

Message from the Director

Dear Staff,

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.

Message from the Director (continued)

2018-19 Internal Monitoring

Thank you to all our sites for your patience and assistance during monitoring, overall everything went well and we are currently entering all documentation into our system so we are able to analyze the documentation. It is critical that we provide quality services to families and we advance by identify strengths as well as areas of needs in order to provide continuous improvement. Exit interviews were conducted with Site Managers and final reports will shared with sites soon.

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 or 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 in do in early childhood during this week!

Cost of Living Adjustment (COLA):

The Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 approved an increase of approximately \$200 million for programs under the Head Start Act for Fiscal Year (FY) 2019. A portion of the increase provides a cost-of-living adjustment (COLA) of 1.77 percent, depending on final funding decisions, to assist grantees in increasing staff salaries and fringe benefits and offsetting higher operating costs. UAMS has applied for the 1.77 increase for all Head Start/Early Head Start employees employed before 2/1/2019.

Thank you,
Tyra Larkin , UAMS Head Start/Early Head Start Program Director

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

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.

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

Painting with Dads at Kennedy



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.



Pats on the Back

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!



Thank you to all the staff who helped with the Father-Daughter Event!! It was a great success because of all your **HARD WORK!!**



Pats on the Back

Adopt a Family!! Here is the story from one department at UAMS who adopted a family in need this holiday season at Kennedy Head Start.

“Yesterday we delivered the gifts to the family of 5 here in Little Rock community.

As we drove up to a small white house we noticed Mom was sitting on the porch waiting for us. When we opened the trunk, she was surprised at the number of gifts we provided her family. Soon the dad and the three little ones appeared through the screen door to help take the gifts into the house. As I was telling a little boy who is 3yr that we were Santa’s helpers, mom let us know that he cannot hear well but is learning to sign. So, we gave him one of his toys which of course he couldn’t wait to open. The adorable little girls were so excited with smiles and each one of them gave us hugs.

For that brief moment they had smiles and were amazed of the amount of support from our department!

We provided the family with the following:

- Pajamas for everyone
- Underwear for everyone
- Socks (warm and fuzzy) for everyone
- A shirt/blouse and pair of pants/skirt for everyone
- A few books for the kids
- A good set of bath towels
- Children’s bath towels
- Blanket
- Toiletries (toothbrushes, deodorant, lotion...)
- Gift cards for gas and groceries
- A couple of toys for the kids
- And other goodies...



This department gave much love this year!!”

Pats on the Back

Judy Booth, a volunteer, donated gifts to a family at New Start Head Start. This is the third year she has done this. She also gave the parents a 100 Kroger gift card . She has a heart that is big as Texas. This is a family with three children



Congratulations!!

Congratulations to staff who have recently been promoted:

Sandra Brown, a teacher at Davis Head Start, is being promoted to a Coach/Mentor.

Kazandra Wilson, the Site Manager at Davis Head Start, is being promoted to EHS Home-Based Coordinator.

Vera McPeace, a teacher at Davis Head Start, is being promoted to an EHS Home-Based Home Visitor.

Father-Daughter Event



Father-Daughter Event



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 do 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...



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

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!

A parent's health is one of the strongest predictors of a child's health

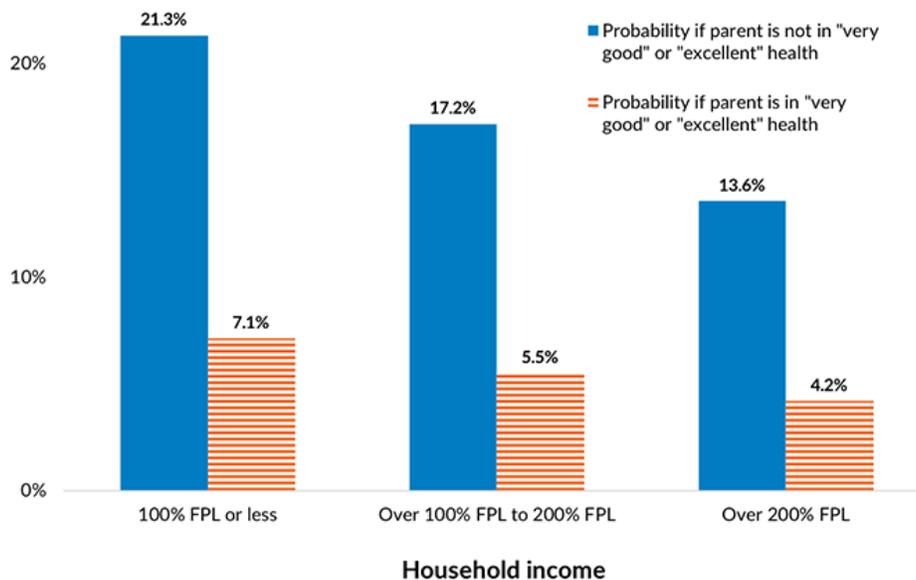
By David Murphey and Samuel Beckwith

[Recent research](#) by Child Trends found that a parent's health was more strongly associated with his or her child's health than many other socioeconomic or demographic factors, including family income, family structure, parents' level of education, and the child's sex, age, or race. Data for this research were sourced from a large national survey of parents or other adult guardians who reported on their own health and their child's health.

