

TENNESSEE STATE UNIVERSITY



Early Head Start
Child Care Partnership

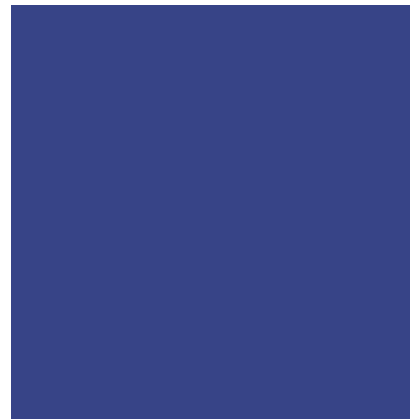
ANNUAL REPORT

2021 - 2022



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.
TSU-17-0033(A)-10c-61086 - Tennessee State University is an AA/EEO employer.

Letter From the Director



During the 2021-2022 school year, in-person services were resumed in an effort for the program to return to a sense of normalcy. Although the welcomed return to classroom settings allowed teachers to work hands on with the children, there were still challenges. The program continued to deal with the COVID-19 pandemic along with staff shortages. Throughout the workforce shortage the program staff remained diligent and provided the best services possible to the Early Head Start students and families.

As we move forward, the staff will continue to carry on with the Mission of the program which is to improve the quality of life for children, families, and communities by providing comprehensive quality education, health, and nutrition services.

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

Sincerely,

Tamara Barnhill

Tamara Barnhill
TSU Early Head Start 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. 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 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	2021-2022 Funding Received	2022-2023 Projected Funding
Office of Head Start Grant Funds	1,689,923	1,740,294
Additional COVID Funding (04/01/21- 03/21/23)	\$70,305	
Local Match Funding	\$417,497	13,187

Davidson County Budget

Funding Sources	Funding Received	Projected Funding
Budget Category	2021-2022 Approved Budget	2022-2023 Projected Budget
Personnel	\$273,649	\$248,484
Fringe Benefits	\$125,879	\$121,066
Travel	\$12,500	\$12,500
Supplies	\$133,846	\$204,462
Contractual	\$867,975	\$857,724
Indirect	\$148,849	\$144,333
Other	\$127,225	\$151,725

Rutherford County Funding

Funding Sources	2021-2022 Funding Received	2022-2023 Projected Funding
Office of Head Start Grant Funds	\$1,166,703	\$1,202,735
Local Match Funding	\$288,236	\$291,676

Rutherford County Budget

Funding Sources	Funding Received	Projected Funding
Budget Category	2021-2022 Approved Budget	2022-2023 Projected Budget
Personnel	\$252,860	\$236,055
Fringe Benefits	\$115,861	\$86,640
Travel	\$9,500	\$9,500
Supplies	\$57,040	\$87,326
Contractual	\$597,299	\$620,897
Indirect	\$102,757	\$105,931
Other	\$32,386	\$56,386

Early Head Start Statistics (Davidson County)

Number of children funded	80
Percentage of eligible children served	85%
Number of children served throughout the year	46
Percentage of average monthly enrollment	75%
Percentage of children who are up-to-date on a schedule of age appropriate preventive and primary health care	100%
Number of children up-to-date on immunizations or have received all immunizations possible at this time.	46
Number of children receiving TennCare	48
Number of children with private health insurance	0
Percentage of children served who had a disability	5
Percentage of children with disability who received special services	6%
Number of families served	36
Percentage of single-parent families	92%
Percentage of single-parent families in which the parent is not working	61%
Percentage of families without a high school education	17%
Percentage of families participation in family goal planning	81%

(Rutherford County)

Number of children funded	80
Percentage of eligible children served	11%
Number of children served throughout the year	12
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	100%
Number of children up-to-date on immunizations or have received all immunizations possible at this time.	12
Number of children receiving TennCare	8
Number of children with private health insurance	4
Percentage of children served who had a disability	0
Percentage of children with disability who received special services	0%
Number of families served	12
Percentage of single-parent families	100%
Percentage of single-parent families in which the parent is not working	17%
Percentage of families without a high school education	0%
Percentage of families' participation in family goal planning	83%

Most Recent Federal Program Review

The Program’s federal program review was conducted May 2018; the program had 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 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

2021-2022 School Readiness Improvement

(Davidson County)

School Readiness Goals	% Growth during Program Year*
Approaches to Learning	8%
Social and Emotional Development	8%
Language and Literacy	6%
Cognition and General Knowledge	8%
Motor and Physical Development	8%

(Rutherford County)

School Readiness Goals	% Growth during Program Year*
Approaches to Learning	8%
Social and Emotional Development	3%
Language and Literacy	4%
Cognition and General Knowledge	8%
Motor and Physical Development	2%

*Percentage of growth demonstrated by children based on data from four documented assessments conducted during the 2021-2022 program year.

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. Due to the COVID-19 pandemic, parent engagement activities were limited. The centers held parent meetings via Zoom, parents were provided with monthly home activity calendars, and learning kits were provided to families when classes had to be closed due to COVID-19 exposures.

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

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