



# Annual Report 2020-2021



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## Introduction

The University of Arkansas for Medical Sciences (UAMS) Head Start and Early Head Start provides a comprehensive child and family development program for families with children six weeks old to five years-old. UAMS Head Start/Early Head Start (HS/EHS) utilizes evidence-based approaches to partner with low-income children and families in a compassionate manner.

Children receive services that promote child development across all domains including concrete support to meet emotional, dental, and physical health needs. In addition, children participate in developmentally appropriate school readiness experiences. They benefit from warm, nurturing and effective interactions based on leading edge research and science on brain development.

Families participate in a wide variety of family support and strengthening activities, from parent education and leadership opportunities to family development activities that support each family's specific goals for their child and their family. Head Start services are responsive to each child's and family's ethnic, cultural, and linguistic heritage.

The goal of the program is to improve child and family outcomes, including school readiness, by providing a continuum of comprehensive services that support children's development and family functioning. We see this report as an opportunity to share an overview of the services we provide and how they benefit children and families. We give a warm thanks to the many volunteers, UAMS professionals and the community at large for their generous giving of time and support.

## Program Goals

1

To coordinate innovative staff retention, professional growth and staff morale initiatives that promote high-quality program services for children and families.

2

To foster a data-informed culture that will drive programmatic actions and decisions in order to construct a strong foundation for children, families and the community to build on for future generations.

3

To collaborate with the community and families to identify positive resources and diverse partnerships that will help to build strong supports for meeting the school readiness and health needs of all children/families.

4

To positively impact the lives of children, families, and staff in our community through the delivery of high-quality education and family engagement services.

# Pulaski County, Arkansas

## Community Strengths

- As the grantee of Pulaski County’s Head Start/Early Head Start program, the University of Arkansas Medical Sciences has a significant number of UAMS staff, resources and services available to Head Start/EHS staff, children and families.
- A wide variety of community agencies throughout Pulaski County support the needs of, and advocate for those living in poverty.
- The two most common strengths expressed by parents about their communities are the positive support from their neighbors and neighborhood watch meetings, and the quality staff and services their children and families receive at UAMS Head Start/Early Head Start.
- UAMS operates a program on site at The Methodist Children’s Home, which also houses Arkansas CARES, a residential substance abuse treatment program for mothers. UAMS has a capacity to serve 40 infants/toddlers and 35 Pre-K children at this location.

## Parent Survey Results

Ranking	Greatest Areas of Challenge	% of Respondents
1	Budgeting	29%
2	Utilities	23%
3	Affordable and Safe Housing	22%
4	Finding a Job	22%
5	Affordable Dental Care	15%
6	Health Insurance	14%
7	Handling Children’s Behaviors	13%
8	Access to Computer and Internet	12%

# Covid Recovery



During the 2020-2021 School Year, we continued to rise to the challenges that Covid-19 presented. To prepare, we assessed staff willingness and readiness to return to in-person services. We held meetings to address staff safety concerns and provide reassurance that we were going to do everything we could to keep staff, children and families safe.

We reached out to parents to see how they were feeling about bringing their children back to school. Many families requested virtual schooling and we worked to identify teachers who could best meet the needs of virtual students.

# Changes in Protocols to Address Covid-19 Challenges

Developing a partnership with UAMS Infection Control to call them for any Covid-19 related concerns and receive guidance.	Screening all children and staff for fever and any Covid-19 symptoms before entering the buildings.	Including social stories and other emotional supports in the daily schedule to ease separation anxiety and make children feel safe in the "new normal" classroom environment.	Having staff wear personal protective equipment (masks, glasses and gowns) during pick up and drop off, and while working in Early Head Start Classrooms.
Having parents drop their children off and pick them up at the doors of the buildings.	Temporarily closing and disinfecting classrooms when a child or staff member tested positive for Covid-19	Suspending toothbrushing at school.	Keeping floating staff with the same group of children.
Using a UV sanitation machine to disinfect toys and handheld technology.	Supplying individual materials and bins for each child to have their own set of materials.	Providing activities for children who were at home due to Quarantine.	Focusing on hand hygiene.
Removing shared materials from classrooms, including sand and water tables, woodworking benches and art easels.	Opening virtual classrooms to serve families who were not able to, or not comfortable enough to, bring their children back to in-person classrooms.	Providing visual cues to help children learn where they should sit and stand during group transitions and activities.	Staggering arrival and drop off times for larger sites.
Keeping children in the same group each day with consistent caregivers.	Disinfecting offices and classrooms weekly.	Completing home visits, socializations and parent conferences virtually.	Providing classroom environments where children remained 6 feet from each other.
Staggering playground times.	Limiting visitors in the centers.	Suspending family-style meal service and plating each child's food.	

