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Program Mission

Moore Community House, Inc is a non-profit advocacy and social service organization empowering people to make positive changes in their lives and in their community.

As a mission agency of United Methodist Women, Moore Community House designs programs aimed specifically to improve circumstances for low income women and young children.

History of MCH

Moore Community House, Inc. (MCH) is a private non-profit corporation that offers an Early Head Start (EHS) program and Women in Construction (WinC) job training program. MCH helps our community flourish by strengthening family economic security. The agency has served families of East Biloxi since 1924. As we approach our 100th year of service, MCH continues to serve the Mississippi Gulf Coast communities in Harrison County through two major programs that research shows make the most strategic and positive difference in moving low-income families closer to self-sufficiency: affordable, high quality child care and family support services through our Early Head Start program; and job training leading to higher paying nontraditional jobs through our Women in Construction program. Together these proven, impactful programs improve economic security for low-income women and their young children.
• **MCH EHS Goal One:** MCH EHS will provide quality services to the youngest of children to set solid foundations for lifelong learning and to meet future expansion opportunities for providing these services to additional children.

• **MCH EHS Goal Two:** MCH EHS will provide support, information and resources for families of enrolled children who are facing economic and social hardships towards building resilient and self-motivated families for an effective community.

• **MCH EHS Goal Three:** MCH EHS will promote a holistic wellness approach to uplift the future health status of Mississippi children and families.

• **MCH EHS Goal Four:** MCH EHS will provide high-quality individualized experiences and responsive nurtured care in order to increase their potential to enter Kindergarten with a solid academic foundation that promotes success throughout their educational career.

• **MCH EHS Goal Five:** MCH EHS will provide tools and resources for all staff to be confident, capable, and successful in their developing careers.
From our Executive Director, Carol Burnett

As the Executive Director of Moore Community House of the Early Head Start program, I take great pride in sharing the 2021-2022 Annual Report with our Early Head Start families and stakeholders. The pandemic presented many challenges for our program and community, and I would like to thank the staff and the Early Head Start families for your ability to adapt through these times.

As we continue to face the impacts of the COVID-19 pandemic, we remain committed to the core values that guide our decisions and expectations for the services we provide to our children and families. Our priorities are to promote teaching and learning, address concerns that have arisen due to academic and social gaps in these unprecedented times, and meet the diverse needs of all the families we serve.

During these uncertain times, I am privileged to have a dedicated and outstanding staff team that has helped make the transition as smooth and seamless as possible. Despite the many changes, our teaching team worked diligently to provide high quality childcare that focused on helping children succeed and build skills to achieve great things in their lives. The staff’s ongoing dedication to maintaining a safe and positive learning environment will help ensure our children gain the necessary knowledge and skills to meet school readiness expectations.

Thank you to all the Early Head Start families for your support and cooperation over the past school year. Partnering with you and our Early Head Start families, has been crucial to our program’s success, especially as we faced the obstacles presented by the pandemic. I will stay committed to working collaboratively with you and provide resources, strategies, and information to help our children succeed in the coming years. I am grateful for the opportunity to work alongside a team of dedicated staff and teachers, parents, family members, Policy Council, and Board Members. Our Early Head Start community is deeply committed to our children’s safety and well-being and strongly believes it takes a village to raise a child.

Executive Director, Carol Burnett
Federal Program Monitoring

The Administration of Children and Families (ACF) / Office of Head Start (OHS) conducted a Focus Area Two (FA2) monitoring review, which evaluated the program’s performance and compliance with Head Start Program Performance Standards (HSPPS), Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations. The program met 100% of the compliance measures. MSU-MCH EHS will have its Focus Area Two monitoring review in the 2022-2023 program year.

Self-Assessment

The annual self-assessment is a tool used to monitor progress toward program goals, compliance with Head Start regulations, and effectiveness in promoting school readiness. The data allows the program to identify and make appropriate course corrections. The self-assessment team included the Early Head Start Management team. The annual self-assessment was completed on August 2022. The Policy Council approved the results on May 10th, 2022, and Governing Board on May 17th, 2022.

