

**Texas Tech University
Early Head Start
Annual Report
2010**

Early Head Start makes available an annual report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

The total amount of public and private funds received and the amount from each source.

Source of Funds FY10	Funds
Department of Health and Human Services	\$ 641,411
Department of Health and Human Services	\$ 16,035
Texas Tech University matching funds	\$ 43,000
Lubbock Housing Authority matching funds	\$ 56,000
USDA funds	\$ 32,410
Donations	\$ 3,100

An explanation of budgetary expenditures and proposed budget for the fiscal year.

FY11 Proposed Budget	Expenditures
Personnel	\$ 653,614
Travel	\$ 6,502
Supplies	\$ 12,769
Other direct costs (internet, insurance, mileage, snacks not covered by USDA, meals for parent meetings, postage, printing, publications, fingerprinting, background checks, licenses, fees, medical and disability costs, Child Plus data based program)	\$ 14,083
Nutrition Services (meals)	\$ 33,730
Staff Development and Training	\$ 8,253
Indirect Costs	\$ 72,597

The results of the most recent financial audit.

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted DHHS		2. Federal Grant or other Identifying Number Assigned By Federal Agency 06CH7036/06		OMB Approval No. 0348-0039		Page of 1 of 1 pages	
3. Recipient Organization (Name and complete address, including ZIP code) Texas Tech University - Sponsored Programs Accounting & Reporting Box 41105 Lubbock, TX 79409-1105							
4. Employer Identification Number 1756002622-A1		5. Recipient Account Number or Identifying Number 21F044/21F045-B59129-100		6. Final Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		7. Basis <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual	
8. Funding/Grant Period (See instructions) From: (Month, Day, Year) 6/1/2009 To: (Month, Day, Year) 5/31/2010				9. Period Covered by this Report From: (Month, Day, Year) 12/1/2009 To: (Month, Day, Year) 5/31/2010			
10. Transactions:				I Previously Reported		II This Period	
				III Cumulative			
a. Total Outlays				781,495.60		60,960.58	
b. Refunds, rebates, etc.				0.00		0.00	
c. Program income used in accordance with the deduction alternative				0.00		0.00	
d. Net outlays (Line a, less the sum of lines b and c)				781,495.60		60,960.58	
842,456.18							
Recipient's share of net outlays, consisting of:							
e. Third party (in-kind) contributions				110,570.62		55,468.02	
166,038.64							
f. Other Federal awards authorized to be used to match this award				0.00		0.00	
g. Program income used in accordance with the deduction alternative sharing alternative				0.00		0.00	
h. All other recipient outlays not shown on lines e, f, or g				0.00		0.00	
i. Total recipient share of net outlays (Sum of lines e, f, g, and h)				110,570.62		55,468.02	
166,038.64							
j. Federal Share of net outlays (line d less line i)				670,924.98		5,492.56	
676,417.54							
k. Total Unliquidated Obligations						0.00	
l. Recipient Share of Unliquidated Obligations						0.00	
m. Federal Share of Unliquidated Obligations						0.00	
n. Total federal share (sum of lines j and m)						676,417.54	
o. Total federal funds authorized for this funding period						677,073.00	
p. Unobligated Balance of Federal Funds (Line o minus line n)						655.46	
Program income, consisting of:							
q. Disbursed program income shown on lines c and/or g above						0.00	
r. Disbursed program income using the addition alternative						0.00	
s. Undisbursed program income						0.00	
t. Total program income realized (Sum of lines q, r, and s)						0.00	
11. Indirect Expense		a. Type of Rate (Place "X" in appropriate box) <input type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed					
b. Rate 0.12 MTDC		c. Base 603,944.24		d. Total Amount 72,473.30		e. Federal Share 72,473.30	
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation. Admin Costs 51,986.72 Training 4,420.17 USDA 33,660.84 Disability 2,891.55							
Unobligated Balance (10p) - All allocated to Early Head Start							
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.							
Typed or Printed Name and Title Jennifer Chavira -Chief Accountant				Telephone (Area code, number, and extension) (806) 742-2985			
Signature of Authorized Certifying Official				Date Report Submitted 08/30/10			