# Enrollment

UAMS Head Start/Early Head Start made a strategic decision to serve less children in the beginning of the 2020-2021 school year with the plan to increase enrollment as the spread of Covid-19 decreased. This decision was made to ensure we were able to provide the safest learning and working environments for our students and teachers while Covid-19 was still a high risk in our community.

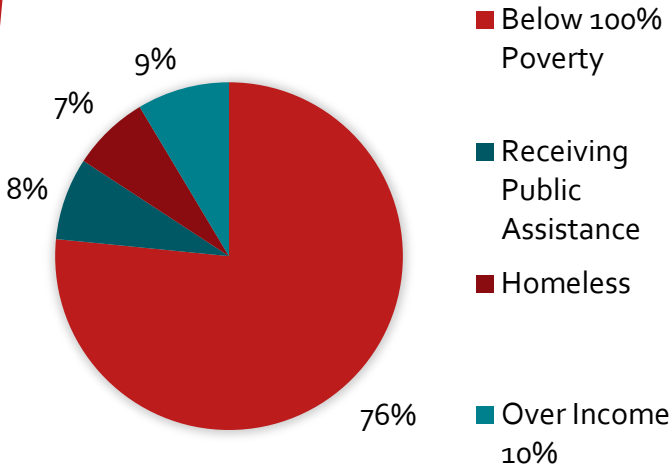
- We prioritized enrolling returning children and kept siblings, who were in the same age-range, together.
- We lowered Head Start classroom numbers to 8 children per classroom with two teachers.
- We lowered Early Head Start classrooms to 6 children per classroom with two teachers.

Program	Funded Enrollment	Actual Enrollment	Average Monthly Enrollment as a % of Funded Enrollment
Head Start	500	246	43%
Early Head Start	224	186	58%

Our Head Start program served 10% of Pulaski County's eligible preschool-aged children. Our Early Head Start program served 5% of Pulaski County's eligible infants and toddlers.

## Prioritizing Families with the Highest Needs

### % Enrollment By Eligibility Status



76% of our enrolled families qualified based on their income being below 100% of the poverty level.

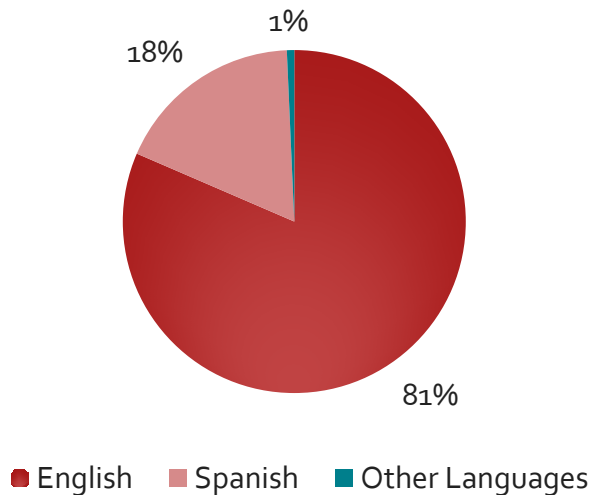
15% of our enrolled families qualified based on receiving public assistance or being homeless.

Less than 10% of our enrolled families were above the poverty level.

## Serving Dual Language Learners

19% of our enrolled children are dual language learners. We support these children and families by employing a multicultural staff person who can translate and provide services in Spanish. She is also able to find resources for families who speak other languages or have moved here from other countries.