Community Needs Assessment

The agency completes a comprehensive community needs assessment every five years with annual updates. The needs assessment and other program data inform program decision-making for current and future services. The survey was made available to MCH EHS enrolled participants, families of children on the waitlist, former MCH EHS participants, students enrolled in the MCH Women in Construction program, and other Harrison County residents. MCH EHS received 100 community responses to the survey. The Policy Council approved the results on May 10th, 2022, and Governing Board on May 17th, 2022.

Results of the Most Recent Financial Audit

The 2021-2022 Audit found no findings.
Leadership and Governance

MCH EHS Governing Board
Linda Lightsey, President
Lisa Michiels, Treasurer
Ann Smith, Secretary & Early Childhood Expert
Stacy Bullard-Casey, Financial Expert
Rev. Elijah Mitchell
Mary Ann O’Gorman
Rev. Dr. Larry Hilliard
Kiara Taite, Legal Expert
Policy Council
Danielle Clark
Candy Eatmon Franklin
Zachariah Stennis
Justice Taylor
Jakeline Ayala
Demetria Booker
Parent Meeting
Sabree Hamilton
Sky Samuel
Justine Hodes
Skye Wilkinson
Justice Taylor and Maria Brown
Policy Council Liaison: Lanique Jordan

YOUR VOICE MATTERS!
MCH EHS Organization Chart

MCH Administration Team

Carol Burnett
Executive Director

Katina Spaulding
Program Director

Mary Harrington
Ass. Program Director

Kara Vesa
Fiscal Officer

Amaja Bush
Human Resources Coordinator

Brandon Forshee
Director of Operations

Ruth Mazara
WINC Director
Happy Retirement to Mary Harrington
Thank you for 15 years of Service to MCH EHS

Congratulations to Katina Spaulding on being promoted to EHS Director
MCH EHS Management Team

Education Team
Margaret Crawford, Education Specialist/Disabilities Manager
Alison Omelia, Center Manager
Sharon Hinton, Center Manager
Janell Hanks, Center Manager
Gloria Sikes, Teacher Coach
Trully Turner, Teacher Coach

Support Staff
Greta Miller, Data Specialist
Leon Britton, IT and Facilities Manager
Francis Lopez, – Finance Assistant

Family Service Staff
Josephine Gibbs Family Health Service Specialist
Jana Kij Family Health Service Advocate
Shalya Taylor Family Health Service Advocate
Tenisha Hasan Family Health Service Advocate
Alisha Curtis Health Nutrition Monitor

Nutrition Staff
Retha Edwards Kitchen Manager
Amy Jankines Kitchen Manager
Harrison County, Mississippi

Participant Mapping

MCH EHS Service Area

MCH EHS Building Information

Administration Building
325 Nixon Street Biloxi MS 39530
Fiscal, Human Resources, Offices

Women in Construction
684 Walker Street
Biloxi MS 39530
Classroom and Offices

Center Locations

Biloxi Locations:
Davis Building (64 Children)
406 Davis St. Biloxi MS 39530
Nichols Building (40 Children)
345 Nichols Drive Biloxi MS 39530

Gulfport Locations
Bayou View (40 Children)
55 51st St, Gulfport, MS 39507
Linda Lyons Building (64 Children)
MSU Partnership
18523 Dedeaux Road Gulfport MS 39508
### Children by Age

<table>
<thead>
<tr>
<th>MCH EHS</th>
<th>MSU-MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Age Distribution" /></td>
<td><img src="image" alt="Age Distribution" /></td>
</tr>
</tbody>
</table>

- a: Under 1 year (20%)
- b: 1 year old (31%)
- c: 2 years old (49%)
- d: 3 years old (5%)
- e: 4 years old (1%)
- f: 5 years old (24%)
- g: 6 years old (5%)
- h: 7 years old (1%)
- i: 8 years old (1%)
- j: 9 years old (1%)
- k: 10 years old (1%)
- l: 11 years old (1%)
- m: 12 years old (1%)
- n: 13 years old (1%)
- o: 14 years old (1%)
- p: 15 years old (1%)
- q: 16 years old (1%)
- r: 17 years old (1%)
- s: 18 years old (1%)
- t: 19 years old (1%)
- u: 20 years old (1%)
- v: 21 years old (1%)
- w: 22 years old (1%)
- x: 23 years old (1%)
- y: 24 years old (1%)
- z: 25 years old (1%)

