Having family, friends, neighbors, community members who support, help and listen to children.



Meeting basic needs:

Provide children with safe housing, nutritious food, appropriate clothing, and access to health care and good education, when possible. Make sure children get enough sleep, rest, and play.




Learning about parenting, caregiving and how children grow:

Understand how caregivers can help children grow in a healthy way, and what to expect from children as they grow.

Building social and emotional skills:

Help children interact in a healthy way with others, manage emotions, communicate their feelings and needs, and rebound after loss and pain.

Resources:

-  ACEs Too High
-  ACEs Connection
-  Resource Center
-  Parenting with ACEs



WITH SUPPORT FROM



Family Hui.
A Program of Lead4Tomorrow

Special thanks to the Community & Family Services Division at the Spokane (WA) Regional Health District for developing and sharing the original parent hand-out.

If you would like to take the ACE Quiz to see what you or your child's ACE Score is please go to this website: <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>



PAINLESS PARENTING WORKS. HITTING HARMS.

Did you know...

Spanking shrinks brains

Harvard Medical School found that kids who are spanked just once a month had **14-19% smaller** brains in the decision-making area.¹

Did you Know...

- 1) Physical punishment does not improve behavior in the long-term. It actually leads to more disobedience and aggression in children.
- 2) Hitting or spanking teaches children to use violence to solve problems.
- 3) Using violence as punishment leads to children doing poorly in school and lacking the ability to concentrate.
- 4) Children that experience physical punishment are more likely to become involved in delinquency and criminal behavior.
- 5) Children that experience or see violence view the world as dangerous and scary.
- 6) Experiencing violence as children leads to physical and mental health problems as adults.
- 7) Children that have been physically punished may have difficulty forming healthy attachments and may not be able to trust other people.
- 8) Parents who use physical punishment with their children are at nine times greater risk of physically abusing their child.

Tools parents can use

- ◆ It's normal for children to get bored waiting. Bring their favorite toy or activity to keep them occupied.
- ◆ Talk to your child and explain why they are asked to behave a certain way; have realistic expectations.
- ◆ Read to your child.
- ◆ Give your child lots of descriptive praise for good behaviors.
- ◆ Teach your child how to resolve conflict without violence.
- ◆ Do something for yourself each day to relieve stress.
- ◆ Set clear limits on your child's behavior; give clear instructions about misbehavior
- ◆ Ask for help if you need it.

Early Head Start-Child Care Partnership Program

Bright Beginnings Early Steps St. Lukes

The partners collected 533 food items and 50 turkeys during the food drive. The three centers served 25 families and many people who were homeless. Bright Beginnings and St. Luke also served Thanksgiving meals in their neighborhoods.



St. Luke's had a great circle time with dad, father engagement activity.

Thank You for Your Participation!

Bring Your DAD
TO Circle Time!