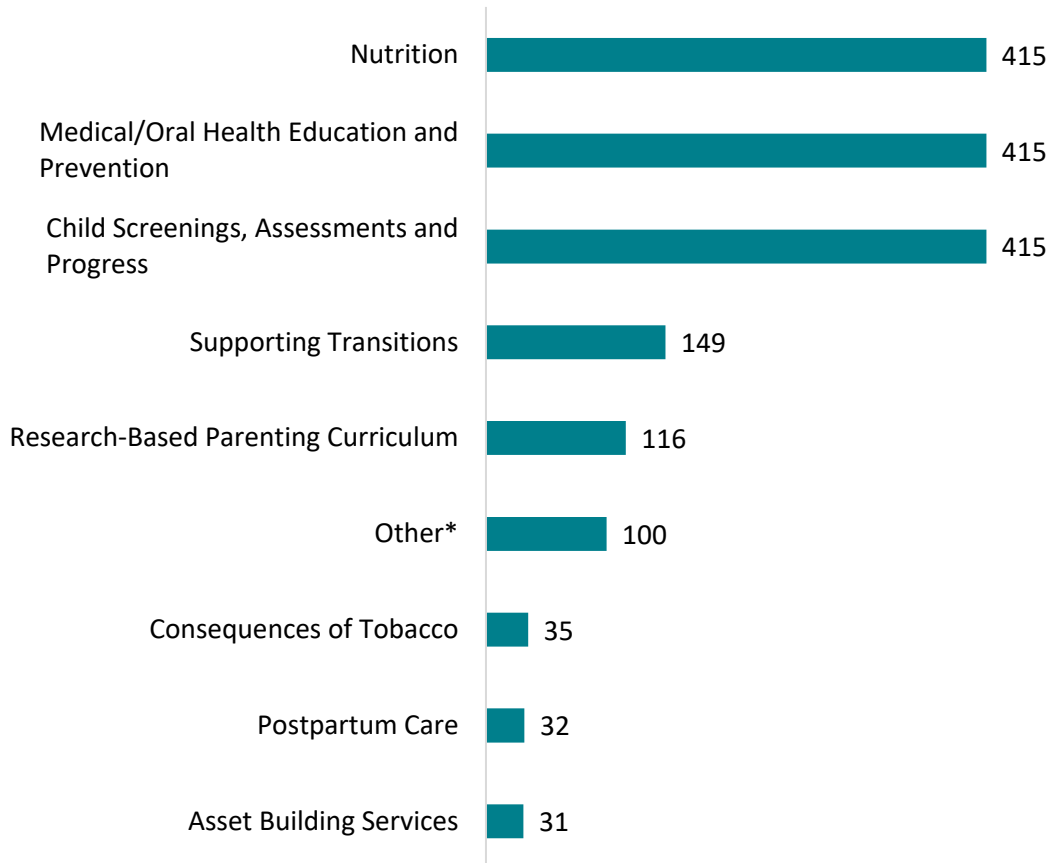
### % of Enrollment by Primary Language





# Empowering Families

## # of Families receiving Education and Services in the Following Areas



Our Team works to help parents gain self-sufficiency, to improve their well-being, and to prepare children for Kindergarten. Teachers empower parents to be their child's first and most important educator. Family Enrichment Specialists work with families to help them set goals and address ongoing needs. Health, Mental Health and Disability Staff help to ensure each family is getting the medical and educational support they need. To the right, you will see the number of families who received each service.

\*Other includes services that were provided to less than 20 families each. These encompass Emergency/Crisis Intervention, English as a Second Language Training, Job and Education Training, Mental Health Services, Housing Assistance, Relationship Education, Substance Abuse Prevention and Treatment and Assistance for Families of Incarcerated Individuals.

# Working with Families: A School Readiness Success Story

*"We develop our character muscles by overcoming challenges and obstacles." Stephen Covey*

Saint Killian was four-years-old in September of 2020. He is the youngest of five siblings in a single parent home. He had attended Kennedy Head Start the previous year and had good attendance. His mom participated in all school activities. Saint has always been a quiet and gentle child. He loves school and he loves to learn.

Due to a bad car accident right before school started, Saint missed the first few weeks of school. During this time his mother, teachers, and FES stayed connected with each other to continue Saint's learning and to check on the family's well-being. The classroom sent home-tasks to the parent for her to do with Saint while he was out.