The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

Results from PIR for 2008 – 2009:

Funded for # of Children	56
Served # of Children	70
Served # of Pregnant Women	14

Average Monthly Enrollment	56
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The percentage of enrolled children that have a medical home:

Medical Home	100%
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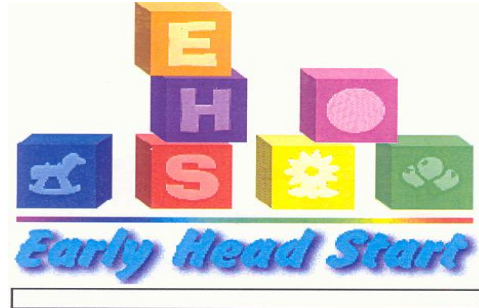
The number of children with diagnosed disabilities:

# of Children with IFSP's	26
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The agency's efforts to prepare children for kindergarten.

Texas Tech Early Head Start is the first step in a child's group education. We know that children learn best in an environment that is safe, predictable and when children are cared for by competent people. We strive to provide an environment that is rich in the essential components critical to learning.

Curriculum Plan



Texas Tech University
Early Head Start

Philosophy

The Texas Tech University Early Head Start is committed to the belief that children can develop to their highest potential in a nurturing atmosphere which fosters mutual respect and an appreciation for the uniqueness and capabilities of the individual.

Thus one of our primary goals is to provide a developmentally appropriate program that supports individuality, cultural diversity, and children with special needs.

Our center based program uses the High/Scope curriculum and our home based program uses Partners for a Health Baby Home Visiting Curriculum, both are widely recognized successful approaches to early education. Children are encouraged to be “active learners,” and are given daily opportunities to decide what they want to do. The High Scope’s premise is that children learn best from experiences when they plan and carry out themselves. Thus the role of the teacher is to build upon each child’s existing strengths and accomplishments, using his or her choice of activities as the springboard for further development. Partners for a Health Baby is a unique set of research based visitation models that address issues of child health and development within the needs of families and expectant mothers.

Through individual, small-group, and large group experiences, teachers initiate activities designed to meet the needs of every child involved, with an emphasis on facilitating the development of the total child—physical, social, emotional, and cognitive. Learning through play, through exploring the environment, and through interacting with others are essential components. Children progress at their own pace as they are supported and encouraged to participate in both child-selected and adult-initiated activities. In order to further the children’s knowledge, these experiences are usually incorporated into weekly thematic units appropriate to the needs of and interest of the children.

Definition

Developmentally Appropriate: Learning experiences geared to child’s skills, interests, maturation level, and chronological age; the “goodness of fit” between the child and curriculum activities.

GOALS

Goals for infants and toddlers enrolled in the Texas Tech University Early Head Start program are stated in the Head Start Performance Standards 1304.21.

Each child is unique and no one child can be treated exactly as any other child.

Plans for children's experiences must be based on the individual child's routines, temperament, interests, abilities, culture, and developmental assessments.

Goals are set in each of the following areas:

- Foster a positive self-concept
- Develop social skills
- Encourage physical development
- Encourage language and communication
- Encourage thinking, reasoning, and questioning
- Encourage and demonstrate health, safety, and nutritional practices
- Encourage early literacy
- Encourage emergent math
- Encourage creative expression

Goal Achievement

Family Action Plan (FAP)

This contains goals for family and child

Found in the family partnership agreement

Minimum of (4) follow-ups per year (more depending on the changing needs of the family)

Completed during home visits and parent conferences

Updated annually

Serves as input for lesson plans based on child's goals the parent has set for the child

Education Folders

Teachers and parent advocates maintain a folder on each child that

includes a representative sampling of the child's progress such as anecdotal records, teacher entries, lesson plans, and a COR (Child Observation Record)

Education folders also include family history information, conference and home visit reports, nutritional information, special needs documentation, and any other information that is useful to the teachers in providing high quality care for infants and toddlers

Contents are shared with parents upon request and at home visits and during parent conferences

Periodic Assessment

All children have on-going assessments. The classroom teachers use the High/Scope COR (Child Observation Record). The home based program uses the Ages and Stages assessment that is done on an on-going basis.

