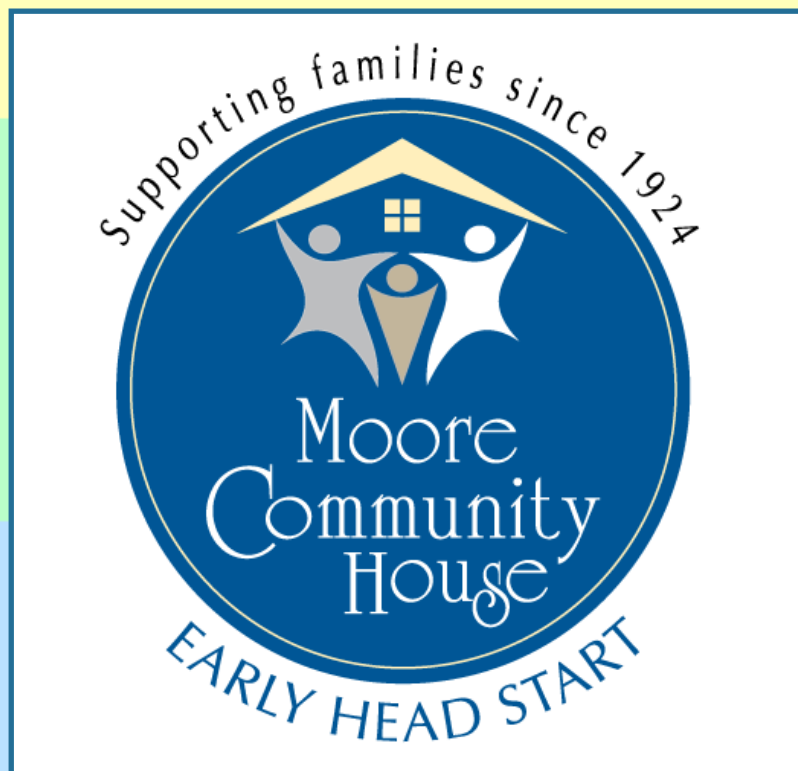


Moore Community House

Early Head Start

Annual Report

2021-2022



# Table of Contents

1. Title Page
2. Table of Contents
3. Program Mission and History of MCH
4. Program Goals
5. Message from the Executive Director
6. Audits, monitoring, and Assessments– dates on certain items
7. Leadership and Governance – need policy council and Parent committee members
8. Organization Chart and MCH Administration Team
9. Congratulations on New Director
10. MCH EHS Management Team
11. MCH EHS Service Area and Building Information
12. MCH EHS Children Demographics
13. MCH EHS Family Demographics
14. More MCH EHS Family and Community Demographics
15. More Family and Community Demographics
16. Parent Activities
17. Parent Events
18. Parent, Family, Community Engagement Outcomes Report
19. Parent Engagement and Community Partners
20. Ensuring Healthy Children
21. Nutrition Services and Ensuring Healthy Pregnancies
22. Healthy Pregnancies
23. Education of Young Children
24. School Readiness Data Outcomes
25. Transition Children
26. MCH ESH Teaching Staff
27. Teacher of the Year and Teacher Accomplishments
28. Coaching Model
29. Financial Accountability

# Mission AND History of MCH

## 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.



# Program Goals

- **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.