A couple of months after returning to school, Saint's face began to swell. At first both the teacher, FES and mom thought it was just allergies, but they decided that it might be something more and his mother took him to the doctor. She found out that Saint has a chronic medical condition.

Throughout the many hospital visits and changes the family was going through, school staff and his mother continued working together to help Saint adjust to his new diet and restrictions, and to help prepare him for kindergarten. At the end of the year Saint proved to be Kindergarten ready in every domain!

Due to his Head Start family and his mother's continued communication and commitment, Saint was one of the top students in his class at the end of the year. He even gave the End of the Year Celebration Speech!



Please scan the QR Code to watch Saint's End of the Year Celebration speech.

## Engaging Fathers

24% of enrolled children had a father or father-figure involved in the HS/EHS program. See below for a breakdown of the types of activities they were involved in.

### # of Fathers Involved by Activity Type

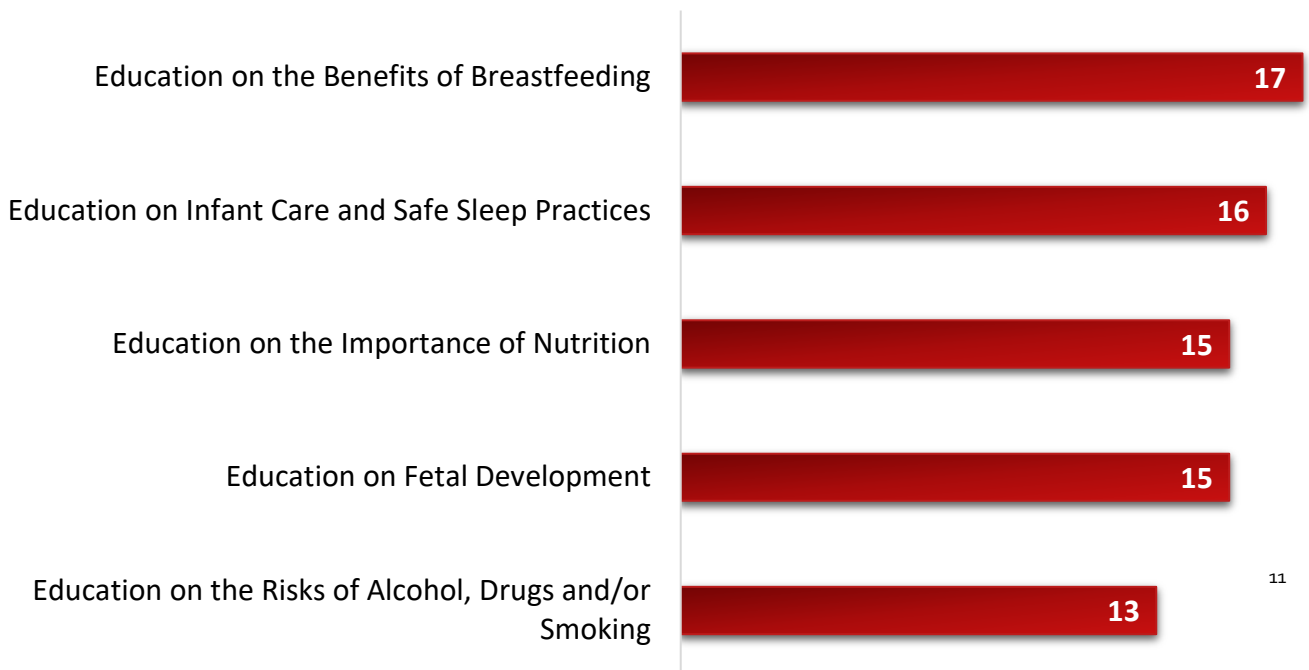


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## Partnering with Pregnant Women

