

TENNESSEE STATE UNIVERSITY



Early Head Start
Child Care Partnership

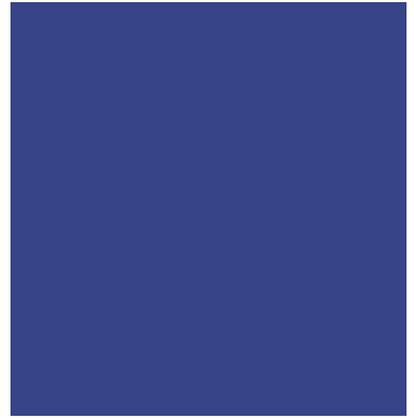
ANNUAL REPORT

2024 - 2025



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-26-331(C)-15b-61085 - Tennessee State University is an EEO employer.

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 88 children.



Davidson /Rutherford County Funding

Funding Sources	2024-2025 Funding Received Davidson/Rutherford EHS - CCP	2025-2026 Projected Funding Davidson/Rutherford EHS-CCP
Office of Head Start Grant Funds	1,750,533	3,235,211
Local Match Funding	742,537	808,803

Davidson/Rutherford County Budget

Funding Sources	Funding Received Davidson/Rutherford (EHS-CCP)	Projected Funding Davidson/Rutherford (EHS-CCP)
Budget Category	2024-2025	2025-2026
Personnel	520,010	501,943
Fringe Benefits	211,908	208,238
Travel	20,958	22,000
Supplies	313,654	531,996
Contractual	1,486,363	1,333,905
Indirect	254,257	267,128
Other	268,922	370,001

Early Head Start Statistics

Number of children funded	88
Percentage of eligible children served	69%
Number of children served throughout the year	61
Percentage of average monthly enrollment	84%
Percentage of children who are up-to-date on a schedule of age appropriate preventive and primary health care	59%
Number of children up-to-date on immunizations or have received all immunizations possible at this time.	61
Number of children receiving TennCare	56
Number of children with private health insurance	5
Percentage of children served who had a disability	0%
Percentage of children with disability who received special services	0%
Number of families served	51
Percentage of single-parent families	86%
Percentage of single-parent families in which the parent is not working	18%
Percentage of families without a high school education	1%
Percentage of families' participation in family goal planning	22%

Most Recent Federal Program Review

The Program’s federal program review was conducted June 2023; 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) Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.
- b) Children will learn and use words to describe what they are thinking and doing.

2. Social & Emotional Development

- a) Children will develop and engage in positive relationships and interactions with adults.
- b) Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).

3. Language & Literacy

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

4. Cognition

- a) Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.
- b) Children will learn and begin to use math concepts during daily routines and experiences.

5. Perceptual, Motor, and Physical Development

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

**2024-2025 School Readiness Improvement
(EHS – Child Care Partnerships)**

School Readiness Goals	% Growth during Program Year*
Approaches to Learning	14%
Social and Emotional Development	16%
Language and Literacy	0%
Cognition and General Knowledge	17%
Motor /Physical Development	24%

*Percentage of growth demonstrated by children based on data from four documented assessments conducted during the 2024-2025 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. During the program year, families were offered many ways to engage at their child’s centers. Parents were given the opportunity to participate in the parent committee and policy council. The center staff and parents coordinated center activities such as fall festivals, family luncheons, Week of the Young Child (WYOC) and Read Me Week activities, as well as, family skate nights and movie nights outside center walls. Parents were also invited to attend and participate in monthly parent meetings both in person and virtual, to allow for versatility and choice to increase the opportunity for participation. Additionally, parents were provided monthly in-home activity calendars to emphasize our belief that parents are the children’s first teachers and encourage learning in their home environment.

Community involvement was evident in the Policy Council, Governing Board and Health and Education Advisory Committee meetings. The program continued to encourage parents to sign up and participate in the Dolly Parton Imagination Library early literacy project. Community partners such as health professionals, police and fire departments were invited to speak at family engagement activities to provide resources such as health and nutrition awareness, how to properly installing car seats, fire and car safety. The program continued its partnership with the local libraries and invited Bringing Books to life and other volunteers to come in an encourage the love of books and reading.

Contact Information

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