# Message from the Executive Director

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

# Audits, Monitoring and Assessments

## 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

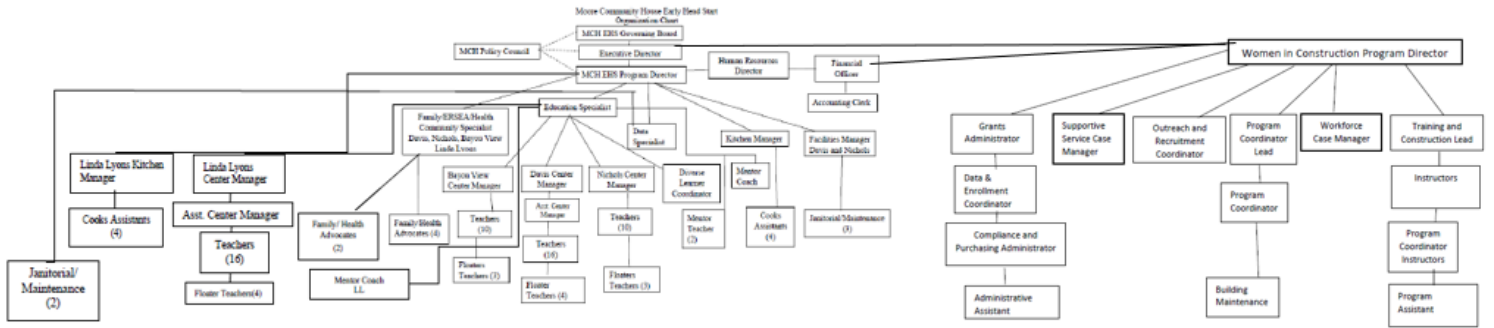
Justine Hodes

Skye Wilkinson Justice Taylor and Maria Brown

Policy Council Liaison: Lanique Jordan



# 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

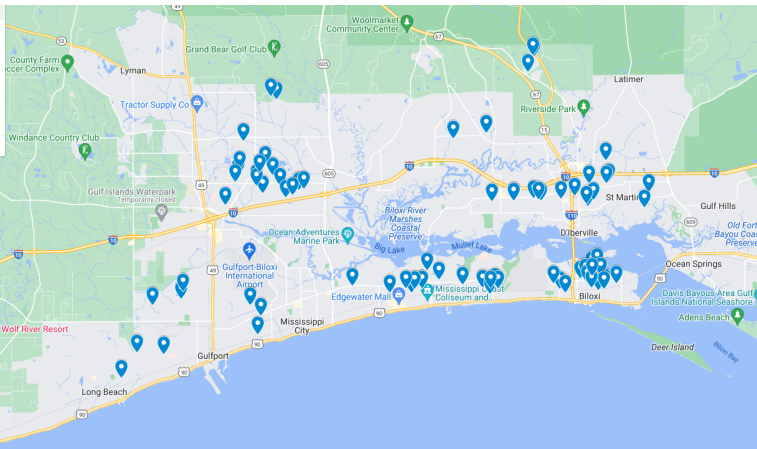


# MCH EHS SERVICE AREA



## Harrison County, Mississippi

## Participant Mapping



## 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**  
**13523 Dedeaux Road Gulfport MS 39503**

# 2021-2022 Early Head Start Services

## Early Head Start Children Demographics

### Funded Enrollment

Davis/Nichols/Bayou View

128 Children and 16 Pregnant Women

Linda Lyons

60 Children and 4 Pregnant Women

### 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

### Cumulative Enrollment

Davis/Nichols/Bayou View

89 Children and 7 Pregnant Women

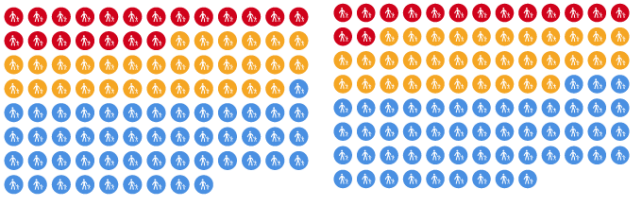
Linda Lyons

41 Children 0 Pregnant Women

### Children by Age

MCH EHS

MSU-MCH EHS



### Children by Race

MCH EHS

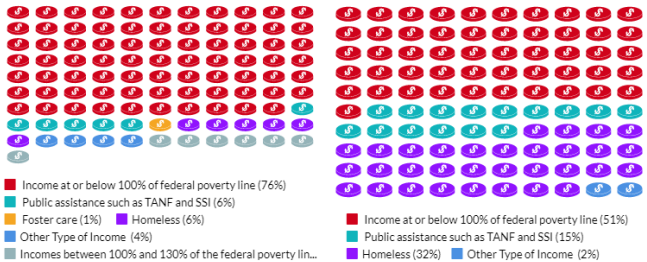
MSU-MCH EHS



### Primary Type of Eligibility

MCH EHS

MSU-MCH EHS



### Primary Language

MCH EHS

MSU-MCH EHS



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

	MCH EHS	MSU-MCH EHS
An advanced degree or baccalaureate degree	1	1
An associate degree, vocational school, or some college	18	12
A high school graduate or GED	43	22
Less than high school graduate	17	2