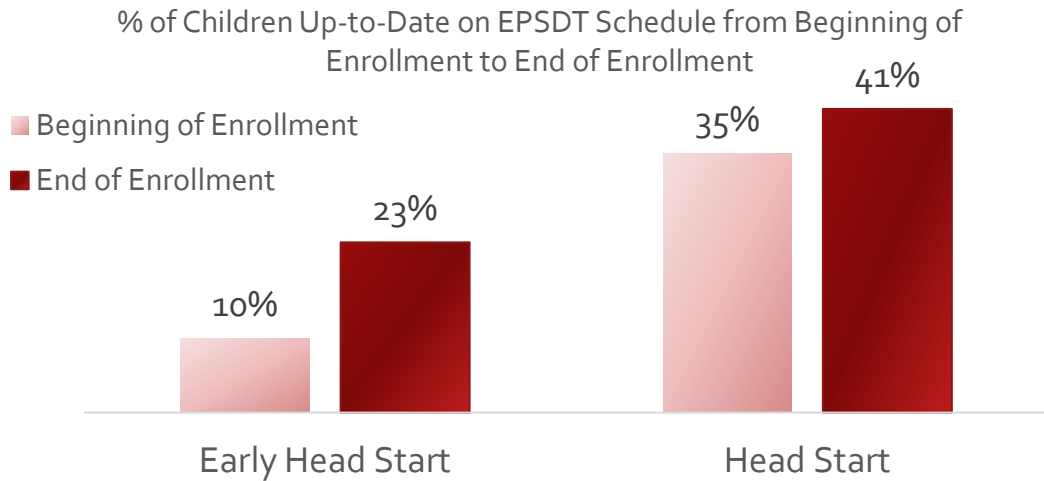
The program worked with 17 pregnant women.

### # of Mothers Receiving Prenatal Education by Topic



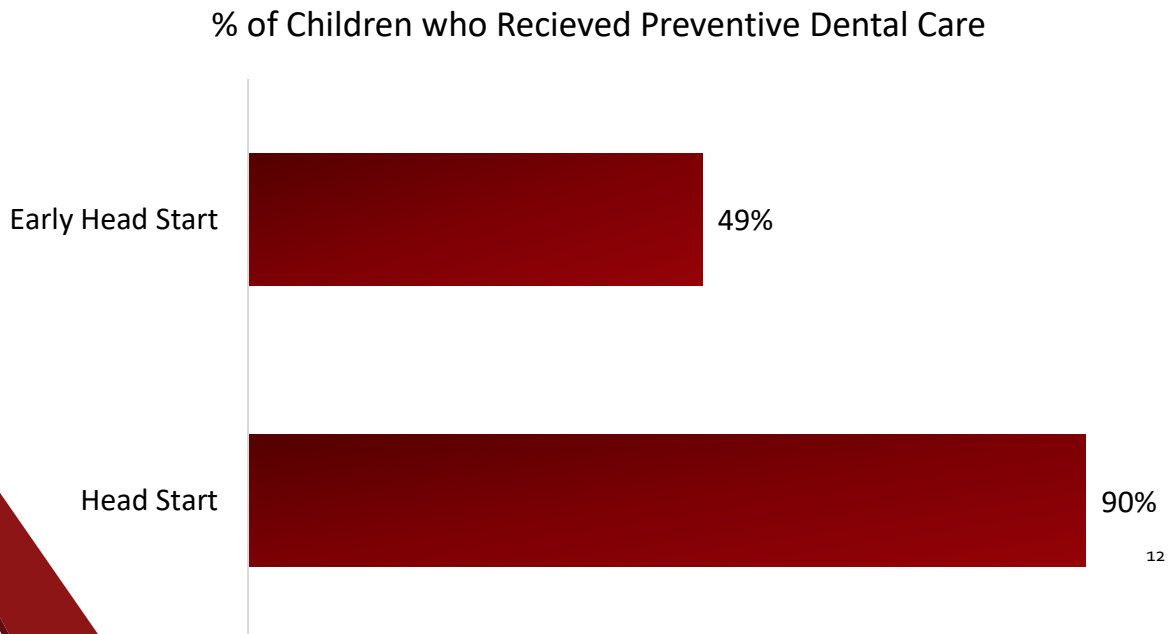
# Improving Health Outcomes

- By working with families to obtain physical exams, we saw a **130% increase** in the number of Early Head Start children, who were up-to-date on their EPSDT (Early Periodic Screening and Diagnostic Treatment) Schedule.
- We had a **17% increase** in the number of Head Start children who were up-to date.



