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# Annual Report

2024 - 2025

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## CENTER FOR EARLY HEAD START

TEXAS TECH

College of Health & Human Sciences

# Table Of Contents

Texas Tech University Center for Early Head Start (CEHS) 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. Reporting such information shall not reveal personally identifiable information about an individual child or parent. The Annual Report is made available to the public on the CEHS website; printed copies are distributed to staff, Policy Council, Governing Board, and available in the Center office, and upon request.

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*This institution is an equal opportunity provider.*



# From the Executive Director

Texas Tech University Center for Early Head Start (CEHS) is a proud part of the College of Health and Human Sciences which focuses on health and the human condition. At CEHS we support the developmental, nutritional, physical, social and emotional well-being of young children and their families.

This year we wished Director Denise Stovall well upon her retirement after 15 years at the helm, and welcomed Director Leslie Kacal. We also welcomed a new Education Manager, April Morris, to our leadership team.

In September we celebrated Community Helpers week, honoring Estacado Cheer and Band; local police, fire, and EMS heroes; trucks from the City of Lubbock and a bus from Citibus Lubbock; as well as the Southwest Dairy Farmers Association's mobile dairy and Minis and Friends South Plains mini horses.

In November we launched a monthly Conscious Discipline Parenting Program based on parent demand. Conscious Discipline is an evidence-based social-emotional learning program employed by our teachers at the Center.

We are grateful to the Human Development and Family Sciences Graduate Student Association for a massively successful gift drive for our infants, toddlers, and families in December.

Teachers initiated a new ambitious project, CEHS Seedlings: Sustainable Education Garden. The aim is to create a comprehensive and self-sustaining garden with a greenhouse and water catchment system to provide fresh fruits, vegetables, and herbs for the benefit of children, families, and our neighborhood.

Thanks to the CH Foundation, we implemented a new internship program, supporting two interns pursuing a Child Development Associate credential while gaining mentoring and classroom experience at CEHS. The Helen Jones Foundation generously supported upgrades to our computer equipment needed to support curricular and assessment activities as well our investment in digital data management.

An interdisciplinary research team began a project, Bytes to Bites, funded by the College of Health & Human Sciences and the Davis College of Agricultural Sciences and & Natural Resources to create a digital community and nutrition education program to enhance vegetable consumption in toddlers attending our program.

Changes have taken place in the federally funded Head Start program regarding funding, staffing of Regional Centers, and Head Start programming. At CEHS we remain appreciative of our support and deeply committed to serving infant, toddlers, and families.