### Children by Race

<table>
<thead>
<tr>
<th>MCH EHS</th>
<th>MSU-MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Race Distribution" /></td>
<td><img src="image" alt="Race Distribution" /></td>
</tr>
</tbody>
</table>

- American Indian or Alaska Native (2%)
- Black or African American (87%)
- White (2%)
- Biracial/Multiracial (1%)
- Other (12%)

### Primary Type of Eligibility

<table>
<thead>
<tr>
<th>MCH EHS</th>
<th>MSU-MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Eligibility Distribution" /></td>
<td><img src="image" alt="Eligibility Distribution" /></td>
</tr>
</tbody>
</table>

- Income at or below 100% of poverty line (76%)
- Public assistance such as TANF and SSI (4%)
- Foster care (1%)
- Homeless (1%)
- Other Type of Income (10%)
- Income between 100% and 130% of poverty line (24%)

### Primary Language

<table>
<thead>
<tr>
<th>MCH EHS</th>
<th>MSU-MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Language Distribution" /></td>
<td><img src="image" alt="Language Distribution" /></td>
</tr>
</tbody>
</table>

- English (96%)
- Spanish (4%)

MCH EHS Children are having fun at school!
# MCH EHS Families Demographics

MCH EHS strengthen the capacity to do incredible things with the children, support their children’s school readiness and accomplish their dreams.

## Total Families
- **MCH EHS 79 Families**
- **MSU MCH EHS 37 Families**

## Two Parent Families
- **MCH EHS 13 Families**
- **MSU MCH EHS 4 Families**

## Single Parent Families
- **MCH EHS 66 Families**
- **MSU MCH EHS 33 Families**

## Parent Education

<table>
<thead>
<tr>
<th></th>
<th>MCH EHS</th>
<th>MSU MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>An advanced degree or baccalaureate degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>An associate degree, vocational school, or some college</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>A high school graduate or GED</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>Less than high school graduate</td>
<td>17</td>
<td>2</td>
</tr>
</tbody>
</table>

## Military Service

<table>
<thead>
<tr>
<th></th>
<th>MCH EHS</th>
<th>MSU MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent or Guardian is a member of the United States military on active duty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parent or Guardian is a Veteran of the United States military</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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**TO OUR MEN AND WOMEN IN UNIFORM PAST, PRESENT, AND FUTURE.**

**MCH EHS THANKS YOU FOR YOUR SERVICE**

- Temsha Hassan and Muhammad Hassan
- Jamila Russell Kili
- Robert Boyo (Jana Grandfather)
- Levi Alexander (Janas Cousin)
- Graham White (Greets Sister Husband)
- Joe Miller (Greets (Grandfather)
- Alphonso Williams (Greets Grandfather)
- John Kopp (Greets Uncle)
- Zaydoun Mitchell (Janell's Grandson Leo and Chordarrel's Nephew)
- Art Dunn (Greets Friends Father)
- Curtis Brown (Tracey's Husband)
- Bruce Hamilton (Grezzle Grandfather)
- Juris Carrer (Arell's Uncle)
- Deloris Johnson (Jay's Sister)
- Stephen Smith (Jay's Son)
- Thomas Watson Jr
- Winney Bell
- Cedric Charles (Carlyn Father)
Family and Community Demographics

### Employment, Job Training and School

<table>
<thead>
<tr>
<th>Number of Families at Enrollment</th>
<th>MCH EHS Families</th>
<th>MSU MCH EHS Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one parent/guardian is employed, in job training, or in school at enrollment</td>
<td>68</td>
<td>27</td>
</tr>
<tr>
<td>Of these families, the number in which one or more parent/guardian is employed</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of families at the end of enrollment</th>
<th>MCH EHS Families</th>
<th>MSU MCH EHS Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one parent/guardian is employed, in job training, or in school at end of enrollment</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>Of these families, the number of families that were also counted as having been employed, in job training, or in school at enrollment</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Of these families, the number of families as having not been employed, in job training, or in school at enrollment</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Neither/No parent/guardian is employed, in job training or in school at end of enrollment but now they are unemployed at the end of enrollment</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