Results are discussed with the families during the home visits and parent conferences. Assessments are used to develop individual learning goals for each child with the help of the family

Staff may also refer children to the ECI (Early Childhood Intervention) program for screening or further assessment if developmental delays are noted after the initial screening. ECI staff and the Early Head Start teachers discuss any concerns with the families.

Classroom staff conducts a developmental assessment within 45 days of entrance. COR is used as an on-going assessment, completed twice a year.

Parent Input

Informal daily contacts with parents and family members at drop-off and pick-up times, socializations, parties, question box and suggestion box, etc. provide teachers and families with time for conversation to build trusting relationships.

Formal contacts between teachers and families are conducted through home visits and parent/teacher conferences. There is a minimum of two home visits and two parent conferences annually. Documentation may be found on the yearly check list and family service record.

Experiences

Adults working with infants and toddlers are not to “teach” but to facilitate the child’s learning by setting up appropriate environments and experiences, using developmentally appropriate equipment, questioning, providing and extending language, nurturing, and being pleasant with the child as he/she learns new concepts.

Daily experiences are designed to allow infants and toddlers predictable routines based on individual temperaments, schedules, and family values. These experiences are carried out with trusted adults who have developed a secure relationship with the child and family.

EHS staff prepares learning experiences for children that address the following areas:

- Health and Safety
- Dental hygiene
- Nutrition
- Mental Health (self-esteem)
- Emotional Development
- Social Development
- Cognitive development (thinking and reasoning)
- Physical development (fine/gross motor)
- Individual goals (to include cultural diversity)
- Adaptations to environment to accommodate children with special needs
- Transition into, through and out of the program

Daily schedules are based on individual children’s needs in each group and include:

- Arrival and welcoming
- Bathroom and diapering
- Washing hands
- Feeding
- Dental Hygiene
- Free choice Play (includes reading books, blocks, manipulatives, art, music, dramatic play, movement, etc.)
- Indoor/Outdoor
- Quiet/active
- Individual and Small Group Activities
- Large/Small Muscle
- More child initiated than caregiver initiated
- Routines (diapering, feeding, sleeping, dressing, etc.) are used as

Opportunities for one-on-one time between teacher and child

Outside Time
Quiet/Nap Time
Departure/Good-bye

All teaching staff is observed working with children at least two times a year assuring appropriate experiences, learning environment, and appropriate child/teacher interactions are maintained. Supervisory staff uses the Infant Toddler Environmental Rating Scale (ITERS) and the classroom observation instrument from the National Association for the Education of Young Children (NAEYC) to assess classroom teachers. Parent Advocates are observed on a home visit using the Parents as Teachers evaluation.

Roles

Parent's Role

As the child's primary teacher, the parent's role is to:

Provide the program with information about the infant/toddler that assists the staff in providing quality care that meets the child's individual needs

Communicate with the program staff on a routine basis during drop-off/pick-up times, home visits, parent conferences, telephone calls and other means as appropriate for each family

Maintain involvement with the programs events such as attendance at socializations, parties, Parent's as Teachers visits, volunteering, parent meetings, family nights, etc.

