



**Picayune School District
Head Start
& Early Head Start
Annual Report
2021-2022**

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Check out what our programs do throughout the year!



Mission & Goals

PROGRAM MISSION: To empower families to achieve life goals; support the development of infants and toddlers; impact the community by setting a standard of high quality childcare; and provide parental, school, and community support for the growth of very young children.

PROGRAM PHILOSOPHY: Vulnerable children benefit from participating in safe, nurturing, developmentally appropriate early childhood development programs. With parents and the community working together, children will be healthy, safe, and ready to learn!

EHS PROGRAM OBJECTIVES:

- Expand Head Start and Early Head Start services to eligible families in the primary service region as well as the cities of Poplarville, Carriere, McNeil, and Lumberton, MS through expansion opportunities.
- Assess the needs of the fathers in order to overcome the barriers which interfere with participation and communication.
- Provide an array of family services that promote the safety and well-being of children and their families. This includes empowering families to achieve or sustain independence and self-sufficiency through partnerships with PSD EHS and other community programs.
- Provide reliable, affordable transportation services so EHS families may travel to and from service-related appointments, including but not limited to dental, medical, WIC, employment services, and agency events.
- Establish partnerships with colleges/universities to serve clients who may qualify for agency programs. Such partnerships will also allow agency staff to receive specialized training, input and guidance from college/university staff and faculty. Lastly, partnering with colleges/universities will allow the agency to utilize the talent of internship, work-study and field placement students.
- Establish an annual training calendar to schedule the attendance of families and the community at local workshops and other informative events. Provide training plans all interested parents in order to enhance employment stability and advancement.
- Develop strategies to identify, hire, and train bilingual staff members in order to better serve culturally and linguistically diverse children and families.
- Increase the number of EHS parents who enroll in the GED program via partnerships through our Picayune Family Resource & Education Center.
- Assure all programs continue to operate efficiently and effectively, achieve program goals, and meet intended outcomes.
- Assure that all participating children are ready for school, families are ready to support their children's learning, and schools are ready for children.

CCP PROGRAM OBJECTIVES (those that overlap with EHS were not duplicated):

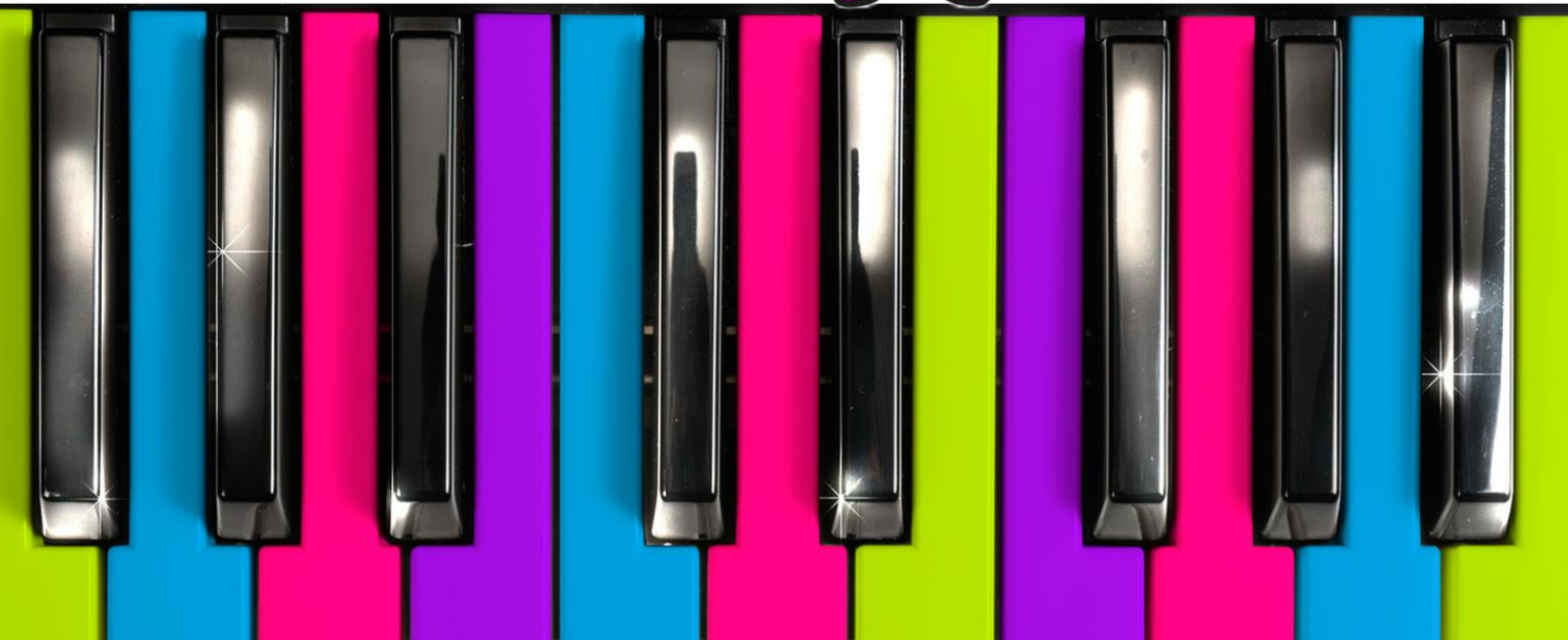
- Provide an array of family services that promote the safety and well-being of children and their families. This includes provision of training that empowers families to achieve or sustain independence and self-sufficiency through partnerships with PSD EHS and other community programs.
- Hire and train additional Mentor-Coaches and enhance teacher capacity and to promote developmentally appropriate practice is through mentoring.

- Utilize the Accreditation Plan to ensure that all CCPs achieve a “comprehensive center” quality rating.
- Expand Training/ Educational Opportunities of EHS and Early Childcare Partnership Staff
- Work with child care programs have to better navigate child care and EHS policies and regulations to understand any implications and ensure a successful partnership.
- Understand factors that help facilitate successful child care partnerships and implement strategies that reduce barriers and set the stage for better collaboration.
- Work on strategies to attract and retain the best early childhood educators in CCP centers.

HS PROGRAM OBJECTIVES (those that overlap with EHS were not duplicated):

- To ensure that the 246 Head Start eligible children enrolled in our Head Start program are ready for kindergarten and are equipped with the skills needed to ensure that their children are safe, healthy, and ready to learn.
- To ensure at least ten (10%) percent of the enrollment opportunities are available to children with significant disabilities
- To provide Head Start children access to bright, well-lit classrooms with direct access to safe outdoor playgrounds.
- To ensure that teachers receive the training necessary to provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth, including for children with disabilities.
- Develop strategies to identify, hire, and train bilingual staff members in order to better serve culturally and linguistically diverse children and families.
- Continue to coordinate relationships with public and private entities to assist the program in providing child health and developmental services and program management services.

A mission is an important goal or purpose that we will accomplish!