### Federal or Other Assistance

<table>
<thead>
<tr>
<th>MCH EHS</th>
<th>MSU MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families at enrollment</td>
<td>Families at the end of enrollment</td>
</tr>
<tr>
<td>Federal Temporary Assistance for Needy Families (TANF) Program</td>
<td>0</td>
</tr>
<tr>
<td>Supplemental Security Income (SSI)</td>
<td>5</td>
</tr>
<tr>
<td>Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)</td>
<td>56</td>
</tr>
<tr>
<td>Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps</td>
<td>45</td>
</tr>
</tbody>
</table>

### Top Family Services Received

Of the services listed on the program information report, the top family service needs that were expressed interested or identified as a need during the program term were the following:

- **MCH EHS Top Five Services Received**: Education on nutrition, Parent Curriculum, Child Screening and Assessment results on progress, Mental Health Services, Assistance for enrolling into a education or job training program.

- **MSU–MCH EHS Top Five Service Received**: Parent Curriculum, Child Screening and Assessment results on progress, Supporting transition between programs, Education on preventative medical or oral health, and Education on Nutrition

### Father Engagement

<table>
<thead>
<tr>
<th>Number of Fathers/Father figures engaged in activities during the program year</th>
<th>MCH EHS</th>
<th>MSU–MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family assessment</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Family goal setting</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Involvement in child’s Head Start child development experiences (e.g., home visits, parent–teacher conferences, volunteering)</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Head Start program governance, such as participation in the Policy Council or policy committees</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Parenting education workshops</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
### Family and Community Demographics

#### Homelessness Services

<table>
<thead>
<tr>
<th>Service</th>
<th>MCH EHS Families</th>
<th>MSU MCH EHS Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of families experiencing homelessness that were served during the enrollment year</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Total number of children experiencing homelessness that were served during the enrollment year</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Total number of families experiencing homelessness that acquired housing during the enrollment year</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Foster care and child welfare

<table>
<thead>
<tr>
<th>Service</th>
<th>MCH EHS Families</th>
<th>MSU MCH EHS Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of enrolled children who were in foster care at any point during the program year</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

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**We Love Our Families**
Parent Activities

Due to COVID 19 Protocol, The Parents were limited due to the parents not being able to enter the center.

Parent Events

Water Play
Painting with Moms
Painting with Dads
Spring Egg Hunt
Dr Seuss
Week of the Young Child
Train Museum
Transition Ceremonies
**MSU-MCH EHS Assessment Tool:**

Shine Family Success Road Map.

MSU-MCH EHS (Linda Lyons): During the Post Assessment MSU-MCH EHS assessed 30 families and two shared families.

**MSU MCH EHS  Shine Family Success Road Map Summary of Results**

- Majority of MSU EHS Family Self Sufficiency category needs are met.
- Majority of MSU EHS Support Of Family Members category needs are met.
- 90% of MSU EHS needs are met and 10% are receiving resources to help the family meet their needs fully.

**MCH EHS**

**Strength, Needs, and Interest Parent Survey.**

Majority of MCH EHS families answered the survey were the child's mother.

- **Top Received Help in the following areas:** Activities they can do learn and grow, getting ready for preschool/head start and choosing a right preschool and head start.
- **Top Need Help in the following areas:** Choosing and enrolling in preschool/head start, coping with change, and English as a second language.
- **Interested in Learning more about:** Activities they can do learn and grow, coping with change, getting ready for preschool and head start.
- **Not Interested in Learning about:** Child Abuse, alcohol and addiction, and coping with a love one in prison

**MCH EHS Families Outcome Survey**

- Overall all MCH EHS families said MCH EHS program has been helpful to family and to their child.
- **Top Very Helpful Areas the program has helped:** enrolling in an educational or training program, stressing of being a parent and activities to help their children learn at home, children's needs/learning delays
- **Top Three Areas the program was Somewhat helpful:** getting the health care the family needs, choosing healthy foods for their family and reach family goals.
- **Top Three Areas the Program was not helpful:** emotional health issues (e.g., depression, stress, and anxiety), dealing with or prevent alcohol/substance abuse in their family and finding a new job or keeping their job

**MCH EHS Assessment Tool:**

Families Outcome Survey and Strength, Needs, and Interest Parent Survey.

