



# UAMS Head Start/Early Head Start

---

DEBBIE KIRK, M. ED

ALLISON MARTIN, LMSW

# Head Start History

---

- ❑ Developed in *1964* to serve disadvantaged preschool age children  
Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families.
- ❑ Added Services to Pregnant Woman, Infants, and Toddlers in *1994*
- ❑ **Expanded Early Care and Education for Families Experiencing Homelessness in *2013***
- ❑ Serves approximately 900,000 nationally--enrolled more than *22 million children* since it opened *1965*
- ❑ Access more information about Head Start: <https://eclkc.ohs.acf.hhs.gov/hslc>

# 50 Years Of Opportunity: Head Start History

---

Please click link below to start video:

<https://www.youtube.com/watch?v=StKPrSrWroA>

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/about/history>

# UAMS Head Start/Early Head Start Overview

---

- ❑ Federally Funded for Economically Disadvantaged Families
- ❑ Child-Centered & Family Focused
- ❑ Full Day Center Based Programming
- ❑ Early Head Start: 6 weeks-2.5 years 229 days over 48 weeks
- ❑ Head Start 3-5 years 10 month operating 160 days
- ❑ Comprehensive health, education, and social services

# What Guides Our Programming?

---

- Federal Head Start Performance Standards
- State Child Care Licensing
- Head Start Early Learning Outcomes Framework
- Arkansas Child Development & Early Learning Standards
- The Creative Curriculum / Teaching Strategies Gold
- School Readiness Goals
- Agency Policies & Procedures

# Head Start Provides an Array of Services

---

- Education
- Health
- Oral Health
- Nutrition
- Mental Health
- Disabilities
- Family Services
- Bilingual Translation/Interpretation for Second Language Learners

# Head Start Educates Children

---

Head Start programs provide a learning environment that supports children's growth in the following domains:

- language and literacy;
- cognition and general knowledge;
- physical development and health;
- social and emotional development; and
- approaches to learning.

# Head Start Builds Families

---

Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support the

## 7 OUTCOMES OF THE PARENT, FAMILY COMMUNITY ENGAGEMENT FRAMEWORK:

- family well-being
- positive parent-child relationships;
- families as learners;
- families as lifelong educators;
- families in transitions;
- family connections to peers and community; and
- families as advocates and leaders.

# Head Start Policies Specific to Early Care and Education for Families Experiencing Homelessness

---

- ❑ ***Prioritize* Homeless Children for Enrollment**
- ❑ **Allow Homeless Families to Enroll & *Receive Services While Waiting* for Documentation**
- ❑ ***Foster Collaboration* between Head Start State Collaboration Directors, State Advisory Councils on Early Childhood Education and Care and McKinney-Vento State Coordinators**
- ❑ ***Partner* with Neighboring Grantees to Serve Mobile Homeless Families**
- ❑ **Utilize *Program Options* that Best Fit Community Needs**

# UAMS Head Start Program at Methodist Children's Home

---

- The Methodist Children's Home was initially created as an orphanage, now a part of Methodist Family Health, the home has expanded its services to provide children and families with a continuum of care—an emergency shelter, therapeutic foster care, therapeutic pre-school day treatment, residential homes, psychiatric residential treatment centers, a counseling clinic, and the Methodist Behavioral Hospital.
- UAMS Head Start operates a program on site with capacity to serve 40 Infant/Toddlers and 35 Pre-K children.