## Military Service

	MCH EHS	MSU-MCH EHS
Parent or Guardian is a member of the United States military on active duty	0	0
Parent or Guardian is a Veteran of the United States military	1	0

## Parent Type

MCH EHS 78 Parent (s)  
(e.g. biological, adoptive, stepparents)

MCH EHS 64 mother only  
(biological, adoptive, stepmother)

MCH EHS 1 father only  
(biological, adoptive, stepfather)

MCH EHS 1 Relative (s) other than grandparents

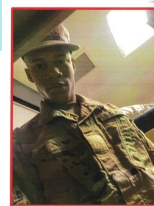
MSU MCH EHS 35 Parent (s)

(e.g. biological, adoptive, stepparents)

MSU MCH EHS 30 mother only  
(biological, adoptive, stepmother)

MSU MCH EHS 1 father only  
(biological, adoptive, stepfather)

MSU MCH EHS 2 Grandparents



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

**MCH EHS THANKS YOU FOR YOUR SERVICE**

TENISHA HASAN AND MUHAMMAD HASAN  
 JANA ANN RUSSELL KIJ  
 ROBERT BOYD( JANA GRANDFATHER)  
 LEVAR ALEXANDER (JANA'S COUSIN)  
 GRAHAM WHITE( GRETA'S SISTER HUSBAND)  
 JOE MILLER( GRETA'S GRANDFATHER)  
 FRANK WITTMANN, III ( GRETA'S GRANDFATHER)  
 JOHN KOPP( GRETA'S UNCLE)  
 ZAYQUON MITCHELLLL (JANELLE'S GRANDSON LEON AND CHORDARRELL NEPHEW)  
 ART DUNN( GRETA'S FRIENDS FATHER)  
 CURTIS BOUNDS( TRACEY'S HUSBAND)  
 DARRON HAMILTON( BRIELLE GRANDFATHER)  
 JYRUS CARRIER (BRIELLES UNCLE)  
 DELORIS JOHNSON (AMY'S SISTER)  
 STEPHEN SMITH (AMY'S SON)  
 THOMAS WATSON JR  
 WINNEY BELL  
 CEDRIC CHARLES( CARMYN FATHER)

# Family and Community Demographics

Employment, Job Training and School			Total number of families at the end of enrollment	MCH EHS	MSU MCH
Number of Families at Enrollment	Families	Families		Families	Families
At least one parent/guardian is employed, in job training, or in school at enrollment	68	27	At least one parent/guardian is employed, in job training, or in school at end of enrollment	66	27
Of these families, the number in which one or more parent/guardian is employed	65	18	Of these families, the number of families that were also counted as having been employed, in job training, or in school at enrollment	61	25
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)	5	4	Of these families, the number of families as having not been employed, in job training, or in school at enrollment	5	2
Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	5	8	Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	8	10
Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled) 8	8	12	Parent/Guardian was employed, in job training or in school at enrollment but now they are unemployed at the end of enrollment	5	0
			Parent/guardian was unemployed at enrollment and now they employed at the end of enrollment	4	10

## Federal or Other Assistance

	MCH EHS		MSU MCH EHS	
	Families at enrollment	Families at the end of enrollment	Families at enrollment	Families at the end of enrollment
Federal Temporary Assistance for Needy Families (TANF) Program	0	0	0	0
Supplemental Security Income (SSI)	5	5	6	6
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	56	51	31	30
Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	45	43	30	28

## 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

Number of fathers/father figures engaged in activities during the program year	MCH EHS	MSU-MCH EHS
Family assessment	7	3
Family goal setting	6	13
Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, volunteering)	22	33
Head Start program governance, such as participation in the Policy Council or policy committees	2	0
Parenting education workshops	4	3