**Stephanie Shine, PhD**  
**Executive Director**

# Funding 2024-2025

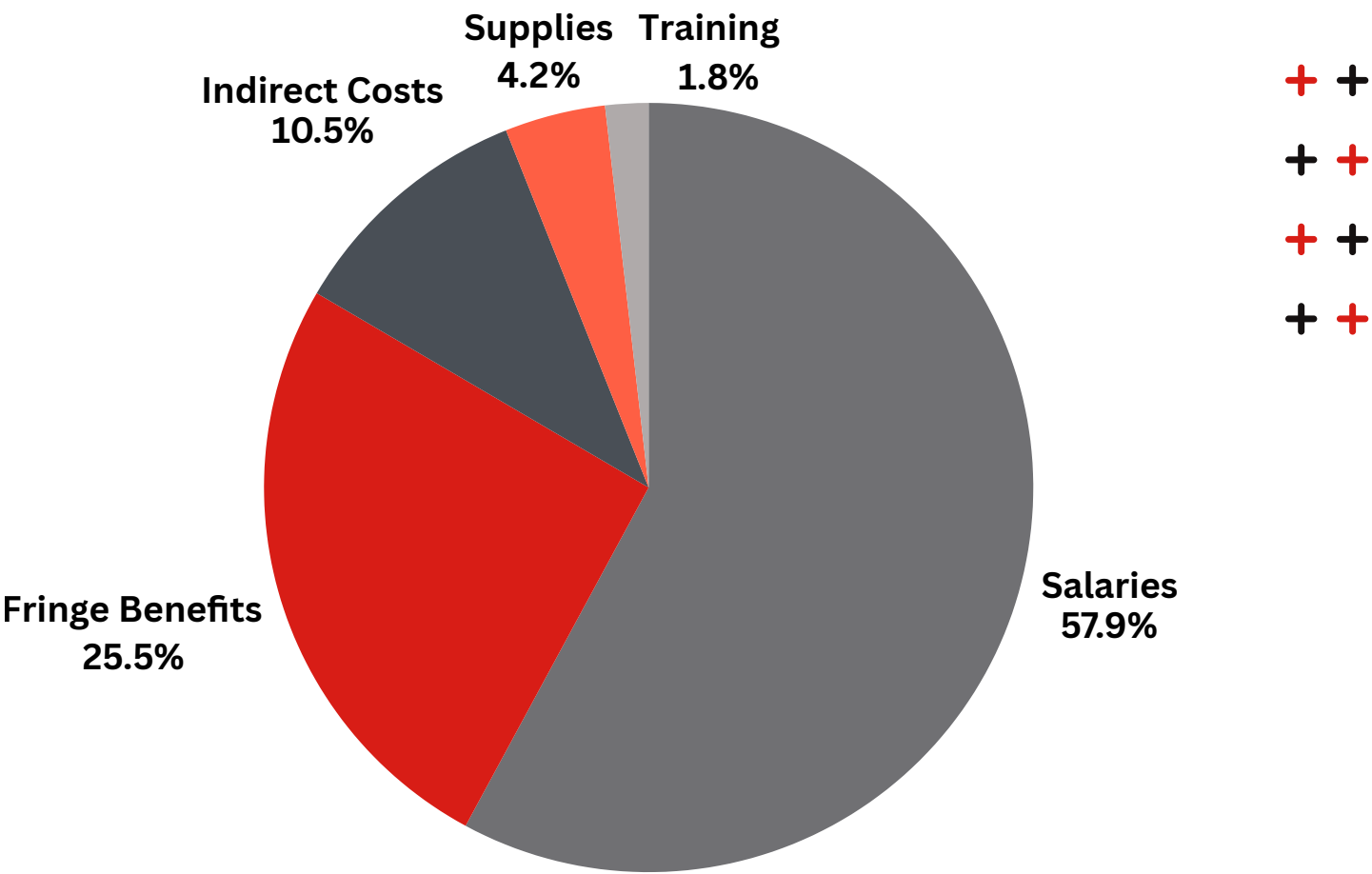


Source of Funds	Amount of Funds
Department of Health and Human Services Base Funding	\$1,597,993
Department of Health and Human Services T&TA Funding	\$29,499
US Department of Agriculture, CACFP	\$109,796
Non Federal Share, Texas Tech University	\$87,966
Non Federal Share, Talkington Endowment	\$206,428
Non Federal Share, Davidson Foundation	\$5,000
Non Federal Share, Helen Jones Foundation (Hot Water)	\$75,636
Non Federal Share, CH Foundation (Interns)	\$17,680
Non Federal Share, Donations and Volunteers	\$80,985
TTU HDFS Special Instruction Fees	\$2,070
Wrap Around Care (TX Workforce or Private Payments)	\$127,113





# Proposed Budget 2025-2026



Grant 06CH012573 funds 96 participants: 24 Home Based pregnant women and children and 72 Center Based children. The chart above breaks down the total annual federal funding budget of **\$1,627,492** anticipated for the 2025-2026 program year.

CEHS will receive funding from USDA's Child and Adult Care Food Program (CACFP), with a budget of **\$111,078**.

CEHS will also receive matching funds from Texas Tech University, funds from our Talkington Endowment, and other donations for a total **\$406,873**, which will be used to meet our 20% Non Federal Share obligation.