MCH EHS (Davis and Nichols) assessed 53 families and six shared families.
Parents are their child’s first and most influential teacher and the program integrates parent engagement strategies into all aspects of programming.

In 2021-2022 approaches were different due to the pandemic. Staff and parents were creative and used technology to maintain connections. Virtual meetings provided opportunities for parents to engage. Policy Council meetings were virtual as well. Despite this year’s challenges, the benefits of strong parent engagement can be seen in the overall program outcomes.

Total Volunteers ➔ 186

Parent or Former Parent Volunteers ➔ 129

We thank all our community partners for the joint efforts to strengthen our families. MCH EHS partners with others in the community who are committed to high-quality early childhood experiences and supporting families.

Through meaningful partnerships and collaborations, the agency provides high-quality, comprehensive services and resources to empower vulnerable families. With support from our community, we strive to empower families to reach self-sufficiency and assist young children with acquiring the skills, knowledge and experiences that they need to succeed in school and life.

MCH EHS looks forward to our continued collaborations with existing and new partners throughout the upcoming program years.
An important element of MCH EHS is to ensure the children in the program receive proper medical and dental care. Families are encouraged and aided in establishing health providers for routine and consistent medical and dental care. MCH EHS staff collaborates with families to ensure the children receive follow-up physical, dental treatments or mental health servers as needed.

By the end of the program, the following number of children were up to date on age appropriate

<table>
<thead>
<tr>
<th></th>
<th>MCH EHS</th>
<th>MSU MCH EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of all children with health insurance</td>
<td>89</td>
<td>41</td>
</tr>
<tr>
<td>Number enrolled in Medicaid and/or CHIP</td>
<td>87</td>
<td>41</td>
</tr>
<tr>
<td>Number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ongoing source of continuous, accessible health care provided by a health care</td>
<td>88</td>
<td>41</td>
</tr>
<tr>
<td>up-to-date on all immunizations appropriate for their age</td>
<td>85</td>
<td>32</td>
</tr>
<tr>
<td>continuous, accessible dental care provided by an oral health care professional</td>
<td>88</td>
<td>41</td>
</tr>
<tr>
<td>up-to-date according to the dental periodicity schedule</td>
<td>86</td>
<td>41</td>
</tr>
</tbody>
</table>

Mental Health

Mental Health Services are supported by consultants who are licensed mental health professionals with experience and expertise in serving young children and their families. The focus of mental health services during the Moore Community House Early Head Start program is to ensure the age-appropriate social and emotional development of children ages birth to three in collaboration with their families. Identification, prevention, and treatment services are available to ensure children have the skills they need to be successful in their daily life. Resources and services are also available which promote the mental health and wellness of each child’s family and that of the staff members.

Disability Services

Moore Community House Early Head staff screens every child for the overall development of sensory, auditory, behavioral, motor, language, social, cognitive, perceptual and emotional skills within the first 45 days of enrollment. MCH EHS works with local school districts and early intervention services to provide disability services.

Davis and Nichols  2 Children Diagnosed Disability under IDEA
Linda Lyons 2 Children Diagnosed Disability Under IDEA
Nutrition Services

MCH EHS believes that proper nutrition is an essential part of leading a healthy lifestyle. The agency serves a healthy breakfast, lunch and afternoon snack with emphasis on whole grains, fresh fruits, vegetables, proteins, and dairy products. MCH EHS serves meals that meet the nutritional needs and feeding requirements of each child, as well as USDA meal pattern requirements. The Child Care Food Program and the City of Biloxi and United Way funds program meals. Menus are approved and shared with parents.

