

TENNESSEE STATE UNIVERSITY




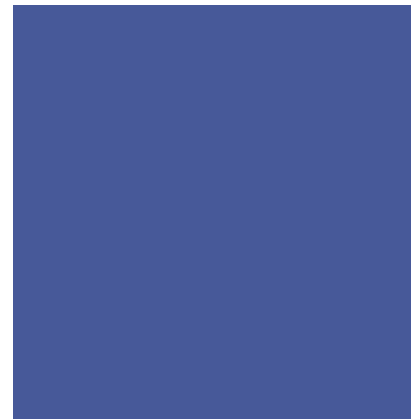
Early Head Start
Child Care Partnership

ANNUAL REPORT

2016 - 2017



 **TENNESSEE**
STATE UNIVERSITY
Center of Excellence
for Learning Sciences



Information is designed to fulfill the requirements of the Head Start Act reports to the general public.
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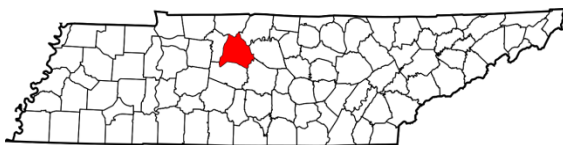
Tennessee State University Early Head Start-Child Care Partnership (TSU EHS-CCP) is operated by the Tennessee State University Center of Excellence for Learning Sciences. The Center's mission is to design and conduct research and services that promote the educational, social, physical and psychological well-being of children and families; and interpret and disseminate research findings to improve public policies that impact educational and organizations and institutions in Tennessee and across the nation.

Tennessee State University Center of Excellence for Learning Sciences has a strong history and commitment to families and the community. The goals of TSU EHS-CCP are consistent with the mission and vision of the Center of Excellence. In addition, TSU EHS-CCP is backed and supported by the expertise and commitment of the entire University.

The TSU EHS-CCP combines the strengths of child care and Early Head Start. Through layered funding the partnership provides comprehensive services and high-quality learning environments for income eligible working families with infants and toddlers. Since 2015, this unique project has provided coordinated comprehensive, intensive, and continuous support services to enable families to attain self-sufficiency, while recognizing the integrity and unique needs of these families and children.

The TSU EHS-CCP project is funded by the Office of Head Start under the direction of the Administration for Children and Families of the U.S. Department of Health and Human Services. The program's goals encompass successful health, economic and educational outcomes and long-term academic success for children.

TSU EHS-CCP services Davidson County in Middle Tennessee and is federally funded to serve an enrollment of 80 children.



Funding

Funding Sources	2016-2017 Funding Received	2017-2018 Projected Funding
Office of Head Start Grant Funds	\$1,467,836	\$1,482,514
Local Match Funding	\$36,047	\$36,047

Budget

Budget Category	2016-2017 Approved Budget	2017-2018 Projected Budget
Personnel	\$260,297	\$250,259
Fringe Benefits	\$101,523	\$102,546
Travel	\$18,400	\$10,500
Supplies	\$67,316	\$85,819
Contractual	\$763,910	\$770,500
Indirect	\$163,592	\$162,174
Other	\$128,863	\$136,763

Early Head Start Statistics

Number of children funded	80
Percentage of eligible children served	92%
Number of children served throughout the year	118
Percentage of average monthly enrollment	89%
Percentage of children who are up-to-date on a schedule of age appropriate preventive and primary health care	82%
Number of children up-to-date on immunizations or have received all immunizations possible at this time.	115
Number of children receiving TennCare	109
Number of children with private health insurance	6
Percentage of children served who had a disability	7.5%
Percentage of children with disability who received special services	100%
Number of families served	104
Percentage of single-parent families	90%
Percentage of single-parent families in which the parent is not working	10%
Percentage of families without a high school education	10%
Percentage of families participation in family goal planning	86%

Most Recent Federal Program Review

TSU Early Head Start-Child Care Partnership has not had a federal review due to this being its second year of option.

Annual Audit

TSU Early Head Start-Child Care Partnership has not had an audit finding due to this being its second year of option.

Developmentally Appropriate Practice that Lead to School Readiness

TSU EHS-CCP focuses on prevention and early intervention with families. The goals encompass comprehensive health, economic and educational outcomes, and long-term academic success for children and families. Starting with the expectant family in the prenatal phase and ending when the child is three years of age, Tennessee CAREs ensures appropriate continuity of care, and continuous support for school success. Current research affirms that the first three years of life has a direct correlation to school readiness, although Early Head Start children do not transition directly into Kindergarten, we recognize that preparing children for success in school remains our overall goal whether we are serving infants, toddlers or pregnant mothers.

In order to establish school readiness goals for this age group that are inclusive of the domains of language and literacy, cognition and general knowledge, physical well-being and motor development, social and emotional development, and approaches toward learning we have relied on a variety of sources. Creative Curriculum for Infants, Toddlers and Twos is used in center-based and home-based options. The Ages & Stages Questionnaire is a researched based, valid and reliable tool used for developmental screenings of the infants and toddlers. Assessment is the formal and informal, on-going process to determine the strengths and needs of each child. The Teaching Strategies GOLD Assessment Tool is used for all children in the program.

Tennessee State University Early Head Start-Child Care Partnership School Readiness Goals

Goals are aligned with The Head Start Early Learning Outcomes Framework, The Creative Curriculum, and the Tennessee Early Learning Developmental Standards. Goals are tracked utilizing Teaching Strategies Gold Online Assessment System.

1. Approaches to Learning

- a) The children will regulate own emotions and behaviors
- b) The children will demonstrate positive approaches to learning

2. Social & Emotional Development

- a) The children will establish and sustain positive relationships
- b) The children will participate cooperatively and constructively in group situations

3. Language & Literacy

- a) The children will listen to and understand increasingly complex language
- b) The children will use language to express thoughts and needs

4. Cognition

- a) The children will use classification skills
- b) The children will use symbols and images to represent something not present

5. Perceptual, Motor, and Physical Development

- a) The children will demonstrate gross-motor manipulative skills
- b) The children will demonstrate fine-motor strength and coordination

Parent and Community Engagement Activities

Families are an integral part of the program in an ongoing way. TSU EHS-CCP believes that parents are the first and most important teacher of the child. Some examples of parent engagement activities are: Open house, parent meetings, classroom volunteering, Week of the Young Child celebrations, daily experience sheets and fatherhood activities.

Community involvement is evident in the Policy Council, and Health and Education Advisory Committee meetings. All parents are encouraged to sign up and participate in the Dolly Parton Imagination Library early literacy project.

During the Week of the Young Child, our program hosts several events and activities. During this week many community leaders and partners visit and share their time with the children at our centers. This year, we hosted Music Monday and Taco Tuesday.



A.



B.

A. Music Monday - Staff assisted children with creating music shakers, using plastic bottles and rocks during art time.

B. Taco Tuesday - Children were learning about cultures around the world and foods specifically eaten within the Spanish culture.

Contact Information

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