# Mission & Philosophy

## Mission

The mission of Texas Tech University Center for Early Head Start is to:

- promote School Readiness by nurturing the physical, emotional, social, language, and cognitive development of infants and toddlers
- develop and strengthen families' abilities as primary educators of their children
- serve as advocates for our children and their families

in a program that is supported by, and supportive of, state-of-the-art research.



## Philosophy

Texas Tech University Center for Early Head Start believes that children reach their highest potential in an atmosphere of caring and respect that offers many opportunities to learn in ways that meet the needs of each individual child.



# Family Services

TTU CEHS strives to engage each member of the family as an active participant in the child's education and believes that making parents the child's primary educators is extremely important to sustain the work that we accomplish. Upon enrollment, teachers and support staff work toward developing relationships based on trust and open communication with families in order to engage them in the Family Partnership Agreement. Families are made to feel comfortable, welcome, and empowered to get involved in the program and their child's education. Staff actively encourage families to take advocacy and leadership roles within the community.

CEHS offers various activities during Family Engagement Events at differing times so that families can participate in activities that both interest them and work with their personal schedule. Each year, the Policy Council provides input and approves the schedule of planned events, and is encouraged to volunteer at each one.

## Families as Leaders

**Parent Committee Meetings:** Offered in a variety of forums, including Parent Information Sessions.

**Annual Self-Assessment:** Parents help facilitate the data collection for this annual process.

**Active Policy Council:** During the monthly meeting, childcare and meals are provided to encourage consistent attendance and active participation in decision making.





## Family Engagement Efforts

**Parent Education Opportunities:** An evidence-based parenting curriculum, Conscious Discipline for Families, promotes the use of positive, developmentally appropriate strategies and provides families with practical tools for calming, connecting, and guiding their young children.

**Family Socialization:** Home Visitors provide socialization opportunities monthly, both at the center and at community functions. Both Center- Based and Home-Based families attend these events.

**Volunteer Opportunities:** Family members, TTU students, and community members are encouraged to volunteer in the classrooms, at special events, and as assistants to support staff.



**Family Literacy Program:** Regularly provides each family with a book and activity to be done at home. We also provide a Little Free Library for children and adults, and partner with others in the community to offer family literacy events, both at CEHS and in the community.





## Family Support

Family support services are provided to assist families to become as strong and healthy as possible now, and for the future. Families are asked to assess their own strengths and areas for growth, set goals, and allow TTU CEHS to provide encouragement, accountability, and resources or referrals,

**Baby Bucks Store:** An incentive program in which parents earn participation points for a variety of engagement activities. Families are then able to shop in the store for clothes and other items needed for their child.

**Caring Closet:** A resource for health, hygiene and home safety supplies that families can access monthly or when in crisis. This closet is supported through donations or TTU student service projects.

**Resources:** Community Partnerships are an important part of the TTU CEHS program efforts to support families. Resources such as food, housing assistance, education, mental health, pregnancy services, etc, are provided to families as needed.

## 2024-2025 Program Information Report (PIR) Data

96

Participants  
funded

Total children with access to health care

136

Total children with access to dental care

129

Total children up-to-date on well checks

110

Total children up-to-date on dental exams

85

0 20 40 60 80 100 120 140

111

Families  
served

136 Children

27 Pregnant  
women

163 Total participants served 2024-2025

100%

Average  
monthly  
enrollment



91%

Percentage of income-eligible participants



# School Readiness Goals

## Approaches to Learning

Children will develop their natural curiosity and independence.

Children will develop persistence and problem-solving.

## Social and Emotional

Children will develop positive relationships with friends and family.

Children will develop the ability to understand and manage their emotions.



## Physical Development and Health

Children will demonstrate control of their large and small muscles.

Children will begin to express their needs and do simple personal care tasks.