# Family and Community Demographics



## Homelessness Services

	MCH EHS Families	MSU MCH EHS Families
Total number of families experiencing homelessness that were served during the enrollment year	5	12
Total number of children experiencing homelessness that were served during the enrollment year	6	13
Total number of families experiencing homelessness that acquired housing during the enrollment year	5	6

## Foster care and child welfare

	MCH EHS Families	MSU MCH EHS Families
Total number of enrolled children who were in foster care at any point during the program year	1	0
Total number of enrolled children who were referred to Head Start/ Early Head Start services by a child welfare agency	0	1



# 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





# Parent Events





# Parent, Family, Community Engagement Outcomes Report

## Parent Curriculum



**Ready  
Rosie**

## 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 met their needs fully.

## 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.

### 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 on 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

# Parent Engagement

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

## Community Partners

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.



United Way of South Mississippi

EBCC EAST BILOXI COMMUNITY COLLABORATIVE

# ENSURING HEALTHY CHILDREN

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 services as needed.

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

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

## 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**



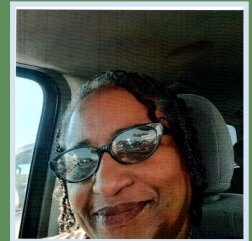
# KITCHEN STAFF



RHETHA EDWARDS  
DAVIS/NICHOLS  
KITCHEN MANAGER



MARIAN BURDINE  
NICHOLS KITCHEN  
STAFF



AMY JANKINES  
LINDA LYONS KITCHEN  
MANAGER

## 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



# HEALTHY PREGNANCY

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

## Health Insurance and Type of Health Insurance

Pregnant Women with Health Insurance at End of Enrollment	7
Pregnant Women Enrolled in Medicaid at End of Enrollment	6
Pregnant Women Enrolled in State-Only, Private, or Other Insurance at Enrollment	1
Pregnant Women with No Health Insurance at End of Enrollment	0

## Ongoing Source of Health Care

Pregnant Women with Source Of Health Care at End of	7
---	---

## Prenatal Health

Pregnant Woman Enrolled During the 1st Trimester Services	0
Pregnant Woman Enrolled During the 2nd Trimester Services	3
Pregnant Woman Enrolled During the 3rd Trimester Services	4
Pregnant Woman Enrolled During the who were considered High Risk	1

## 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





# EDUCATION OF YOUNG CHILDREN

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

## OUR CHILDREN ARE SMART

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.