For the past twenty-one (21) years, Picayune School District has been able to expand opportunities to learn for infants and toddlers and, for the past 2 years, preschoolers. PSD HS / EHS provides a complete package of accessible services designed to ensure that young children in Pearl River County are healthy, safe, and ready to learn. At all of our sites, we employ the latest technological tools to assist students in their learning. Students have access to interactive touch screen activity boards, a research-based curriculum, and a wealth of materials that allow each child to expand learning. Parents are able to track their children's activities throughout the day via our Procure App, which teachers use to send status updates and photos of children directly to their parents' cell phones. Further our program website (www.psdecp.com) provides a wealth of information about our programs right at your fingertips.

Our high quality services would not be possible without high-caliber and dedicated teaching staff. All of our EHS teachers are required to have a National Child Development Associate (CDA) Credential at minimum, and ALL of our HS teachers are required to have a minimum of a Bachelor's degree. Our highly educated teachers are trained to acknowledge and adapt strategies to each child's learning differences. I invite you to visit our exceptional schools! With each generation of children, PSD HS and EHS will continue to evolve, to remain strong, and provide effective, efficient, and professional services to our community.

◆ Dr. Pamela Thomas, Program Director

Program Director





Governance

The Picayune School District School Board is one governing body that guides our programs. This board is responsible for approving personnel policies and procedures regarding the hiring, evaluation, compensation, and termination of agency staff and for making decisions related to program design and implementation. They also provide oversight of quality services for the children and families served by our programs.

2021-2022 Picayune School District Board of Trustees



Board Members Left to Right: Mr. Jerel Myers (Second Secretary), Mr. Josh Robertson (Secretary), Mr. Jake Smith (Chair), & Dr. David Mooneyhan (Vice-Chairperson)

2021-2022 POLICY COUNCIL

Governance for HS/EHS Programs also includes the POLICY COUNCIL.

A Policy Council is also required to be established as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council along with other community representatives.

The policy council is responsible for:

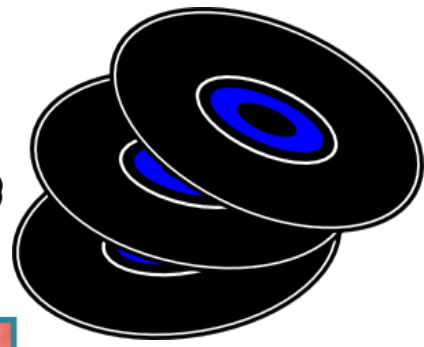
- (1) approving and submitting its decisions on PSD EHS related matters;
- (2) using ongoing monitoring results, data on school readiness goals, and other information to conduct its responsibilities.



Parent Representatives: Nakita Newell, Tiffiny Halford, Myeisha Magee, Jessica Spoo, Victoria Whittington, Ashley Quinn, Amanda Barrow, Sharjah Price, Crystal Evans, Marissa Scallions, RaShundalyn Washington, Talia Travis

Community Representatives: Donald Hart, Edward Stubbs, Judy Shaw, Gladys Vaughn, Barbara McGrew, Vinner Davis Scott

Management



Picayune School District (PSD) Head Start (HS) & Early Head Start (EHS) Management Team



Betty Young, MS
Poplarville HS Site Manager



Tonya Spiers, A.A.
NEHS Site Manager



C. Simone Roche, B.S.
Picayune HS Site Manager



Pamela Thomas, Ed.D.
Program Director



Picayune School District
PSD Board of Trustees



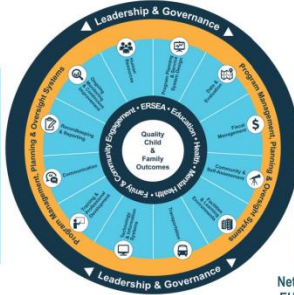
Walt Esslinger, M.Ed.
Executive Director & PSD
Assistant Superintendent



Lisa Persick, B.B.A.
PSD Finance Director



Sonya S. Myers, Ph.D.
Research, Data, &
Communications Manager



Iliana Antunez, LBSW
Family & Community
Engagement Manager



Angie Wilson, B.A.
EHS Family Advocate
Nicholson Site & PRCC (CCP)



Gina Anderson, BSW
EHS Family Advocate
Annie's (CCP)



Bonita Wynn, M.S.
EHS Family Advocate
Rosa Site



Neterior McCormick, B.S. RMA
EHS Health Services Manager



Pamela Frazier, RN
HS Health Services Manager



Yvette Burton, LPN
EHS Rosa & CCP Nurse



Chelsea Dennis, LPN
Nicholson EHS Nurse



Jhoanny Vargas, M.S.
Bilingual Family Advocate
All Sites



Chantel Spence, B.S.
HS Family Advocate
Picavune Site



Joy Magee, M.S.
HS Family Advocate
Picavune Site



Debra Rawls, A.A.
HS Family Advocate
Poplarville Site



Jasmine Jackson, B.S.
EHS ERSEA Coordinator



Kaylin Jones, B.S.
HS ERSEA Coordinator



Reginald Harris, CTE
Safety Coordinator



Rewa Haralson, MSW
EHS Mental Health
Coordinator



Ashley Benson, M.S.
HS Mental Health Coordinator



Charlotte Nixon, B.S.
EHS Education Manager



Ashley Veercamp, B.S.
HS Education Manager



Robette Watts, M.S.
CCP Education Manager



Kaycee Schielder, B.S.
EHS Mentor-Coach



Monica Jahn, B.S.
HS Mentor-Coach



Dinah Thanars, B.S.
HS Mentor-Coach



Ann Brock, M.S.
EHS Disabilities
Coordinator



Sonya Lather, M.S.
HS Disabilities
Coordinator



Bianca Pierce, B.S.
HS Behavioral Intervention
Specialist



EHS Teachers

PSD Early Head Start – Picayune Site

Room 1: Hannah King, A.A. / Alysha Woodson
Room 2: Tatiyana Scott, CDA / Britney Franklin, CDA
Room 3: Crystal Myers, CDA / Ricsha Davis, CDA
Room 4: Kimberli Peel, CDA / Kendrick Bogan, A.A.
Room 5: Cathy Littles, CDA / Maura Burkett, A.A.
Room 6: Leanastine Clemmons, A.A. / Bianca Peters, A.A.
Room 7: Elisha Underwood, A.A. / Aaliyah Stewart
Room 8: Dajon Evans, CDA / Ariel McDaniel
Room 9: Kandice Rasmussen, CDA / Polet Chipol, CDA
Room 10: Keanna Mitchell, CDA / Dianne Sehmi, CDA

PSD Early Head Start – Nicholson Site

Room 1: Jamilya Frazier, CDA / Tiffany Brewer, CDA
Room 2: Cynthia Samples, A.A. / Sherry Smith, CDA
Room 3: Keyonte Jenkins, CDA
Room 4: Jackie Brumfield, CDA / Taneishya Baker, CDA
Room 5: Patricia Parker, CDA / Lynn McCrory, CDA
Floater: Patricia Johns

Annie's Kindergarten & Daycare

Annie Means, CDA, MDC - Owner, Director
Sholanda Brown, CDA; Cherielyn Dannemiller, CDA;
Aileen Gaidanowicz, CDA; Chloe Peel, CDA;
Mary Wyatt, CDA; Rayshawn Ware, Lashunette Means,
Faith Buras, Faith Brenckle, Moriave Hinton

Pearl River Community College Lab School

Carrie Hales, A.A, MDC - Director
Megan Boles, B.S. / Vicky Michele, A.A.
Uriah Newman, A.A. / Shauna Tillman, A.A.