## Language and Literacy

Children will use and understand spoken language. Children will interact with pictures, books, and writing materials.

Children will develop listening skills and new vocabulary through interaction with rhymes, stories, and songs.

## Cognition and General Knowledge

Children will gain new knowledge through daily routines and interaction with engaging materials and activities.

Children will develop creativity and use their imagination in play.



# School Readiness Report

## RESEARCH BASED CURRICULA

- Center Based Program: HighScope Curriculum
- Home Based Program: Partners for a Healthy Baby
- Assessment Tool: Child Observation Record (COR)



**COR***Advantage*



Classroom teachers, using the **HighScope** curriculum, focus on setting up an engaging environment for children, then spend time observing the children to determine their skill levels and interests. Teachers plan activities for the classroom designed to meet every child at their developmental level. These activities encourage children to progress to the next skill level in all developmental domains. Home Visitors utilize **Partners for a Healthy Baby** curriculum to support parents in creating appropriate learning experiences at home.

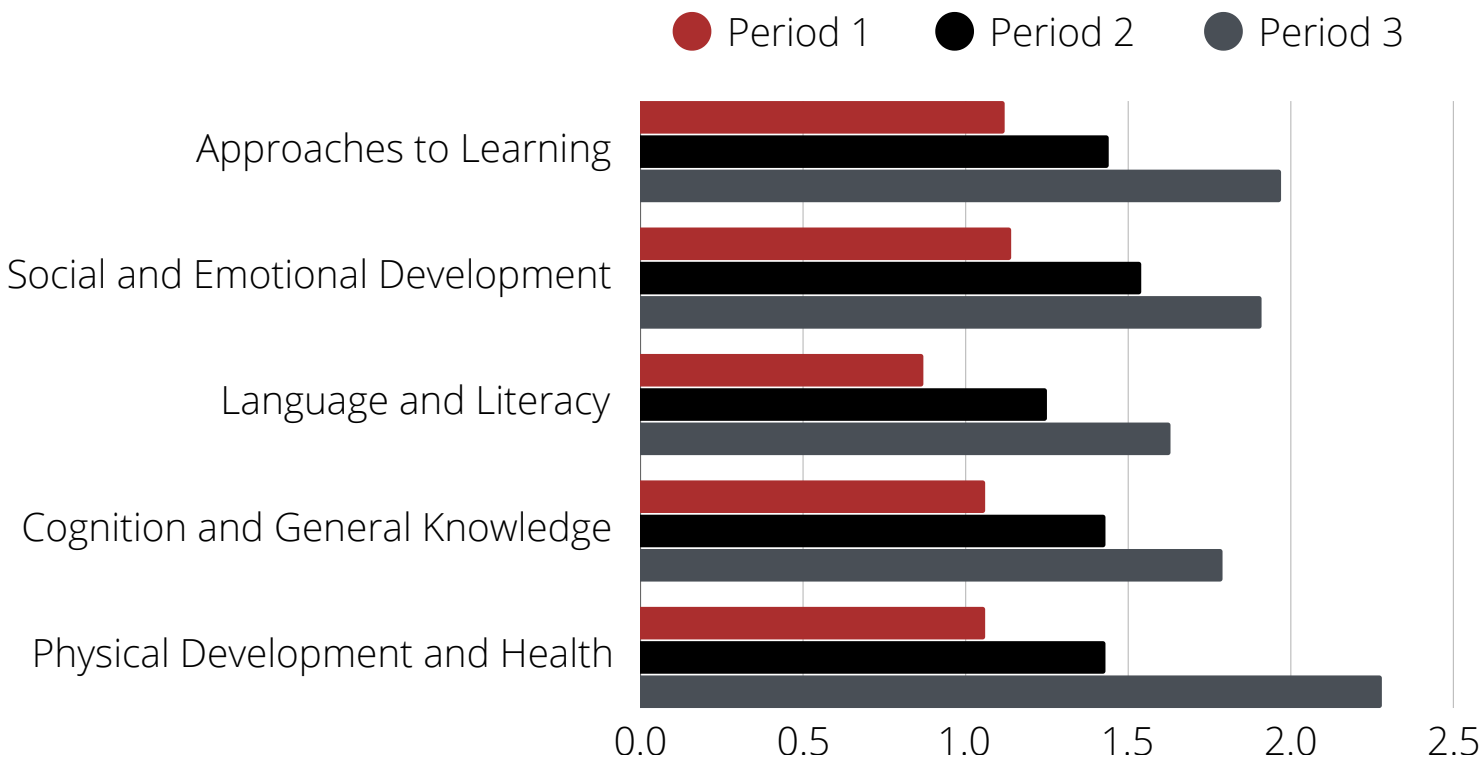
Teachers and home visitors use the **Child Observation Record (COR)**, which is developmentally, culturally, and linguistically appropriate and based on daily authentic observations of children's naturally occurring behaviors. Results are used to determine the interests and needs of individual children, assess developmental progress, and make modifications to lesson plans, teaching practices, and the classroom environment. Results are discussed with the families during home visits and parent conferences, as well as used to inform program goals and objectives.