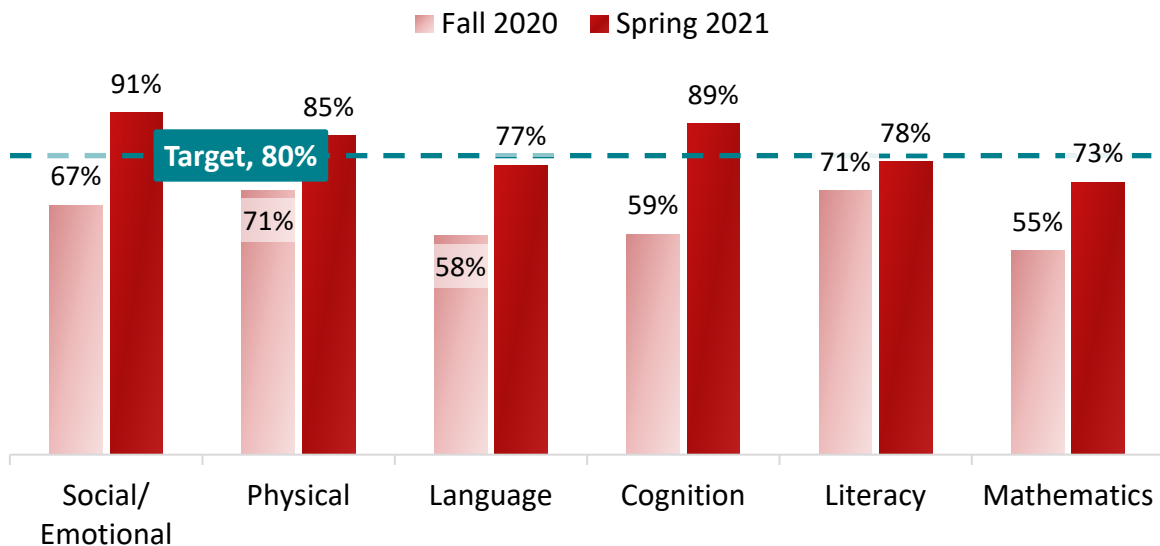
## Preventive Dental Care

- 90% children in Head Start received preventive dental care during the school year.
- 49% Early Head Start children also received preventive dental care.



# School Readiness

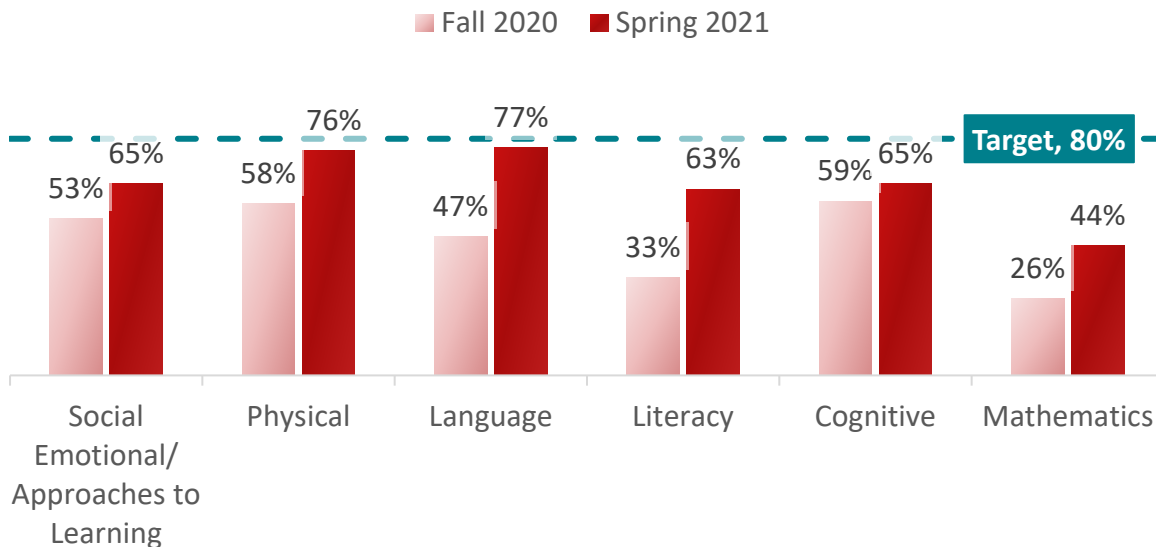
% of EHS Children Meeting/Exceeding Age Expectations Fall to Spring



Early Head Start saw the highest gains for children in Cognition where 50% more children were meeting or exceeding age expectations in the spring compared to the fall.