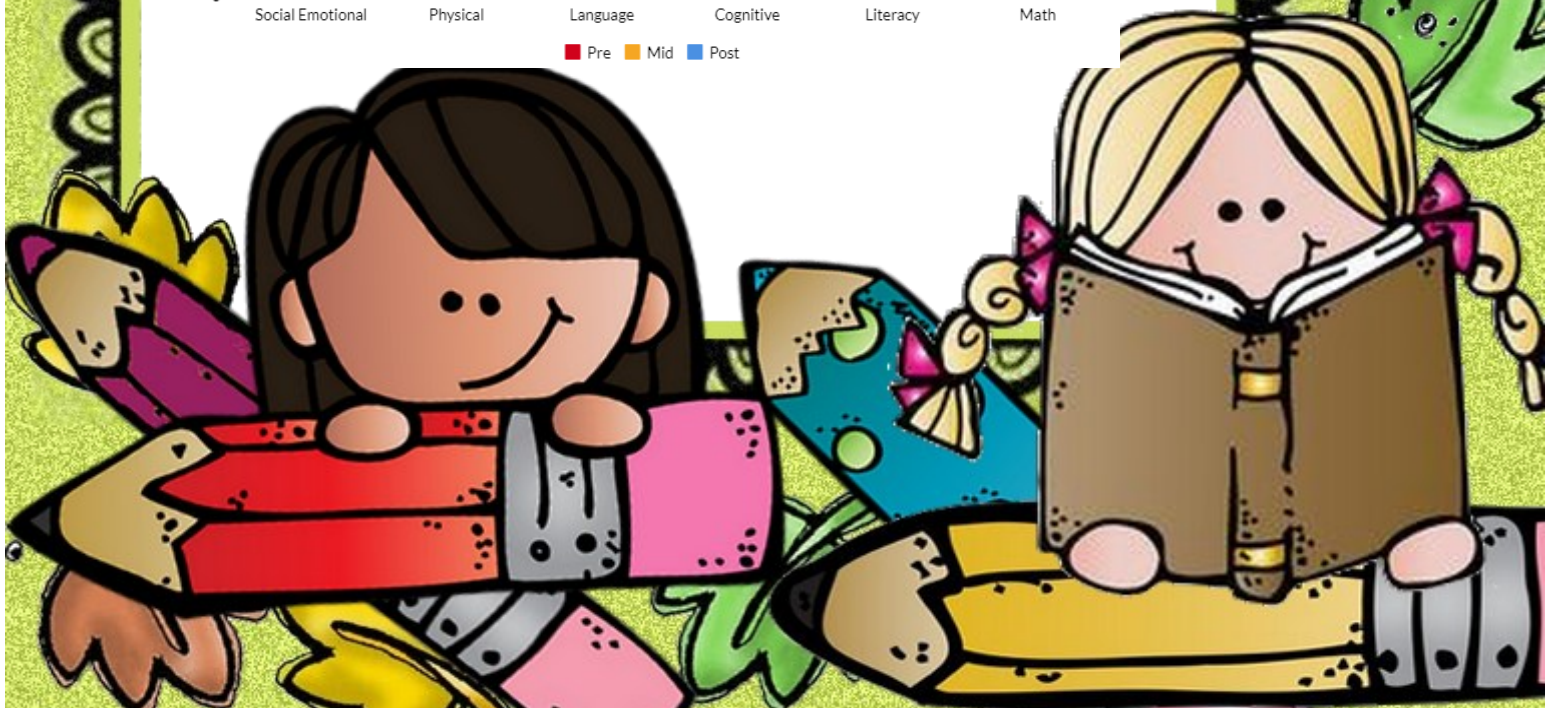
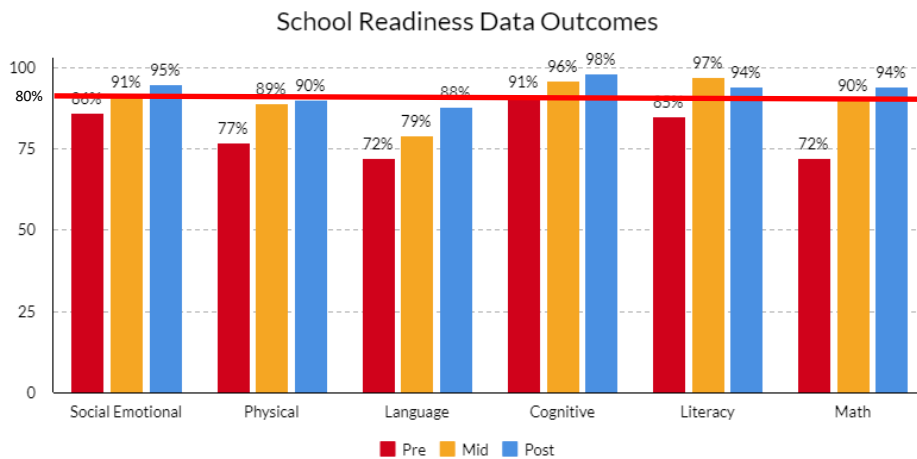
The MCH EHS goal for the program term is 60% of the children to either meet or exceed in the widely held expectations of development set for their age range by TS Gold.

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.