# School Readiness Report

Program-wide data is gathered and aggregated three times each school year, to assess program progress towards School Readiness Goals. In the chart below, the average COR Scores are displayed for each developmental domain, comparing the three time periods. This data is compiled using matched data sets only, to give an accurate picture of growth over the course of the year. The COR is designed to assess children ages 0-8, using an eight-level scale ranging from 0 (lowest) to 7 (highest).



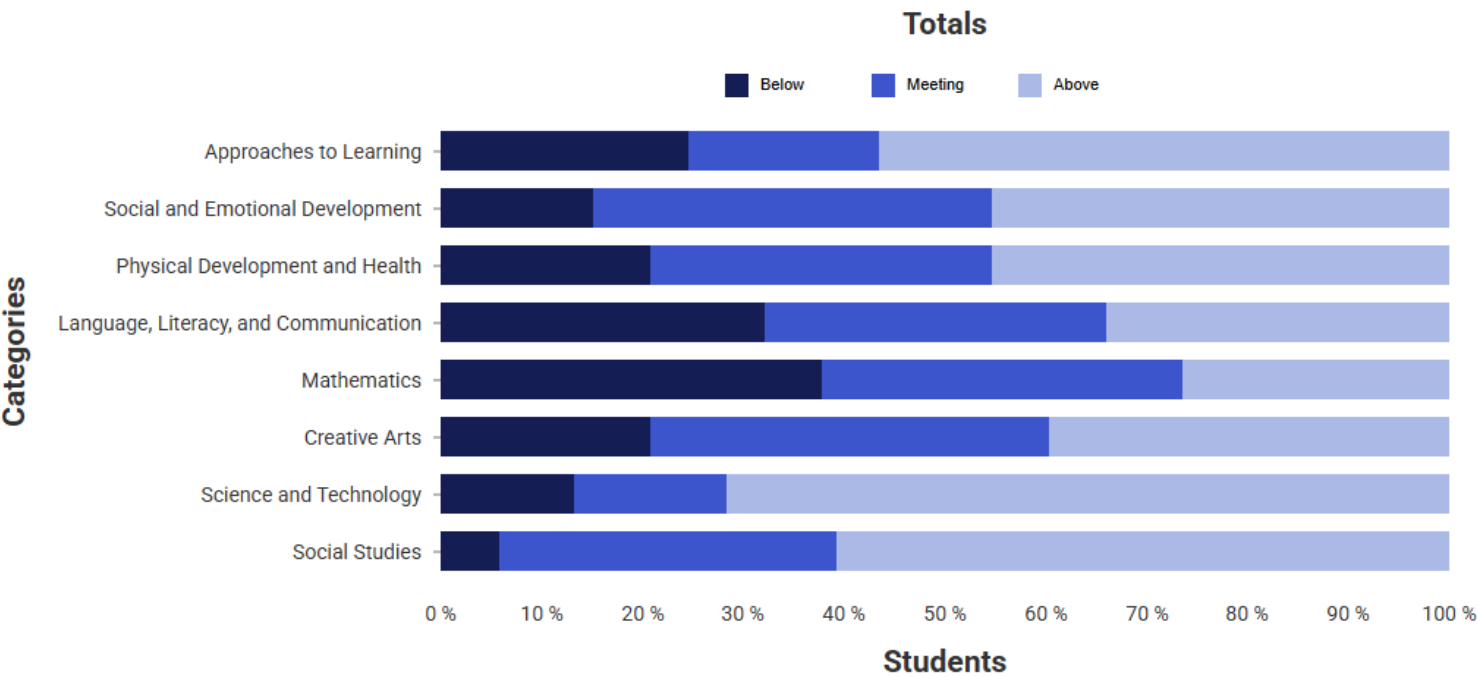
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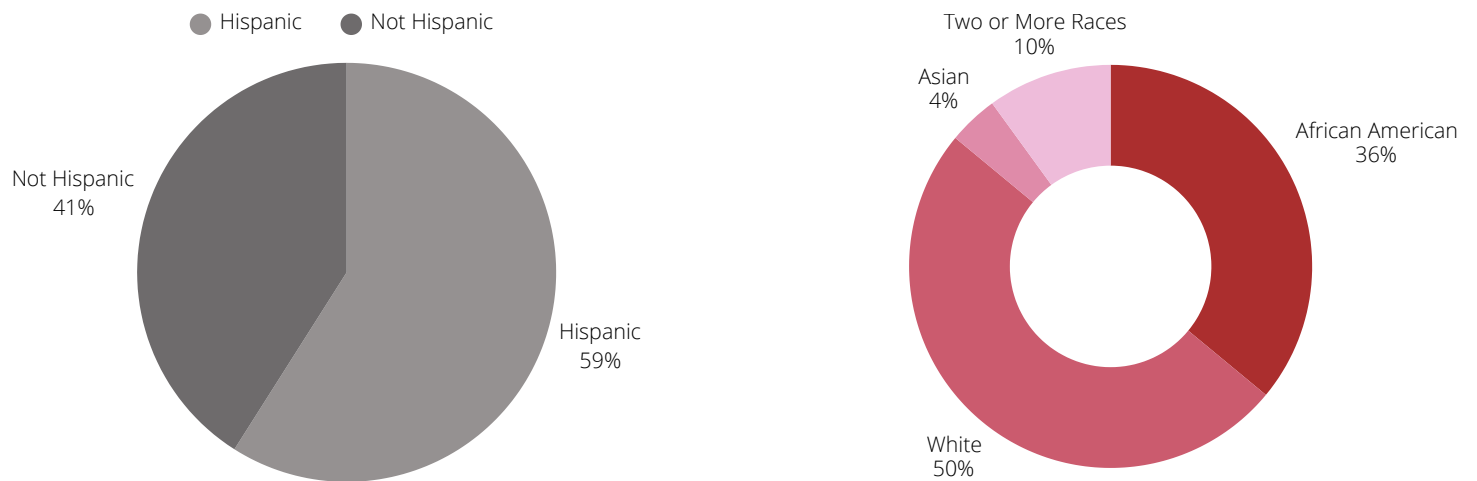
During the 2024-2025 program year, children showed progress in all areas of development, but the most significant advancement was observed in their physical development and health, which involves gross motor skills, fine motor skills, and personal care and healthy behavior.