HS Teachers

PSD Head Start – Picayune Site

Room 1: Barbara Haralson, BS / Debonny Richardson, B.S.

Room 2: Lisa Roberts, B.S. / Sheree Berry, A.A.

Room 3: Amanda Willie, A.A. / Kristy Powell, B.S.

Room 4: Roshundra Spencer, B.S. / Liliana Delgado, A.A.

Room 5: LaKeshia Price, B.S. / Wei He, A.A.

Room 6: Towada Newkirk, B.S. / Heidi Roberts, CDA

Room 7: Mariah Hawkins, B.S. / Joyce Stubbs, A.A.

PSD Head Start – Poplarville Site

Room 1: Kim Revere, B.S. / Kathy Smith, A.A.

Room 2: Betty Young, M.S / Theresa Bowden, A.A.

Room 3: Peggy Lee, B.S. / Ashley Dunn, A.A.

Ola Faye Kendrick - HS Pop Floater

PSD Pre-K Collaborative / Head Start

Sadeidra Lindsey, B.S. / Rachel Davis, A.A.

Ashanti Wright, B.S. / Sherry Young, A.A.

Akesha Carter, M. Ed. / Valencia Durr, A.A.

Shelby Thompson, M.Ed. / Chanesia Jones, A.A.

Shirley Ceaser, A.A. – Pre-K Floater



Family & Community

Parent, Family & Community Engagement at PSD HS/EHS includes building relationships to support family well-being, positive relationships between parents and their children, and ongoing learning for both parents and children. The program has a systematic, integrated and comprehensive approach to family engagement and has maintained the Parent, Family, and Community Engagement (PFCE) goals and plans. Parents are provided with opportunities to volunteer at their child's school, attend parent/ child conferences, participate in home visits and increase their understanding of child readiness expectations by contributing to the Early Head Start School Readiness Plan. Family advocates provide support to families through the analysis of needs, goal setting and access to support systems when indicated. See some calendars and flyers for school / community events for parents during the 2021-2022 school year below.



2021-2022- Poplarville Head Start Activity Schedule



Activities	Date(s)
Fall Pictures	September 21 st
Grandparent's Day	September 30 th
Think Pink -Wear It Pink/ Every Friday wear pink	October 1 st , 8 th , 15 th , 22 nd & 29 th
Heritage Hispanic Month	October 14 th
National Head Start/Balloon Release	October 22 nd
Breast Cancer/Balloon Release	October 29 th
Oktoberfest/Costume Contest	October 29 th
Helping Hands Food Drive	November 1 st -15 th
Toys for Tots	Nov 26 th - Dec 15 th
Christmas Activities/Santa's Picture	December 13 th - 17 th
Christmas Party/Poplar Express/Exchange Gifts	December 17 th
MLK Celebration	January 14 th
Valentine's Picture	TBA
Valentine's Love Day	February 14 th
Black History Activities	TBA
Mardi Gras/Float Parade	February 25 th
Dr. Seuss's Week	March 2 nd - 4 th
Male Initiative/Father's Day- Drive-by Parade	TBA
St. Patrick's Day - Wear Green	March 17 th
Autism Awareness Day- Wear blue every Friday	April 1 st , 8 th , 15 th , 22 nd , & 29 th
Easter Activities/Easter's Pictures/ Egg Hunt	April 8 th
Earth Day - Plant Flowers	April 22 nd
Autism Balloon Release	April 29 th
Fun Day/Spring Fling	TBA
Teacher's Appreciation Week	May 2 nd - 6 th
Mother's Day Drive by Parade	May 6 th
HS Transition Day	TBA
End of the Year Ceremony	TBA

PSD Early Head Start / Annie's / Head Start

Parent Curriculum Training

November 9th, 2021 @ 10:00 a.m.
VIA ZOOM

Topic: "Building Self-Esteem in the Early Years" Chapter
Parent Curriculum Training/Meeting (STEP) Systematic Training for Effective Parenting
Time: November 9th, 2021 10:00 AM Central Time (US and Canada)

JOIN ZOOM MEETING

Meeting ID: 547 420 6915
Passcode: 65V4W9



The principle of the course is to provide parents of young children additional skills that may help you feel more confident in your parenting role.

Such as:

- Respect and encouragement can help build your child's self-esteem.
- Encouragement can help your child feel loved, accepted, respected and valued.
- Praise and encouragement are not the same.
- You need to encourage yourself.

PEARL RIVER COUNTY LIBRARY SYSTEM
JOIN US FOR A SWEET START TO SUMMER READING PROGRAM 2022!

Ice Cream Social

HOSTED BY
THE FRIENDS OF THE MARGARET CROSBY MEMORIAL LIBRARY

FRIDAY, JUNE 3, 2022
3:00 P.M. - 4:30 P.M.
HOLLAND HALL
CROSBY MEMORIAL LIBRARY
OPEN TO ALL CHILDREN, TEENS, AND
For more information, call 601-798-5081,
visit pearlriver.lib.ms.us

Family Outcomes 2021-2022

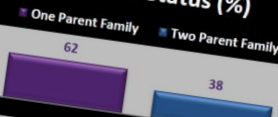
Picayune School District Early Head Start Family Outcomes Report 2021-2022

Families Assessed = 102

Family Eligibility (%)



Parental Status (%)



FAMILY OUTCOMES ANALYSIS

- 1 = Very High Needs (Crisis)
- 2 = High Needs (Vulnerable)
- 3 = Moderate Needs (Stable)
- 4 = Few Needs (Self-Sufficient)
- 5 = Very Few / No Needs (Empowered)

FALL ASSESSMENT AVERAGE
3.7 (STABLE TO SELF-SUFFICIENT)

SPRING ASSESSMENT AVERAGE
4.2 (SELF-SUFFICIENT)

PARENT TOP 5 AREAS OF NEED

1. School Readiness (Understanding Assessments & Child)
2. Preparation toward Elem. (Child's Advocate)
3. Transitioning Process (Child's Advocate)
4. Volunteering (Leadership Roles & Volunteering)
5. Setting Goals (Parenting & Enrichment Opportunities)

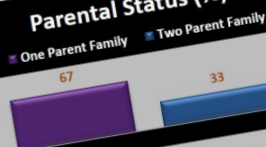
Picayune School District Head Start Family Outcomes Report 2021-2022

Families Assessed = 211

Family Eligibility (%)



Parental Status (%)