Head Start saw the highest gains in children in Literacy where 90% more children were On-Target in the spring compared to the fall.

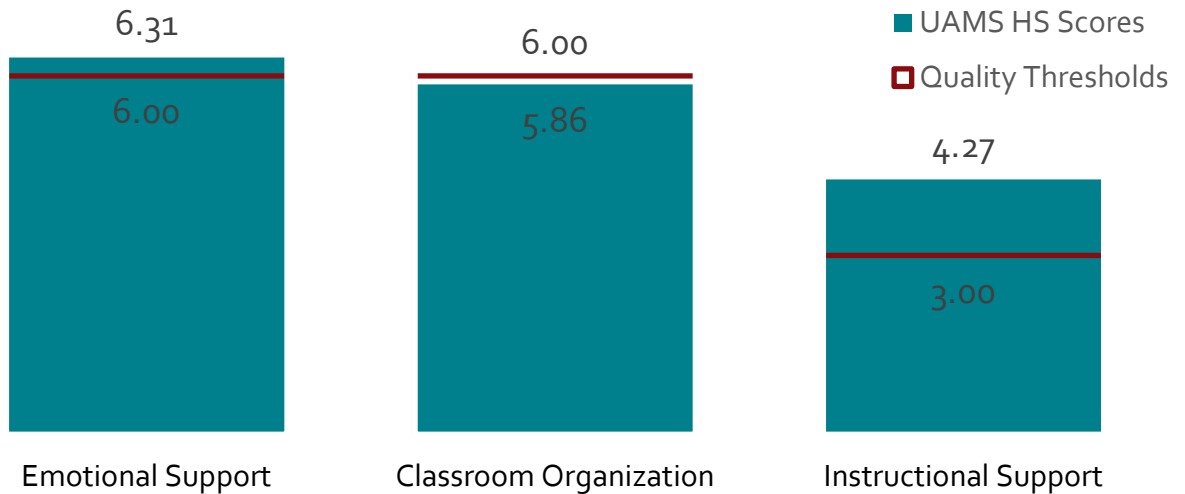
% of HS Children on Target Fall to Spring



# Quality Teaching: CLASS Scores

In the Fall of 2020 classrooms were observed using the CLASS observation tool. We are **excelling** at Instructional Support with an average score that is **1.27 points higher** than the Quality Threshold. Our scores show that we are above the Quality Thresholds for Emotional Support and Instructional Support. We are within 0.14 points from the Quality Threshold for Classroom Organization. We will continue to support staff in this domain through Intensive Coaching.

## 20-21 Average CLASS Scores Compared to Quality Thresholds



## Conscious Discipline Coaching

Here are some quotes from staff about how Conscious Discipline Coaching has improved their work with children.

*"I'm starting to notice my body when I'm triggered. I have been able to pause and breathe when triggered to gain my composure in the classroom and at home. I've been able to calm and focus on talking to and helping the children."*



*"I have been working on creating safety with my composure. When a child was upset and had his fist like he was going to hit me, I took a deep breath, opened my arms, said "Come here," and he fell into my arms. I am the adult and have to maintain my composure for the children to feel safe."*



*"I've been working on my breathing. I didn't think it worked but I've been trying it. It's not worth it to get upset all the time. I've been pausing and taking deep breathes and it's been helping."*