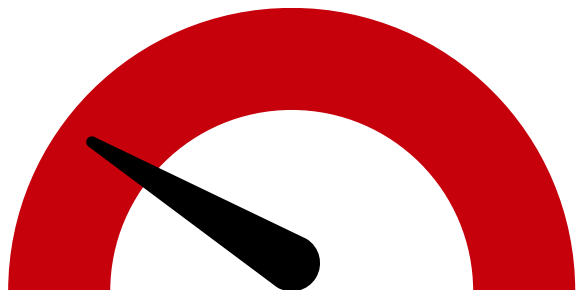
# School Readiness Report



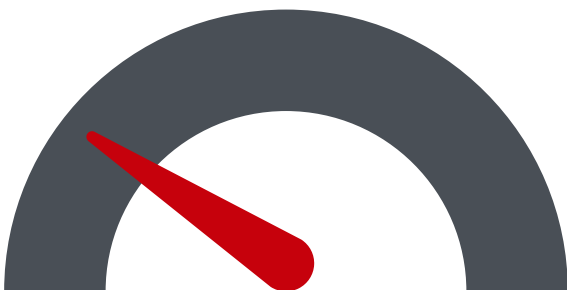
For the 2024-2025 year, the assessment results show the following demographic information:



20% of children were considered Dual Language Learners



21% of children had an IFSP (Individualized Family Service Plan)



# Transition Efforts

TTU CEHS prioritizes  
School Readiness  
Goals as children  
enroll in the program

Teachers plan  
individual experiences  
and group activities

Children are assessed  
three times a year using  
the COR assessment

Program data is used to  
plan trainings, inform  
purchases, and plan  
program activities

Children are ready to  
attend a Head Start or  
Pre-K program, and  
families have a successful  
transition from CEHS

Throughout a child's time in the CEHS program, child development and education services are planned to help prepare each participant for preschool and beyond. Every child is assessed on an ongoing basis, and activities are planned for their individual development. Data collected during the year contributes to the growth of the child as well as the program as a whole.

Six months before their birthday, or at thirty months of age, teachers and families collaborate to make plans for the child to transition away from CEHS, by focusing on accomplishments and efforts to sustain learning in the future. TTU CEHS partners with local Head Start agencies to ensure a smooth transition for children as they age out of the program.

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# Financial Audit

## Statewide Single Audit

Texas Tech University engages the Texas State Auditor's Office to conduct the annual statewide single audit in accordance with 2 CFR 200 Subpart F. Texas Tech University has adequate reporting systems and internal controls to ensure federal awards are managed in compliance with laws, regulations, and the award terms and conditions. No questioned costs were reported for the research and development cluster or the SEFA.

- The Financial Portion of the Statewide Single Audit includes an audit of the Schedule of Expenditures of Federal Awards (SEFA). The Financial Portion of the Statewide Single Audit for state of Texas for fiscal year ended August 31, 2023, is available in its entirety.

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- The Federal Portion of the Statewide Single Audit includes an audit of compliance and controls over the state's federal awards. The Federal Portion of the Statewide Single Audit report for the state of Texas for fiscal year ended August 31, 2023, is available in its entirety.

For additional questions, please contact:

Sarah Cody, Managing Director  
TTU Accounting Services  
(806) 742-2985  
[sarah.cody@ttu.edu](mailto:sarah.cody@ttu.edu)



# Community Assessment Summary

## **The needs of families and children remain high in our service area.**

Our community assessment reveals a large number of children living in poverty in East Lubbock and in pockets throughout Lubbock; we could almost double our enrollment based on our current waiting list, showing that there is a large number of infants, toddlers, and pregnant women in our service area. According to the Lubbock United Way Status Report, Lubbock has seen a 5% increase in poverty since 2021, with 1 in 5 children living in poverty.