FAMILY OUTCOMES ANALYSIS

- 1 = Very High Needs (Crisis)
- 2 = High Needs (Vulnerable)
- 3 = Moderate Needs (Stable)
- 4 = Few Needs (Self-Sufficient)
- 5 = Very Few / No Needs (Empowered)

FALL ASSESSMENT AVERAGE
3.6 (STABLE TO SELF-SUFFICIENT)

SPRING ASSESSMENT AVERAGE
4.2 (SELF-SUFFICIENT)

PARENT TOP 5 AREAS OF NEED

1. Volunteering (Leadership Roles & Volunteering)
2. Connection / Support to Community Svcs (Community Support)
3. Furthering Education (GED / Higher Education)
4. Understanding Assessments & Child Progress
5. Parenting & Enrichment Opportunities

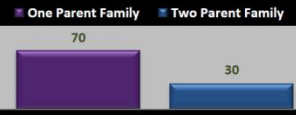
Picayune School District Early Head Start - CCP Family Outcomes Report 2021-2022

Families Assessed = 55

Family Eligibility (%)



Parental Status (%)



FAMILY OUTCOMES ANALYSIS

- 1 = Very High Needs (Crisis)
- 2 = High Needs (Vulnerable)
- 3 = Moderate Needs (Stable)
- 4 = Few Needs (Self-Sufficient)
- 5 = Very Few / No Needs (Empowered)

FALL ASSESSMENT AVERAGE
3.5 (STABLE TO SELF-SUFFICIENT)

SPRING ASSESSMENT AVERAGE
3.9 (STABLE TO SELF-SUFFICIENT)

PARENT TOP 5 AREAS OF NEED

1. Developing Routines (Having Routines & Engaged in Learning)
2. Employment, Job Skills, Job Training (Employment & Income)
3. School Readiness (Understanding Assessments & Child Progress)
4. Volunteering (Leadership Roles & Volunteering)
5. Setting Goals (Parenting & Enrichment Opportunities)



Education

The Educational Services Team ensures that teaching practices: 1) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; 2) are communication and language rich; 3) promote critical thinking and problem-solving; 4) promote social, emotional, behavioral, and language development; 5) provide supportive feedback for learning; 6) motivate continued effort; 7) support all children's engagement in learning experiences and activities 8) focus on promoting growth in the developmental progressions; 9) Integrate child assessment data in individual and group planning; and 10) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development. PSD HS / EHS use the Creative Curriculum (CC) for Infants, Toddlers, & Twos and CC for Preschool which are based on scientifically valid research and developmentally appropriate practices for infants, toddlers, and preschoolers. Creative Curriculum stood out and was chosen for its research basis, training materials and opportunities, and ease of use. Our chosen curricula also support all of the required OHS domains including language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being and motor development; and social and



ASSESSMENTS

PSD HS /EHS teachers use Teaching Strategies GOLD (TSG) to blend ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TSG is used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Assessment Timeline

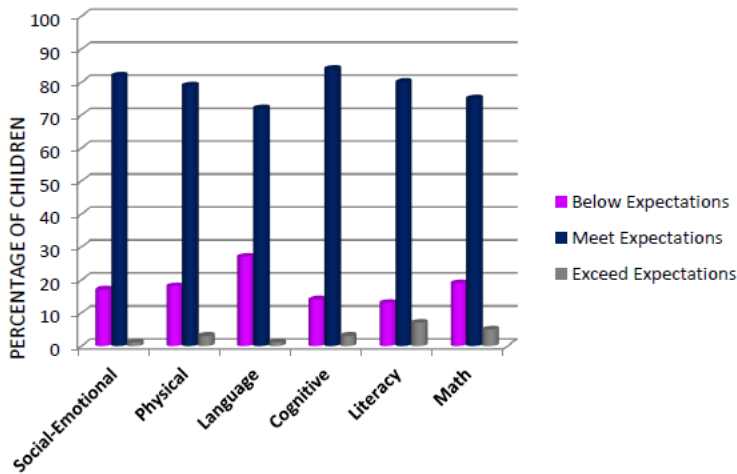
- August 2021 – Brigance screening to identify each child's developmental status. Any child identified as having difficulties is monitored by teachers, Education Manager, and parents to determine whether additional referrals are needed.
- September 2021 / January 2022 / April 2022 Full TSG Assessment by Classroom Teachers. TSG enables teachers to focus on and measure the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives. Two objectives are related specifically to English language acquisition, and the other 36 objectives are organized into ten areas of development and content-area learning.
- Monthly – Teachers complete monthly anecdotal records (a written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development).
- Teachers observe and then record results in TSG of a child's actions and work, pictures, sample work and video recordings throughout the day while the activities are occurring to document each child's progress.

See the Teaching Strategies Gold Snapshot Reports for the Fall and Spring Assessments to show the progress of children enrolled in Center-based, Child Care Partnership, and Head Start programs last year.

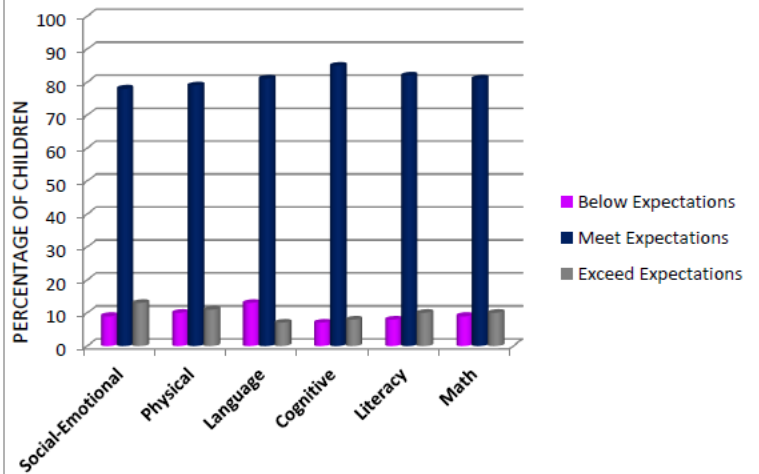
Picayune School District Early Head Start Child Outcomes Summary FALL 2021/ SPRING 2022

EARLY HEAD START CHILD / FAMILY DEMOGRAPHICS			
Child Age:	Birth to 1yr = 15%	1-2yrs = 33%	2-3 yrs = 52%
Child Sex:	Male = 53%		Female = 47%
Parental Status:	One Parent = 62%		Two Parent = 38%
Supplemental Nutrition:	Yes = 38%		No = 62%
Family Eligibility:	0-100% Poverty = 72%	101-130% Poverty = 14%	Over Income = 13% Foster = 1% Public Assistance = 0%
Child Racial Makeup:	Black = 48%	White = 29%	Indian / Alaskan = 0% Multi/Bi-Racial = 12% Hispanic = 7% Other = 4%