Total Number of

Breakfast ➔ 13,672

Lunch ➔ 13,594

Snack ➔ 12,334
Moore Community House ensures that all pregnant women enrolled in the program receive proper medical care. A healthy pregnancy has a direct influence on the health and development of a newborn child. MCH EHS strives to have the most significant impact on participating children by offering supportive services as early in life as possible. **Partners for a Healthy Baby** is the curriculum MCH EHS uses to work with expectant mothers to help improve birth outcomes, reduce rates of child abuse, increase intervals between pregnancies, strengthen families, enhance child health and developmental outcomes, and support family stability and economic self-sufficiency.

The Moore Community House Early Head Start program provides prenatal information through classes, support groups, and home visits on the following subjects: fetal development, including the risks from smoking and alcohol; labor and delivery; postpartum recovery, including information on maternal depression; and the benefits of breastfeeding.

**Pregnant Women Slots:**
- MCH EHS ➔ 16
- MSU MCH EHS ➔ 4

**Cumulative Enrollment of Pregnant Women:**
- MCH EHS ➔ 7
- MSU MCH EHS ➔ 0

**Pregnant Women Services**
- Pregnant Woman Prenatal Health Care ➔ 7
- Pregnant Woman Postpartum Health Care ➔ 7
- Pregnant Woman Dental Exam ➔ 4
- Pregnant Woman Mental Health Services ➔ 7
- Pregnant Woman Education on Fetal Development ➔ 7
- Pregnant Woman Breast Feeding Benefits Info ➔ 7
- Pregnant Woman Education on Importance of Nutrition ➔ 7
- Pregnant Woman Education on Infant Care and Safe Sleep Practices ➔ 7
- Pregnant Woman Substance Misuse Prevention ➔ 7
- Pregnant Woman Substance Misuse Treatment ➔ 7

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**Health Insurance and Type of Health Insurance**

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant Women with Health Insurance at End of Enrollment</td>
<td>7</td>
</tr>
<tr>
<td>Pregnant Women Enrolled in Medicaid at End of Enrollment</td>
<td>6</td>
</tr>
<tr>
<td>Pregnant Women Enrolled in State-Only, Private, or Other Insurance at Enrollment</td>
<td>1</td>
</tr>
<tr>
<td>Pregnant Women with No Health Insurance at End of Enrollment</td>
<td>0</td>
</tr>
</tbody>
</table>

**Ongoing Source of Health Care**

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant Women with Source Of Health Care at End of Enrollment</td>
<td>7</td>
</tr>
</tbody>
</table>

**Prenatal Health**

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant Woman Enrolled During the 1st Trimester Services</td>
<td>0</td>
</tr>
<tr>
<td>Pregnant Woman Enrolled During the 2nd Trimester Services</td>
<td>3</td>
</tr>
<tr>
<td>Pregnant Woman Enrolled During the 3rd Trimester Services</td>
<td>4</td>
</tr>
<tr>
<td>Pregnant Woman Enrolled During the who were considered High Risk</td>
<td>1</td>
</tr>
</tbody>
</table>
Our children begin learning from the minute they enter our center. Children who spend the critical early years with parents and caregivers who love, nurture, and encourage them have more opportunities to develop important school readiness skills. When children are prepared for school, they have greater opportunities to achieve their dreams.

**MCH EHS Curriculum**

- **Creative Curriculum for Infants, Toddlers, and Twos** is used in the MCH EHS classrooms. This curriculum is evidence-based and play centered.

**MCH EHS Assessment Tool**

- **Teaching Strategies Gold** online child assessment tool is used by MCH EHS staff in the classrooms to assess each child’s development and learning progress. It also helps identify children who may need early intervention services. It is aligned with the Head Start Early Learning Frameworks.

**MCH EHS Screening Tool**

- **Ages and Stages Questionnaire 3 (ASQ3)** and the **Ages and Stages SE-2 (ASQSE-2)** are screening tools used by MCH EHS staff to establish a baseline for each child’s developmental level and identify children at risk for developmental delays.
MCH EHS utilizes the Teaching Strategies Gold Tool to measure each child’s outcomes in the following developmental domains: social-emotional, physical, language, cognitive and literacy, and math.

The MCH EHS goal for the program term is 60% of the children to either meet or exceed in the widely held expectations of development set for their age range by TS Gold.

Assessments were based on teacher observations of the children in the classroom. The results are based on the standards set by TS Gold Online.