When parents are in "very good" or "excellent" health, the [odds](#) that their child's health will also be "very good" or "excellent" are about 3.7 times greater than if parents are not in "very good" or "excellent" health (net of the aforementioned other factors).

The chart below illustrates the association between a child's health and their parent's health, for three categories of household income. As shown in each set of bars, children with a parent whose health is non-optimal are substantially more likely themselves to have non-optimal health, relative to children who have healthier parents. For example, the left set of bars shows that, among poor households where a parent has non-optimal health, about one in five (21 percent) children also has health that is non-optimal. In contrast,

Probability that a child's health is less than "very good" or "excellent," by household income and parent health



Note: FPL is federal poverty level.
Source: Child Trends' analysis of the 2016 National Survey of Children's Health. More information can be found in the brief, *The Health of Parents and Their Children: a Two-Generation Inquiry*.

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.



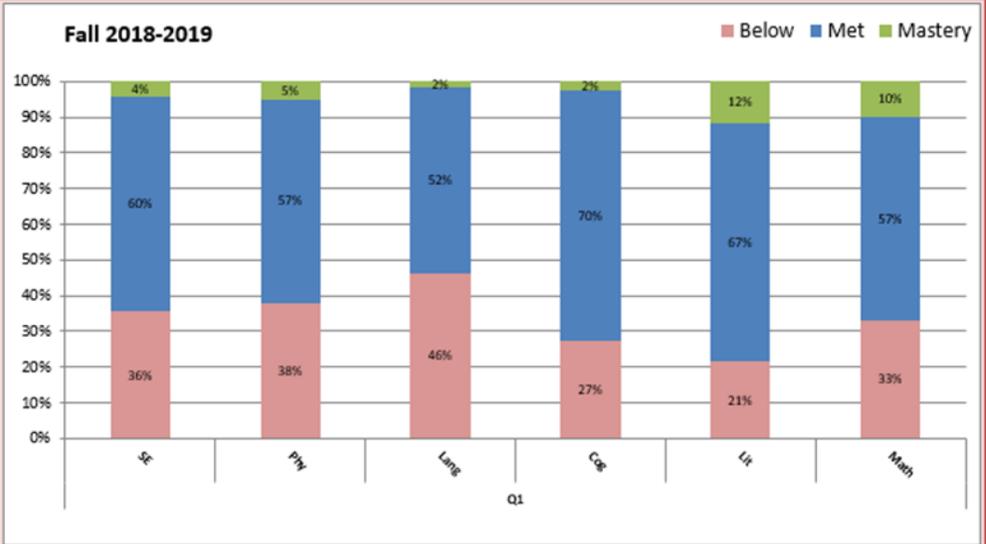
Early Head start welcomes a new EHS Program Manager, Denise Middlebrook. As most of you are aware Mrs. Brenda Hill retired back in August and Denise took on this role December 3rd. Denise has a BS in Interdisciplinary Studies, MS in Early Childhood Education and brings over 13 years of Early/Head Start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



Early Head Start Infants and Toddlers

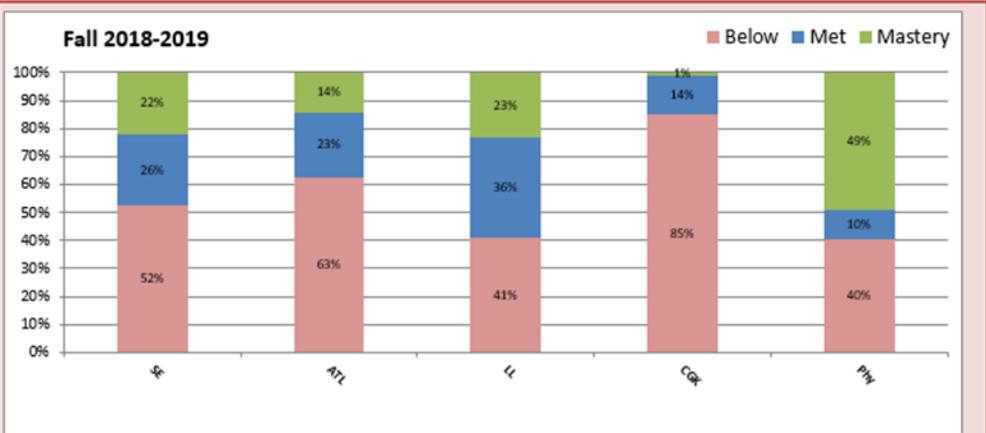
Child Outcomes for Current Quarter:

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



STRESS

Imagine!

Visual imagery is a proven way to help reduce stress. It helps you to relax by focusing on a place or image that brings you comfort. It also allows you to slow down and breathe.

It's Easy!

Step 1: Sit comfortably.

Step 2: Close your eyes and "see" in your mind's eye a beautiful beach, countryside, or a favorite childhood place or memory.

Step 3: Imagine the sounds, textures, smells, tastes, and physical details. Try to see the colors, placement of trees or buildings, who you are with, what you are doing, the sound of voices, the feeling of the sand or sidewalk under your feet, etc.