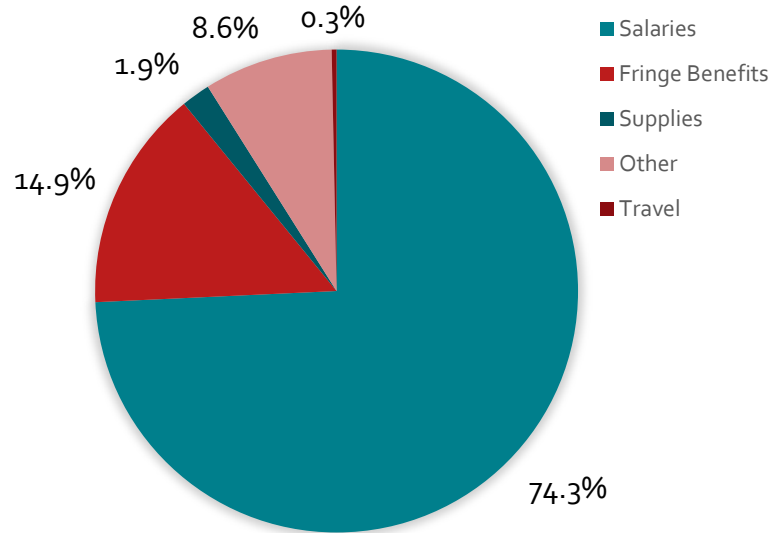
# Responsible Financial Management

**SPENDING BY % OF TOTAL DIRECT COSTS FY 21**

To the right, you can see the percentage of total direct costs for each spending category.

UAMS continues to demonstrate strong financial and operation controls. Our FY 21 internal audit was completed with no findings.

Our FA-1 federal monitoring, which took place during the week of April 13th, 2020, detected zero non-compliance issues nor areas of concern



Below is a breakdown of the FY 21 Budget.

<b>FY 2021 Budget</b>					
	<b>HS</b>	<b>EHS</b>	<b>T&amp;TA HS</b>	<b>T&amp;TA EHS</b>	<b>Total</b>
Salaries	\$ 3,018,591	\$ 2,199,377	\$ -	\$ -	\$ 5,217,968
Fringe Benefits	\$ 603,718	\$ 439,875	\$ -	\$ -	\$ 1,043,593
Supplies	\$ 94,278	\$ 37,791	\$ 6,000	\$ -	\$ 138,069
Other	\$ 334,198	\$ 200,900	\$ 46,115	\$ 24,900	\$ 606,114
Travel	\$ 5,000	\$ -	\$ 10,000	\$ 5,681	\$ 20,681
<b>Total Direct Costs</b>	<b>\$ 4,055,785</b>	<b>\$ 2,877,943</b>	<b>\$ 62,115</b>	<b>\$ 30,581</b>	<b>\$ 7,026,424</b>
Facilities and Administrative Costs (Indirect) Rate: 26% of appropriate Base	\$ 1,054,504	\$ 748,265	\$ 16,150	\$ 7,951	\$ 1,826,870
<b>Total Project Costs</b>	<b>\$ 5,110,289</b>	<b>\$ 3,626,208</b>	<b>\$ 78,265</b>	<b>\$ 38,532</b>	<b>\$ 8,853,294</b>

Thank you to the Pulaski County Community for their Ongoing Support. Thank you to the leadership of our Governing Board and Policy Council.

Governing Board		Policy Council	
Dr. Jennifer Hune <i>Gov. Board Chairperson Graduate Advisor, Associate Professor, University of Arkansas at Little Rock</i>	Mrs. Tashel Mullings <i>Policy Council Chair</i>	Jennifer Avant	Takesha Johnson
Dr. Charles Field <i>Community Rep.</i>	Mr. Brad Robertson <i>Dir. Of Development Habitat for Humanity of Central Arkansas</i>	Phoebe Barbee	Tashel Mullings
Dr. Frances Harris <i>Internal Medicine— Private Practice</i>	Dr. Billie Thomas <i>UAMS Instructor of Neonatology</i>	Karmin Bell	Zandra Nichols
Mrs. Renee Kovach <i>Director-Certified Personnel Human Resources Dept., LRSD</i>	Dr. Richard Trevino <i>Professor of Sociology</i>	Miesha Bush	LaTanya Otis
		Robert Coates—St. Marks	Zeltzn Romero
		Bobby Collins	Kimberly Tate
		Wanda Corney: State Manager, Parents As Teachers	Brittany Taylor
		Sheila Hunter (Lawrence)	Angela Withers

### Stuff the Stocking

Thank You to our Stuff the Stocking Volunteers who provided children with gifts during the holiday season. A big thank you to our UAMS sponsors including the House of Delegates.