Provide a consistent schedule of school attendance for the infant/toddler

Complete all medical and dental requirements and share appropriate information with staff

Staff's Role

Work in collaboration with families to establish effective two-way and on-going communication

Be sensitive to the individual differences in infants and toddler's cues that indicate their needs

Build trusting relationships with children and their families

Use positive language and have age appropriate expectations

Model appropriate behavior/language

Accept children and families as they are

Individualize care and provide one-on-one care during routine times

Understand child development

Continue in professional growth opportunities

Carefully observe and document children's behaviors and growth

Be respectful of each child and the family's values and culture and be aware of personal biases

Provide developmentally appropriate activities and experiences

Ask for help when necessary

Provide consistent and continuous care

Allow uninterrupted time for discovery

Develop intimate settings so interesting objects can be explored

Trust the child to know what he/she needs

Slow down as it takes time for infants to process information

Offer children choices and allow them to direct their own play

Be thoughtful in developing the environment and choosing materials

Provide appropriate transitions during the day so children do not have to wait long between activities

Provide appropriate transition activities into, throughout, and out of the program

All teaching staff receives High/Scope or Parents as Teachers curriculum.

Materials

A variety of materials and equipment are available for infants and toddlers to provide a high quality and developmentally appropriate environment.

Materials and equipment

- Are complete, clean, and in good repair
- Are appropriately sized for infants and toddlers
- Reflect the cultures and families in which the infants and toddlers live
- Are displayed on low shelves and accessible for children to select and return easily (when developmentally-appropriate)
- Are sufficient to sustain play in the group but not so many as to make children's choice difficult
- Are kept in an orderly and uncluttered atmosphere
- Allow for experiencing the environment through all five senses
- Encourage social interaction and movement
- Are rotated regularly as children show lessening interest

Examples of toys and equipment for each age group are as follows:

Young infants/Young toddlers (0-18 months)

- Simple, lightweight, open-ended easily washable toys such as containers, balls, pop-beads, nesting cups
- Rattles, squeak toys, action/reaction toys
- Soft cuddly toys
- Toys to mouth
- Pictures of real objects/people
- 1-3 piece puzzles
- Children's music/classical music
- Plastic picture books, board books
- Crawling area with sturdy, stable furniture/equipment to pull up self
- Areas for crawling, walking, pulling toys, etc.
- Push/pull toys
- Housekeeping Items – spoons, bowls, etc.
- Paper, crayons, paint, play dough (teacher supervised)
- Water and sand play (teacher supervised)
- Sensory Experiences
- Eating and feeding equipment and supplies (teacher supervised)
- Sleeping equipment and supplies (teacher supervised)

Older Toddlers (18-35 months)

- Push/Pull toys
- Stacking toys, large beads, blocks, etc.
- Dump and pour toys

Sturdy picture books, big books, flannel boards
Musical instruments/children's classical music
Pounding toys, simple puzzles
Pretend toys/dress-up clothes, dolls props, etc.
Housekeeping Area
Paper, crayons, glue, scissors, paint, play dough, markers, chalk, tape,
etc.
Sturdy furniture to hold on to while walking
Climbing structures
Pictures of real people doing real like activities
Areas for running, riding bikes, group games
Sand/water play
Eating and feeding equipment and supplies (teacher supervised)
Sleeping equipment and supplies (teacher supervised)

No worksheets, coloring sheets, or dittos are used, as they are not appropriate for infants and toddlers. No use of television, unless the weather is bad for long periods of time and then a suitable short animated DVD might be shown.

References

- Bredenkamp, S. & C. Copple. 1997. Developmentally Appropriate Practice in Early Childhood Programs, rev.ed. NAEYC. Washington, D.C.
- NAEYC. 1991. Accreditation Criteria and Procedures, rev. ed. Washington, D.C.
- Far West Laboratory. 1993. Programs for Infants and Toddlers. Sacramento, CA.
- Hohmann, M. & D. Weikhart. 1995. Educating Young Children. High/Scope Educational Research Foundation. Ypsilanti, Michigan.
- Squires, J., Potter, L. & D. Bricker. 1999. Ages & Stages Questionnaires: A Completed Child Monitoring System, Second Edition. Baltimore, MD.
- Parents As Teachers National Center Inc. 1999. Parents As Teachers Program. St. Louis, MI.
- Texas Department of Human Services. 2003. Minimum Standards for Day Care Centers. Austin, TX.
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