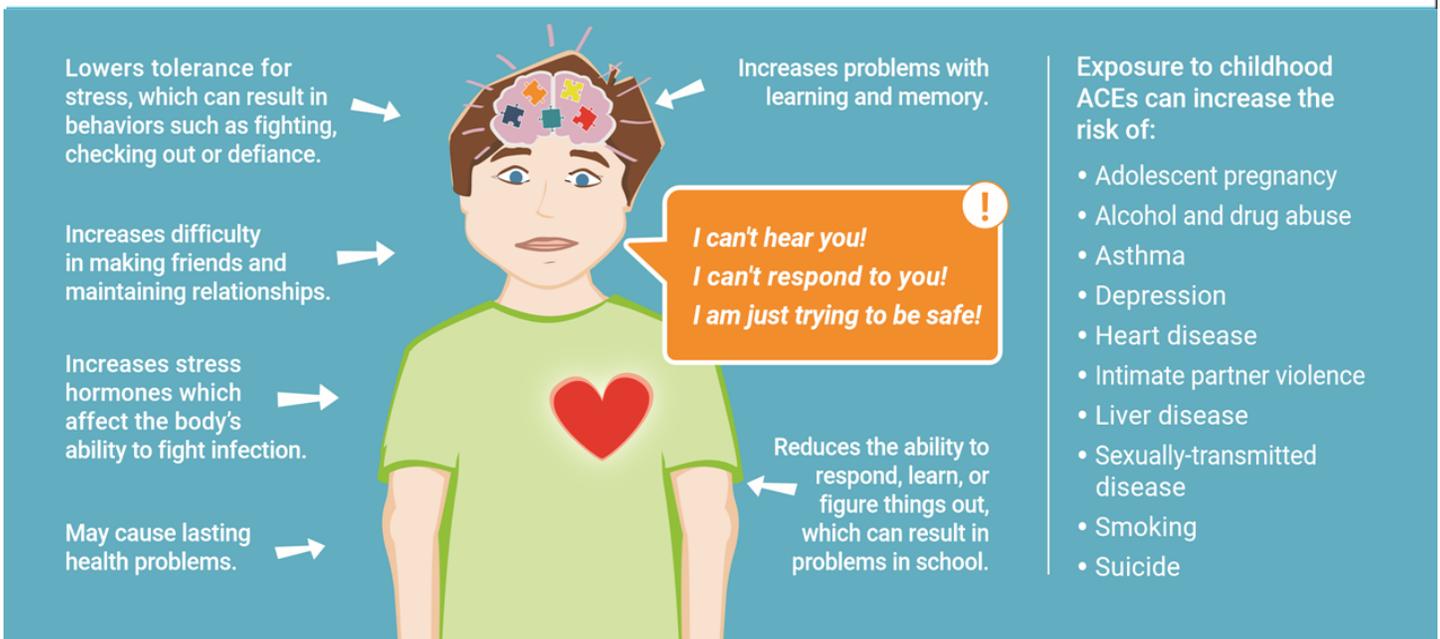
Step 4: Take a minute to rest in your comforting place. Take a few deep breaths and release them slowly. Stay here for as long as you like.

TIP: Sometimes it's helpful to participate in a "guided" visual imagery tour. You can find a guided imagery audio recording on www.echmc.org.



Understanding ACEs

ACEs (**A**dverse **C**hildhood **E**xperiences) 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.



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](#)



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..

1,574 studies showed spanking is harmful²

Spanking is significantly correlated with.....

Mental Health Problems

10 studies showed children who are spanked exhibit mental health problems ^{3, 4, 5, 6, 7, 8, 9, 10, 11, 12}

Anti-Social Behavior

9 studies showed children who are spanked exhibit anti-social behavior ^{7, 13, 14, 15, 16, 17, 18, 19, 20}

Child Aggression

9 studies showed children who are spanked exhibit child aggression ^{6, 12, 13, 14, 15, 21, 22, 23, 24}

Negative Parent-Child Relations

5 studies showed children who are spanked exhibit negative parent-child relations ^{6, 25, 26, 27, 28}

Low Self-Esteem

3 studies showed children who are spanked exhibit low self-esteem ^{8, 26, 29}

Child Externalizing Behavior

13 studies showed children who are spanked exhibit externalizing behavior^{24, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41}

Substance Abuse

4 studies showed children who are spanked exhibit substance abuse ^{42, 43, 44, 45}

Low Self-Control & Delinquent Behavior

11 studies showed children who are spanked exhibit low self-control & delinquent behavior ^{6, 18, 38, 43, 46, 47, 48, 49, 50, 51, 56}

Physical Injury

7 studies showed children who are spanked are victims of physical abuse ^{4, 52, 53, 54, 55, 56, 57}

Did you know..

Spanking negatively effects IQ

University of New Hampshire found that American children who are spanked at ages 2-4 have **5 less IQ points** and ages 5-9 have **2.8 less IQ points** years later than non-spanked children.⁵⁸

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.

Bring Your DAD TO Circle Time!