ALL EARLY HEAD START (CENTER-BASED) CHILDREN – FALL 2021



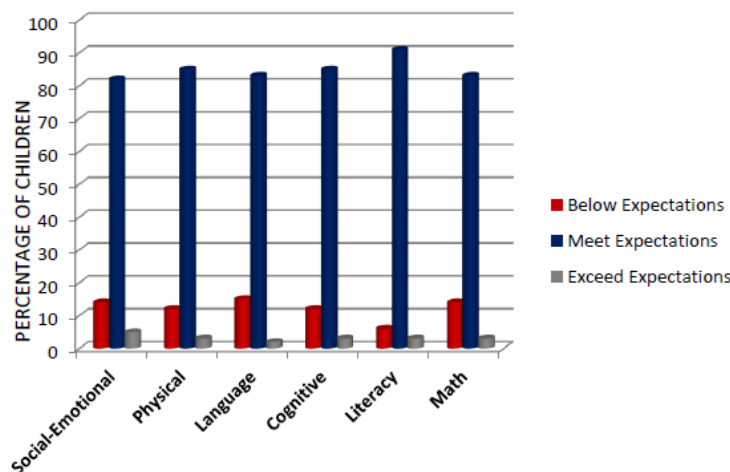
ALL EARLY HEAD START (CENTER-BASED) CHILDREN – SPRING 2022



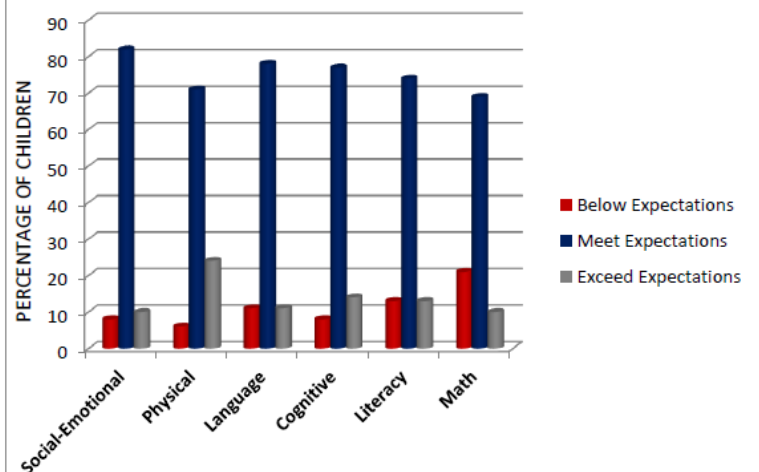
EHS-CCP FAMILY DEMOGRAPHICS			
Child Age:	Birth to 1yr = 18%	1-2yrs = 31%	2-3 yrs = 51%
Child Sex:	Male = 52%		Female = 48%
Parental Status:	One Parent = 70%		Two Parent = 30%
Supplemental Nutrition:	Yes = 46%		No = 54%
Family Eligibility:	0-100% Poverty = 81%	101-130% Poverty = 13%	Over Income = 5% Foster = 1% Public Assistance = 0%
Child Racial Makeup:	Black = 61%	White = 27%	Indian / Alaskan = 0% Multi/Bi-Racial = 7% Hispanic = 3% Other = 2%

Picayune School District EHS-Child Care Partnership Child Outcomes Summary FALL 2021/ SPRING 2022

ALL EARLY HEAD START (CHILD CARE PARTNERSHIP) CHILDREN – FALL 2021



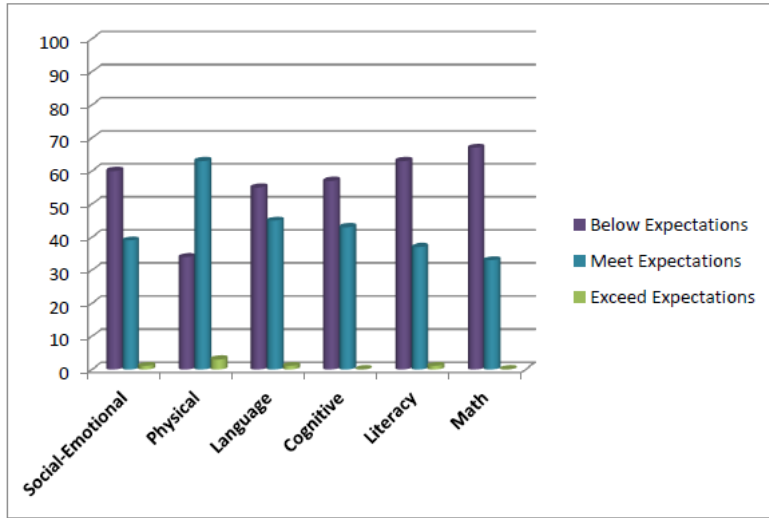
ALL EARLY HEAD START (CHILD CARE PARTNERSHIP) CHILDREN – SPRING 2022



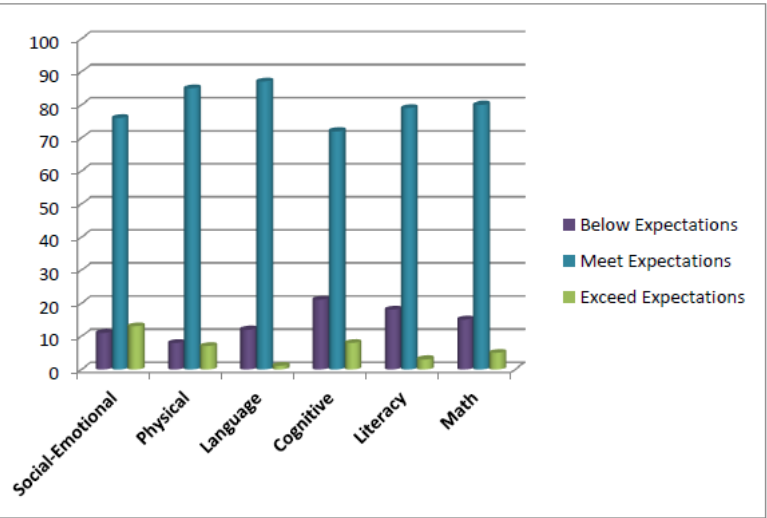
Picayune School District Head Start Child Outcomes Summary FALL 2021/ SPRING 2022

HEAD START CHILD / FAMILY DEMOGRAPHICS						
Child Age:	Preschool 3 = 58%	Preschool 4 = 42%				
Child Sex:	Male = 46%	Female = 54%				
Parental Status:	One Parent = 67%	Two Parent = 33%				
Supplemental Nutrition:	Yes = 46%	No = 54%				
Family Eligibility:	0-100% Poverty = 74%	101-130% Poverty = 17%	Over Income = 7%	Foster = 2%	Public Assistance = 0%	
Child Racial Makeup:	Black = 43%	White = 34%	Indian / Alaskan = 1%	Multi/Bi-Racial = 7%	Hispanic = 10%	Other = 5%

ALL HEAD START CHILDREN – FALL 2021



ALL HEAD START CHILDREN – SPRING 2022



Health & Nutrition

PSD HS/EHS collaborates with parents to promote children's health and well-being by providing medical, oral, nutrition and mental health education and support services. This includes providing ongoing support to assist parents' navigation through health systems to meet the general health and specifically identified needs of their children.

