

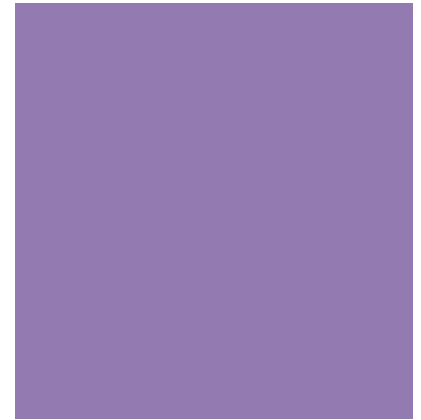
TENNESSEE STATE UNIVERSITY



Early Head Start
Child Care Partnership

ANNUAL REPORT

2020 - 2021



TENNESSEE
STATE UNIVERSITY

Center of Excellence
for Learning Sciences



Letter from the Director

This has undeniably been an unparalleled year as we all deal with the effects of the Coronavirus (COVID-19) pandemic. Regardless, the staff of TSU Early Head Start remained determined to provide services to our children and families in carrying forward our *vision* “to enhance the growth and development of young children and their families in a safe and healthy learning environment.” The program proactively responded to the COVID-19 pandemic by adhering to guidance from the Center for Disease Control (CDC), Department of Human Services (DHS), Office of Head Start (OHS), and Tennessee State University (TSU). New policies, procedures, and protocols to ensure the health and safety of children, families, and staff were created and implemented.



Tamara Barnhill
TSU Early Head Start
Program Director

The program made the hard decision to halt in-person services with some of the child care partner sites and go to a remote platform to serve the children and families of the program. During this time, services to children and families were solely provided electronically via phone and/or video conferencing. All in-person staff meetings and trainings were suspended and replaced with virtual meetings. Staff dedication to the *mission* of the program “to improve the quality of life for children, families, and communities by providing comprehensive quality education, health, and nutrition services,” was clearly demonstrated during the pandemic. Staff embraced the challenge relentlessly and the program was able to carry on.

To all the staff, community partners, and governance boards, we publicly thank you for all that you do. The success of our programs is evident because of your hard work and dedication.

Sincerely,

Tamara Barnhill

TSU Early Head Start Program Director

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 education, 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 and 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 and Rutherford County in middle Tennessee and is federally funded to serve an enrollment of 80 and 64 children respectively.



Davidson County Funding

Funding Sources	2020-2021 Funding Received	2021-2022 Projected Funding
Office of Head Start Grant Funds	\$1,740,924	\$1,689,923
Additional COVID Funding (04/01/21 – 03/21/23)	\$70,305	
Local Match Funding	\$417,497	\$417,497

Davidson County Budget

Budget Category	2020-2021 Funding Received	2021-2022 Projected Funding
Budget Category	2020-2021 Approved Budget	2021-2022 Projected Budget
Personnel	\$248,484	\$273,649
Fringe Benefits	\$121,066	\$125,879
Travel	\$12,500	\$12,500
Supplies	\$204,462	\$133,846
Contractual	\$857,724	\$867,975
Indirect	\$144,333	\$148,849
Other	\$151,725	\$127,225

Rutherford County Funding

Funding Sources	2020-2021 Funding Received	2021-2022 Projected Funding
Office of Head Start Grant Funds	\$1,142,782	\$1,166,703
Local Match Funding	\$257,534	\$288,236

Rutherford County Budget

Budget Category	2020-2021 Received	2021-2022 Projected Funding
Budget Category	2020-2021 Approved Budget	2021-2022 Projected Budget
Personnel	\$188,995	\$251,860
Fringe Benefits	\$66,149	\$115,861
Travel	\$9,625	\$9,500
Supplies	\$96,826	\$57,040
Contractual	\$556,634	\$597,299
Indirect	\$100,169	\$102,757
Other	\$124,384	\$32,386

Early Head Start Statistics

	Davidson	Rutherford
Number of children funded	80	64
Percentage of eligible children served	96%	63%
Number of children served throughout the year	68	19
Percentage of average monthly enrollment	85%	85%
Percentage of children who are up-to-date on a schedule of age appropriate preventive and primary health care	98%	95%
Number of children up-to-date on immunizations or have received all immunizations possible at this time.	67	19
Number of children receiving TennCare	68	19
Number of children with private health insurance	0	0
Percentage of children served who had a disability	5%	0
Percentage of children with disability who received special services	5%	0
Number of families served	62	18
Percentage of single-parent families	100%	94%
Percentage of single-parent families in which the parent is not working	47%	6%
Percentage of families without a high school education	23%	0
Percentage of families' participating in family goal planning	97%	94%

Most Recent Federal Program Review

The Program had a FA1 Federal Monitoring Review the week of July 26, 2021 and there were no findings.

Annual Audit

TSU Early Head Start-Child Care Partnership has not had an audit finding.

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 babies from birth and ending when the child is three years of age, TSU EHS-CCP 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 or toddlers.

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 the center-based option. 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 demonstrate interest, curiosity, and eagerness in exploring the world around them.

2. Social & Emotional Development

- a. The children will develop and engage in positive relationships and interactions with adults.
- b. The children will develop and demonstrate control over their feelings and behaviors (self-regulation).

3. Language & Literacy

- a. The children will understand and begin to use oral language for conversation and communication.
- b. The children will hear and distinguish the sounds and rhythms of language.

4. Cognition

- a. The children will develop and demonstrate the ability to remember and connect new and known experiences and information.

5. Perceptual, Motor, and Physical Development

- a. The children will develop control of large muscles for movement, navigation, and balance.
- b. The children will develop control of small muscles for manipulation and exploration.

2020-2021 School Readiness Improvement School Readiness Goals

School Readiness Goals	% Growth during Program Year*
Physical Development and Health	-21%
Social and Emotional Development	4%
Approached to Learning	45
Language and Literacy	15%
Cognition and General Knowledge	-6%

*Percentage of growth demonstrated by children based on data from three documented assessments conducted during the 2020-2021 program year. The decline in certain areas were due to the change in service delivery from in person to remote services due to the COVID-19 pandemic.

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 are parent engagement activities are: Open house, parent meetings, classroom volunteering, Week of the Young Child celebrations, monthly parent activity calendars, 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. The centers typically participated in many family and community engagement activities throughout the school year, but due the Coronavirus Pandemic all parent and community engagement activities were suspended.

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