**Child Assessment Data Outcomes**

MCH EHS assessed 100 children during the post-assessment.

MCH EHS School Readiness Goal was for 80% of MCH EHS children to be meeting or exceeding their school readiness goal by the end of the program.
MCH EHS implements a transition plan as each child reaches the age of 30 months in preparation for completing the program. Some activities associated with the transition process includes visiting the area Head Start center, and staff from other preschool programs speaking to parents at Parent Committee transition meetings about the enrollment process of preschool programs and what to expect.

MCH EHS Transition ➔ 31 Children

MSU MCH EHS ➔ 17 Children
MCH EHS Teaching Staff

Classroom Teachers

Elasha Hamilton and Keionna Gines
Latoria Sumrall and Zakiyyah Hasan
Lakiva Washington and Latreace Walker
Anna White and Juliana Virgil
DeAundra Simmons and Tyriana McCray
Karen Abrams and Shiquita Hardgrove
Jessica Butler and Sabree Hamiton
Megan Oliver and Naraliz Riveria
Juanita Dunn and Lahonda Jackson, Brandi Pore
Deborah Benson and Juneisses Jackson
Jessica Williams and Nafeteria Hudson
Monica Bradley and Geraldidene Harvey, Latory Hunter

Floater Teachers:

Dominque Christian
Shamara Colston
Tracey Bounds
Jon’Dravious Thomas
Regina Cox
Endricka Pruitt
Elija Keys
Janaisha Kemp
Julius Hutton

THANK YOU FOR MAKING A DIFFERENCE EVERY DAY.
MCH EHS suffered from staff turnover which seems to be a pressing problem in all early childhood education programs along the coast. MCH EHS has made changes to the program to combat employee turnover and is seeking more solutions.

TEACHER OF THE YEAR

Nafeteria Hudson
Linda Lyons Building

Courtney Green
Nichols Building

Lekive Washington
Davis Building

THANK YOU FOR HOPE CREDIT UNION FOR THE PURCHASE OF PLAQUES

TEACHER ACCOMPLISHMENTS

- Karen Abrams Promoted to Diverse Learner Coordinator
- Latory Hunter, Center Manager
- Monica Bradley promoted to Assistant Center Manager and Mentor Teacher
- DeAndra Simmons promoted to Mentor Teacher
- Nnaliz Rivera promoted to Family Advocate
- Zakiyyah Hasan promoted to Family Advocate
- Latoria Sumrall graduated from MGCCC with a Associates of Applied Science in Early Childhood and promoted to Assistant Center Manager
- Jessica Butler graduated from MGCCC with a Associates in Early Childhood Education and promoted to Mentor Teacher
- The following Teachers received their CDA in Infant and Toddlers: Janaisha Kemp, Regina Cox, Nafeteria Hudson, Tracey Bounds, and Courtney Green
Our Teachers are Coached Too

Practice-Based Coaching (PBC)

Practice-Based Coaching (PBC) is a cyclical process for supporting teachers’ use of effective teaching practices that lead to positive outcomes for children. PBC supports education staff in using effective teaching practices. Teaching staff receives coaching as identified in the Needs Assessment & TPITOS will receive opportunities to be observed and receive feedback and modeling. The teacher Coach meets with teachers to provide feedback on intensive coaching practices, create an action plan to set goals, and give a timeline on when to expect follow-up.

TPITOS

The Pyramid Infant Toddler Observation Scale (TPITOS) is a useful tool for assessing adult behaviors in the classroom environment, evaluating variables that support and promote the social/emotional development of infants and toddlers.

TPITOS data is used to identify certain areas of teacher growth, give feedback to reinforce teacher strength, and guide the education management team in setting goals to strengthen the teacher’s professional development. TPITOS is conducted three times per year, and evaluation results are submitted. The Teacher Coach will set goals based on the TPITOS scores.
Financial Accountability

Total Revenue $1,656,736.49

Total Expenses
Personnel / Fringe $1,056,159.95
Travel $973.51
Equipment and Supplies $236,261.07
Contractual $217,698.89
Other 341,902.07

Total Expenses $1,656,736.49

The Audit found no findings.

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