Nutritional Services

The Picayune School District Head Start / Early Head Start provide foods that are low in fat, sugar and salt. We respect cultural influences and encourage our families to make suggestions for menu items that reflect their family's heritage. All of our food choices and menus have to be approved by the State Health Department. Our program has a consulting Registered Dietician to provide advice and help when needed. Food is never used as punishment or reward. Children are encouraged to try new food items as they are developmentally ready to do so. Special diets are accommodated with a doctor's order.

Oral Health

A comprehensive dental exam is conducted on all children once they turn 12 months of age and continue with follow-up visits every six months. If any follow-up treatment is required, our program works with the parent to make sure the needed services are completed. Throughout the program year our community has had other dental professionals to provide services to our families. Professionals located in our community include Dr. Trey Combs, Pearl River Dental Clinic, Dr. Estep, and Kids Dental Zone.

Safety

The Picayune School District Head Start / Early Head Start works hard to uphold the safety for all children, families and staff. Children learn through routine, so it is important that children have drills conducted on a regular basis to reinforce the correct safety procedures. The PSD EHS conducts three emergency drills during each month. They include a Fire Drill, a Tornado Drill, and a Suspicious Intruder Drill. Pedestrian safety training is conducted for parents each year and a emergency bus evacuation drill is performed each year by the PSD HS/EHS Safety Monitor. Monthly safety checks are conducted to maintain a healthy & safe environment.







ERSEA

Eligibility, Recruitment,
Selection, Enrollment,
& Attendance



EHS CENTER-BASED

Funded Enrollment	130
Number of slots equal to or greater than 1,380 annual hours for EHS infants and toddlers	120
Pregnant Women Slots	10
Number of Classes	15
Children By Age	
Under 1 Yr	16%
2 years	37%
3yrs	47%
Family Eligibility	
Income at or below 100% of federal poverty line	70%
Public assistance such as TANF and SSI	0%
Foster care	1%
Homeless	0%
Eligibility based on other type of need, but not counted in A.13.a through d	16%
Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	13%
Race & Ethnicity	
American Indian or Alaska Native	0%
Asian	1%
Black or African American	49%
Native Hawaiian or other Pacific Islander	0%
White	36%
Bi-racial / Multi-racial	9%
Hispanic	5%
Dual Language Learners	4%

EHS CHILDCARE PARTNERSHIP

Funded Enrollment	72
Number of slots equal to or greater than 1,380 annual hours for EHS infants and toddlers	72
Pregnant Women Slots	0
Number of Classes	9
Children By Age	
Under 1 Yr	22%
2 years	31%
3yrs	47%
Family Eligibility	
Income at or below 100% of federal poverty line	76%
Public assistance such as TANF and SSI	0%
Foster care	0%
Homeless	0%
Eligibility based on other type of need, but not counted in A.13.a through d	6%
Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	18%
Race & Ethnicity	
American Indian or Alaska Native	1%
Asian	0%
Black or African American	60%
Native Hawaiian or other Pacific Islander	0%
White	29%
Bi-racial / Multi-racial	8%
Hispanic	2%
Dual Language Learners	1%



ERSEA

Eligibility, Recruitment,
Selection, Enrollment,
& Attendance

HEAD START CENTER-BASED

Funded Enrollment	246
Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children	246
Number of Classes	14
Children By Age	
3yrs	53%
4yrs	47%
Family Eligibility	
Income at or below 100% of federal poverty line	68%
Public assistance such as TANF and SSI	1%
Foster care	1%
Homeless	0%
Eligibility based on other type of need, but not counted in A.13.a through d	14%
Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	16%
Race & Ethnicity	
American Indian or Alaska Native	.5%
Asian	.5%
Black or African American	41%
Native Hawaiian or other Pacific Islander	0%
White	44%
Bi-racial / Multi-racial	6%
Hispanic	8%
Dual Language Learners	8%



EHS Transition

In May 2021, fifty-three (53) center-based children transitioned out of Early Head Start Rosa and Nicholson sites. Also, thirty-one (31) EHS-CCP children transitioned out of PRCC Child Development Lab School and Annie's Kindergarten & Daycare. Our transition goal is to support families so that the change is as smooth as possible. EHS / CCP Managers, Family Advocates, and Mentor-Coaches meet with the parents to find out what parents intend for their child's preschool education. Children attend a field trip to "big school" and read a book designed by a Picayune School District Preschool Teacher called "It's Fun to Be There" to prepare them for the next school year. The children also make an "All About Me" booklet to give to their next teacher with help from their parents and their EHS teacher.

EHS / CCP TRANSITION FIELD TRIPS



EHS / CCP TRANSITION CEREMONIES



HS Transition

In May 2021, one hundred fifteen (115) HS children transitioned out of Picayune Head Start, Poplarville Head Start, and PSD HS/Pre-K and into kindergarten! Our transition goal is to support families so that the change is as smooth as possible. See EHS Transition process above.

HS TRANSITION FIELD TRIPS



HS TRANSITION CEREMONIES



Parent Education

At Picayune Head Start / Early Head Start, it is important to us that parents and families have the opportunity to advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals. In addition to involving parents in program policy-making and operations, PSD HS / EHS provides parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group.



Professional Development



Staff Wellness, Self Care, and Tips to Cope with COVID-19



**RIV Head Start Association
2022 Leadership Summit**

June 8, 2022

Dr. Shanna Scott, RIV Health Specialist
Alexis Tarbin, Family Engagement Specialist

