



WEEKLY UPDATE | December - 6 - 2021



Why Head Start?

Alumni Spotlight: Dr. Marshalynn Franklin



Marshalynn Franklin as a Head Start child (left) and Dr. Marshalynn Franklin in her role as the deputy superintendent of the fifth-largest school district in South Carolina.

Success was a long shot based on my family's social and economic status—a family of seven in Ridgeland, South Carolina. My older brother and I attended a community Head Start program in Robertville, a rural town in Jasper County. When I first began in Head Start, I had trouble identifying numbers, letters, and could not spell my name (although you should note that it has ten letters!). Today, I am the first generation removed from poverty.

Along with determination and faith, I credit the opportunity to attend Head Start and receive the necessary supports and interventions with changing my trajectory. By the time I moved on to kindergarten, I was thriving academically. My middle school identified me for the gifted and talented program, and I graduated fourth in my high school class.

After graduating from [@WinthropU](#) with honors, I became an educator to positively impact children's lives. My experience in Head Start continues to shape my approach to learning and building educational communities. Over the last 25 years, I have been a teacher and school principal. I now serve as the

deputy superintendent of the fifth-largest school district in South Carolina. When I see students, I see myself as a little girl, growing, learning, and creating lifelong memories. I coach principals and teachers to realize every child has a gift and their impact as educators can go beyond one student. As educators, what we do has the potential to change a family's mindset toward education. How we engage students, and their families can transition a family from asking, "What will you do after high school?" to "Where will you go to college?"

That's what Head Start did for me. I am truly amazed that the single act of enrolling in Head Start changed my life and now my children are second-generation beneficiaries of my Head Start experience. —Dr. Marshalynn Franklin ([@tigerlily1908](#))

[#HeadStartAlum](#)

[Alumni Spotlight: Dr. Marshalynn Franklin \(nhsa.org\)](#)

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Vaccination for Head Start Staff



Click the image to find vaccine locations.



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Let's Do Our Part!



Website: www.childstartinc.org



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Information Technology Department

How to download and install Microsoft TEAMS in your computer.

1. Follow this link [Download Microsoft Teams Desktop and Mobile Apps | Microsoft Teams](#) .

2. Choose

Download for desktop

3. Click on Download for Windows 10 icon



Teams for home

Download for
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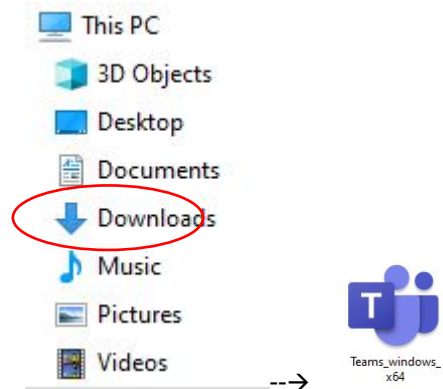
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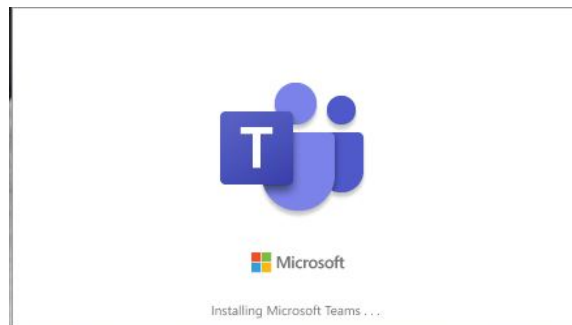
Information Technology Department

How to download and install Microsoft TEAMS in your computer.

4. Double click the application icon by default is in your download folder.



4. The application installation will begin, and a pop-up window will appear, see below image.



5. Let the application finish installing. Follow the prompts and sign in with your provided Child Start credentials which are the same as your email login username and password.