# TRANSITION CHILDREN

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 Transition Programs

Goodie, Goodie Gum Drops  
Linda Lyons Transition Ceremony



# 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 Willams and Nafeteria Hudson

Monica Bradley and Geralidine Harvey, Latory Hunter

## Floater Teachers:

Dominque Christian

Shamara Colston

Tracey Bounds

Jon' Dravious Thomas

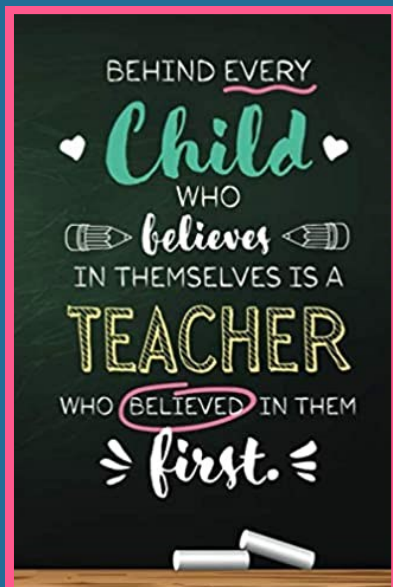
Regina Cox

Endricka Pruitt

Elija Keys

Janaisha Kemp

Julius Hutton



**THANK  
YOU  
FOR  
MAKING  
A  
DIFFERENCE  
EVERY  
DAY.**

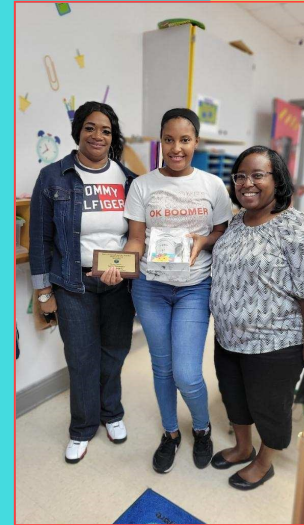
# TEACHER OF THE YEAR



**Nafeteria Hudson**  
Linda Lyons Building



**Courtney Green**  
Nichols Building



**Lakiva Washington**  
Davis Building

THANK YOU FOR HOPE CREDIT UNION FOR THE PURCHASE OF PLAQUES

## TEACHER ACCOMPLISHMENTS

- Karen Abrams promoted to Diverse Learner Coordinator
- Latery Hunter, Center Manager
- Monica Bradley promoted to Assistant Center Manager and Mentor Teacher
- DeAundra Simmens promoted to Mentor Teacher
- Naraliz Rivera promoted to Family Advocate
- Zakiyyah Hasan promoted to Family Advocate
- Lateria 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

**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.**

# Our Teachers are Coached Too

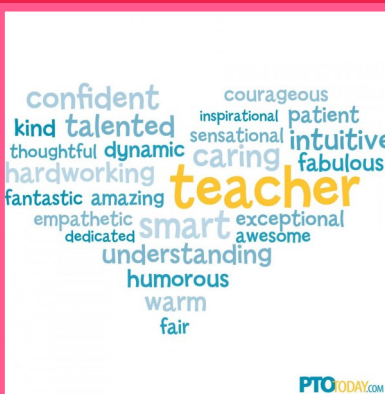
## Practice-Based Coaching (PBC)

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**

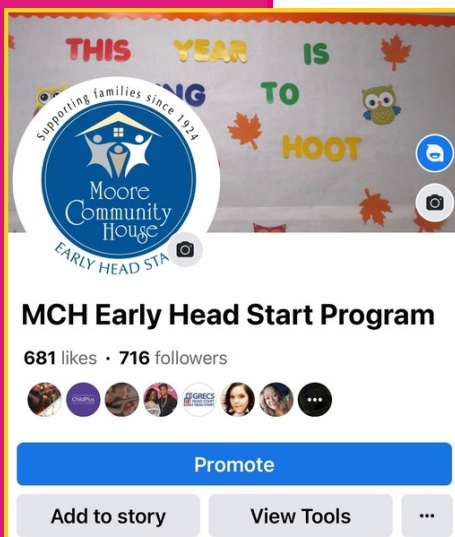
**Equipment and Supplies \$236,261.07.**

**Contractual \$21769.89**

**Other 341,902.07**

**Total Expenses \$1,656,736.49**

**The Audit found no findings.**



**Follow Us on Facebook**

**or**

**Visit our Website**

**[Www.moorecommunityhouse.org](http://www.moorecommunityhouse.org)**