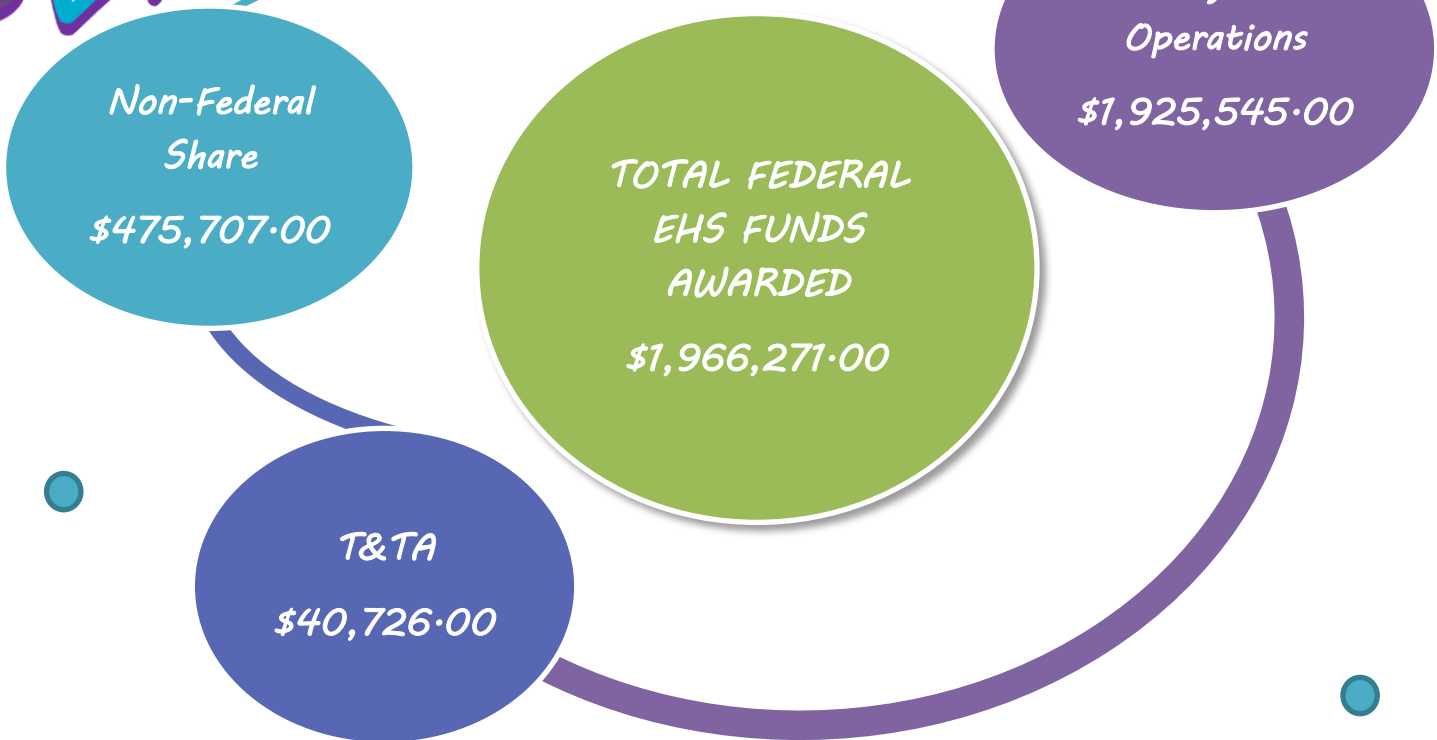


Head Start Regional TTA Network

These materials were developed for the 2022 Region IV Training and Technical Assistance Network under Contract No. 4490000200010001