# Absenteeism Impacts Outcomes

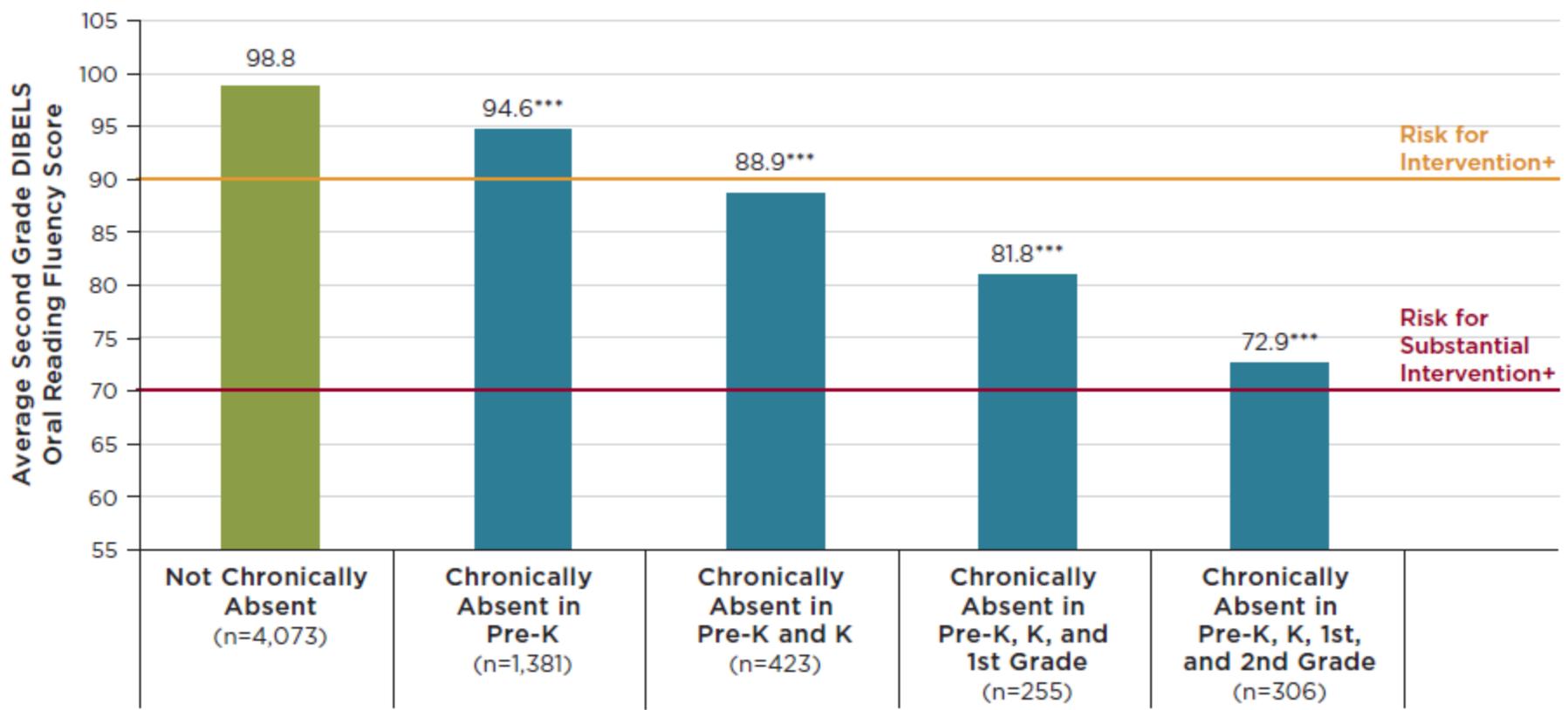
---

**Attendance matters as early as preschool in high quality programs.  
University of Chicago Consortium on Chicago School Research**

- ❑ Preschoolers who miss *10%* or more arrive at kindergarten with lower levels of school readiness.**
- ❑ Students who are chronically absent in preschool are five times more likely to be chronically absent in second grade.**
- ❑ Multiple Years of Chronic Absenteeism are Linked to Significantly Lower Second Grade Reading Scores.**
- ❑ Each successive year of chronic absenteeism compounds the risk.**

**FIGURE 10**

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade



**Note:** \*\*\*Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.001 level.

+ In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002), these are labeled as "Some Risk," indicating the need for additional intervention and "At Risk," indicating the need for substantial interventions.

# Who Can Make a Difference?

---

- ❑ **Children:** When they get excited about coming to preschool every day and convey that enthusiasm to their parents and caregivers.
- ❑ **Families:** When they understand that preschool absences matter, feel welcome and respected, value their children's attendance and seek help as needed to overcome barriers.
- ❑ **Staff:** When they create a positive first school experience and build attendance messaging, tracking, problem-solving and celebrating into preschool routines.
- ❑ **Community:** When partners reinforce messaging and provide resources to help families overcome barriers

# MOVING TOWARD TRAUMA INFORMED CARE AND SERVICES

---



Newborn



1 Month



9 Months



2 Years



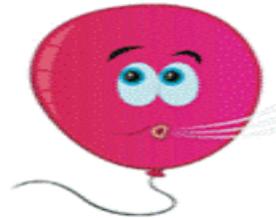
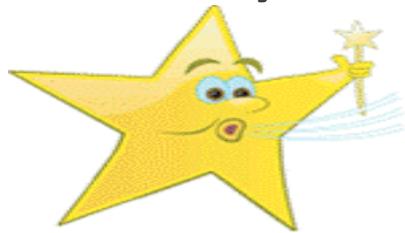
Adult

## Use Early Childhood Mental Health Consultation to:

- Train & Educate** staff on topics related to early stress/trauma
- Consult & Support** teachers
- Partner** to provide intensive services

# Trauma Informed Classrooms

1. Create a Safe Space
2. Establish Predictability
3. Build a Sense of Trust
4. Offer Choices
5. Stay Regulated



# Preschool Expulsion

---

- ❑ Preschoolers are 3x more likely to get expelled than K-12 students.
- ❑ Boys 3.5x more likely than girls
- ❑ 4yr olds 2x more likely than 3yrs
- ❑ African Americans 2x more than European Americans and 5x more than Asian Americans



# What Is Contributing?

---

Expulsion Rates are Higher When:

- ❑ Higher student-teacher ratios
- ❑ Teachers report more stress
- ❑ Students stay for longer hours



Keep  
Calm  
and  
Appreciate  
your teacher

# Central Office Staff:

---

- ❑ Executive Director: Dr. Charles Feild
- ❑ Head Start Director: Tyra Larkin
- ❑ Education Program Specialist: Dee McLemore
- ❑ Parent Community Engagement Program Specialist: Eva Williams
- ❑ ERSEA Program Specialist: Cugini Madison
- ❑ School Readiness Program Manager: Debbie Kirk
- ❑ Disabilities & Mental Health Manager: Allison Martin
- ❑ Health/Nutrition Program Specialist: Tina Smith

# Central Office Staff (Cont.)

---

- Early Head Start Education Program Manager/Trainer: Brenda Hill
- Multicultural Enrichment Specialist: Yolanda Anzora
- Maintenance, Property, & Transport Manager: Judy Jackson
- Parent Involvement: Aretha Everett
- Purchasing/In-kind Manager: Ericka McElhaney
- Health Resource Specialist: Maria Ruvalcaba
- Quality Assurance Program Manager:
- Head Start Consultant: Pat Price



# Want To Learn More?

---



*If you have questions please contact: UAMS Head Start @ 570-5000*

*Tyra Larkin @ 501-570-5007*

*tmlarkin@uams.edu*

*Allison Martin @ 501-570-5003*

*ammartin@uams.edu*

*Cugini Madison @ 501-526-6978*

*madisoncuginie@uams.edu*

*Debbie Kirk @ 501-570-5009*

*djkirk@uams.edu*