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Human Resources Department

A Friendly Reminder

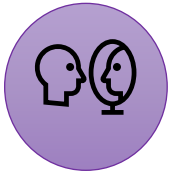
**HAVE YOU COMPLETED
IT YOUR 2022
BENEFITS?**

**OPEN ENROLLMENT
DEADLINE IS FAST
APPROACHING!**

DECEMBER 9, 2021



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Self-Care Resources

Care for the Caregiver: Tips for Families and Educators.

Parents, teachers, and other caregivers play a critical role in helping children cope with crises, often ignoring their own needs in the process. However, caregivers must take good care of themselves so they are able to take good care of the children in their charge.

1. A natural instinct for parents and other caregiving adults is to put their personal needs aside in order to ensure the safety and well-being of the children in their care. It is extremely important, though, for caregivers to monitor their own reactions and take care of their own needs, because failure to do so can result in stress and burnout. This is particularly true for crisis situations in which normal support systems and routines have been severely disrupted and for which recovery will take a long time.
2. Burnout interferes with one's ability to provide crisis support and intervention assistance. This can be true in the aftermath of an immediate crisis like a natural disaster or terrorist attack as well as during extended periods of stress and anxiety like war.
3. In addition to burnout, caregivers also may experience secondary trauma or stress that results from learning about another's traumatic experience and/or helping someone who has been directly affected by such tragedy.
4. While any caregiver may exhibit signs and symptoms of stress and secondary trauma, caregivers who have their own histories of prior psychological trauma, loss and grief, mental illness (including substance abuse), or who lack social and family resources will be more vulnerable to these issues.
5. Some reactions are commonly experienced by caregivers after a crisis; however, others may warrant professional support or monitoring. These include:
 - a. Cognitive reactions such as an inability to stop thinking about the crisis, loss of objectivity, an inability to make decisions, or an inability to express oneself verbally or in writing.
 - b. Physical reactions such as chronic fatigue and exhaustion, gastrointestinal problems, headaches and other aches and pains, loss of appetite, or difficulty sleeping.



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- c. Emotional reactions such as excessive worry or anxiety, numbing, irritability, anger or rage, distressing thoughts or dreams, and/or suicidal thoughts and/or severe depression.
- d. Behavioral or social reactions such as alcohol and substance abuse, withdrawal from contact with loved ones, or an inability to complete or return to normal job responsibilities.
- 6. All caregivers need to consider the following suggestions to prevent burnout:
 - a. Physical self-care. Maintain healthy eating habits and drink plenty of water; limit the use of alcohol or other substances; get adequate sleep.
 - b. Emotional self-care. Know your limitations; recognize that your reactions are normal and occur frequently among caregivers, including many well-trained crisis professionals.
 - c. Social care and connection. Maintain normal daily routines; connect with trusted friends or family; connect with systemic supports such as your faith and school communities; process or debrief the events at the end of each day with other caregivers or colleagues. This is especially important for crisis responders.
 - d. Adequate support resources. Acknowledge that you and your family may need additional help. Access crisis support resources provided by community and volunteer services, including social–emotional and mental health supports.
 - e. Systems/procedural care. Advocate for and set limits on the number of consecutive responses; promote policies that allow for crisis responders to step away from a response if the crisis hits too close to home; ensure that crisis team leaders establish a supportive atmosphere of self-care.

See Care for the Caregiver: Guidelines for Administrators and Crisis Teams for additional information for school staff, <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/care-for-caregivers/care-for-the-caregiver-guidelines-for-administrators-and-crisis-teams>.

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WHY HEAD START?

JOIN THE TEAM

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WORD ABOUT
HEAD START



SPREAD THE WORD!



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This Week Trivia Question



In child Development language Comes In 4 Stages, Can You name them?



Submit your answers by sending an email to:
lpineda@childstartinc.org By Thursday December 9, 2021.

Last week's trivia answer:

What is one of the main purposes of early childhood education?

If your answer is to provide children with strategies, **YOU ARE CORRECT!**

What is the purpose of early childhood education? Simply put, the purpose of ECE is to provide children with strategies that help them develop the emotional, social, and cognitive skills needed to become lifelong learners. Source Wikipedia

“Education is not preparation for life; education is life itself.”

- John Dewey -



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