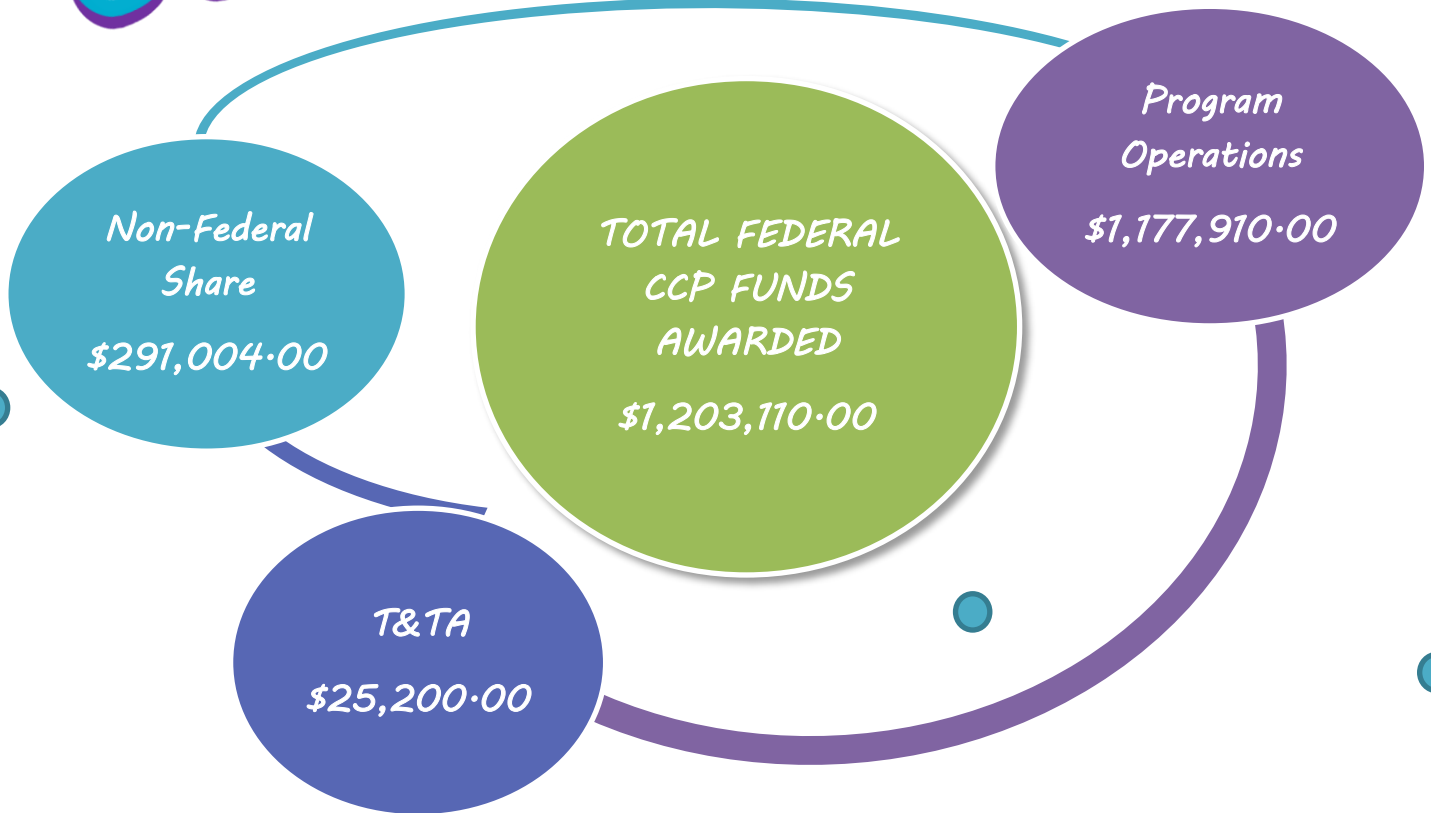
EHS Funding



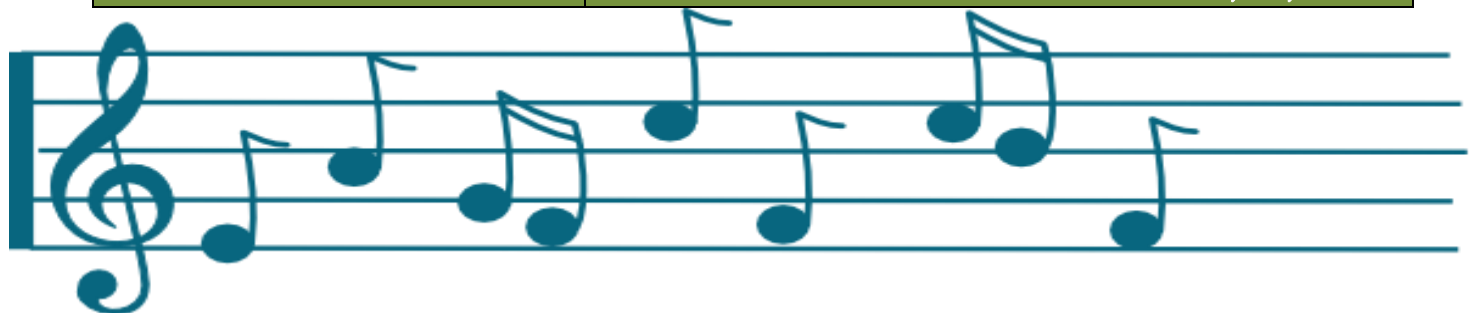
<i>EHS CENTER-BASED PROGRAM EXPENDITURES</i>	
<i>BUDGET CATEGORIES</i>	<i>EXPENDITURES</i>
<i>Personnel</i>	<i>\$1,184,433.00</i>
<i>Fringe Benefits</i>	<i>\$555,244.00</i>
<i>Travel</i>	<i>\$4,000.00</i>
<i>Equipment</i>	<i>\$0.00</i>
<i>Supplies</i>	<i>\$89,642.00</i>
<i>Contractual</i>	<i>\$64,726.00</i>
<i>Other</i>	<i>\$27,500.00</i>
TOTAL	\$1,925,545.00



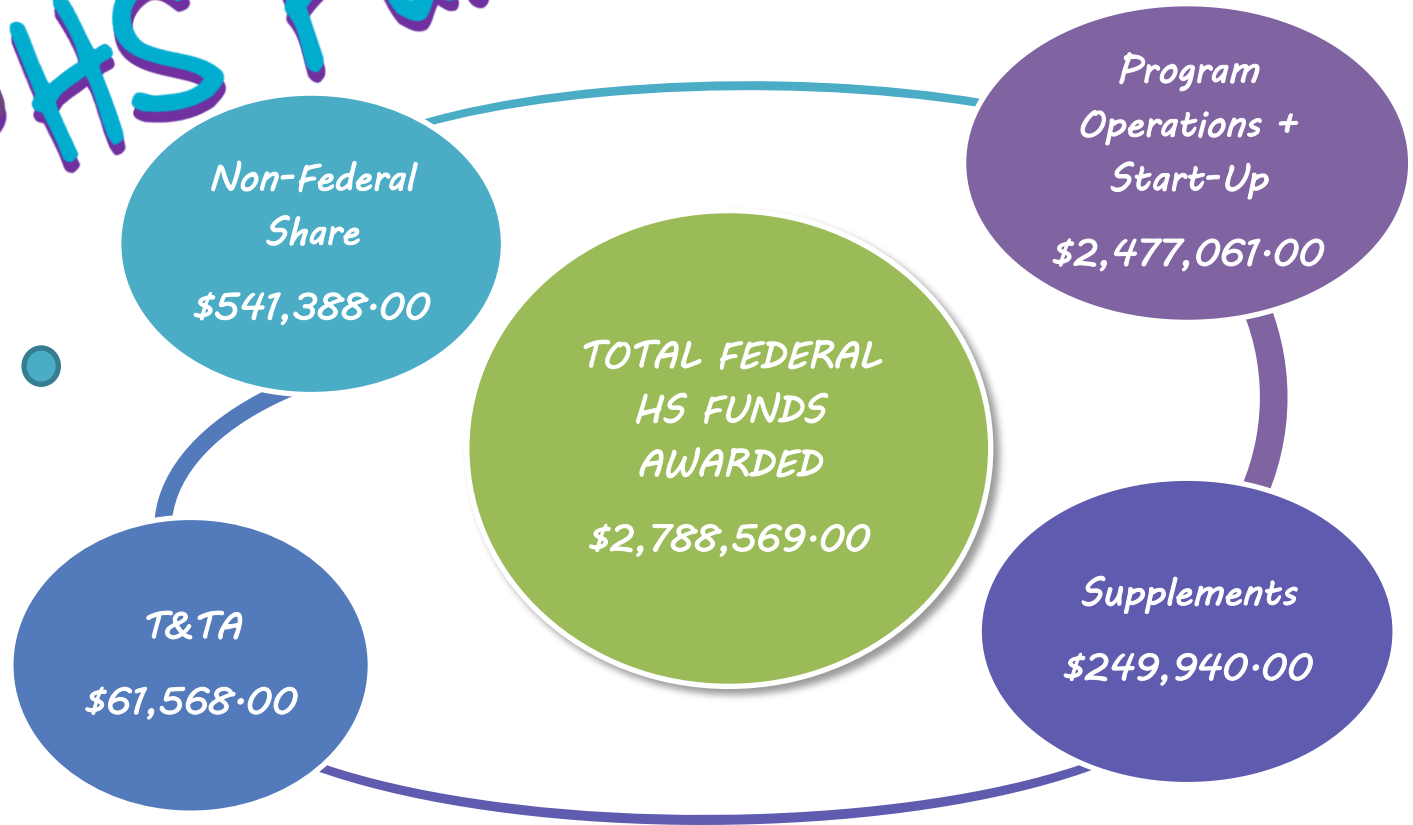
CCP Funding



<i>EHS CHILDCARE PARTNERSHIP PROGRAM EXPENDITURES</i>	
<i>BUDGET CATEGORIES</i>	<i>EXPENDITURES</i>
<i>Personnel</i>	<i>\$284,306.00</i>
<i>Fringe Benefits</i>	<i>\$96,926.00</i>
<i>Travel</i>	<i>\$11,000.00</i>
<i>Equipment</i>	<i>\$58,998.00</i>
<i>Supplies</i>	<i>\$80,249.00</i>
<i>Contractual</i>	<i>\$580,480.00</i>
<i>Other</i>	<i>\$65,951.00</i>
<i>TOTAL</i>	<i>\$1,177,910.00</i>



HS Funding



HEAD START PROGRAM EXPENDITURES	
BUDGET CATEGORIES	EXPENDITURES
Personnel	\$1,170,689.00
Fringe Benefits	\$614,765.00
Travel	\$11,000.00
Equipment	\$190,821.00
Supplies	\$172,193.00
Contractual	\$150,958.00
Other	\$166,635.00
TOTAL	\$2,477,061.00



ANNUAL EVENTS



Grandparent's Day



Grandparent's Day



Halloween



Halloween





EHS/Annie's Royal Court





NEHS Royal Court



HS Royal Court



PRCC Royal Court

Mardi Gras

PICAYUNE ITEM

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EHS Mardi Gras parade returns

Published 12:54 pm Saturday, February 26, 2022

By Jeremy Pittari



Mardi Gras





Spring Fling





Fathers





THIS REPORT IS
DEDICATED TO THE MEMORY OF

Kayden Watts

#KAYDENSTRONG



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*Picayune School District
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