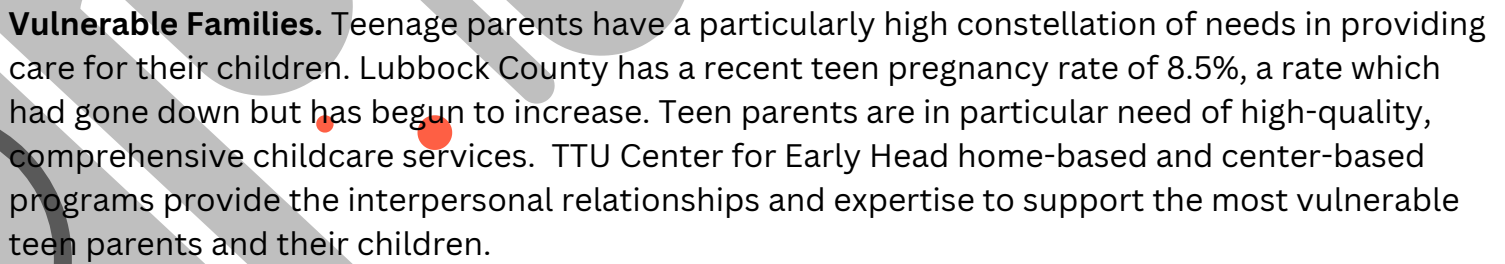
**Health at Birth.** According to the Texas Department of State Health Services, in Lubbock County, the incidence of infant mortality and low birth weight are higher in vulnerable populations: teen mothers, black mothers, and Hispanic mothers. Vulnerable families in Lubbock have the greatest health challenges in early life and hence, can benefit from prenatal and infant services at TTU Center for Early Head Start.

**Food Insecurity.** Food insecurity and inadequate nutrition reflect the need of families within our service area. According to Feeding America, Lubbock County has a rate of 18.4% of food insecurity, meaning that people lack reliable access to a sufficient quantity of affordable, nutritious food. Compounding the problem of hunger, families eligible for Early Head Start also suffer from obesity. The nutritional profiles of those living in our service area highlight the need for food and nutrition education services that we provide to children and their families.

**Homelessness.** According to the HUD Time in Point Report, in Lubbock county, 345 people were homeless in 2024, including 74 children. Additionally, other Lubbock residents have a form of homelessness that is more difficult to define - families forced to live doubled up due to economic hardship. Homeless families with young children have a particularly wide range of needs that can be addressed by comprehensive Early Head Start program services.

**Social Services.** An indicator of need in families who could benefit from TTU Center for Early Head Start is the percentage and number of children who qualify for assistance to obtain food or healthcare. The State of Texas Children (Texas Kids Count Project) reports that the number of children who received TANF (Temporary Assistance for Needy Families) increased in Lubbock County for the third year in a row while the number of this population who received SSI (Supplemental Security Income), SNAP (Supplemental Nutrition Assistance Program), and WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) who receive social services for basic needs such as food and healthcare are likely to benefit from the comprehensive educational, health, and family services provided by our Early Head Start program.





**Vulnerable Families.** Teenage parents have a particularly high constellation of needs in providing care for their children. Lubbock County has a recent teen pregnancy rate of 8.5%, a rate which had gone down but has begun to increase. Teen parents are in particular need of high-quality, comprehensive childcare services. TTU Center for Early Head home-based and center-based programs provide the interpersonal relationships and expertise to support the most vulnerable teen parents and their children.

**Schedules of Parents with Eligible Children.** Working families with young children need reliable high-quality childcare to be able to attend school, apply for jobs and seek gainful employment. Many young parents in East Lubbock need to complete their education to obtain sustainable employment. Whether determined by school, apprenticeships, job searches, or employment, parent schedules determine the need for year-round full-day childcare. Among the biggest employers of families in our community in the public sector are Texas Tech University, Texas Tech Health Sciences Center, as well as Lubbock Independent School District, and in the private sector, Covenant Health, UMC Health, and United Supermarkets, many of which provide employment year-round, which is when our Center offers childcare services.

**Available Childcare Services.** TTU Center for Early Head Start is the only Early Head Start program in Lubbock and the only NAEYC accredited program serving children in northeast Lubbock. The Early Learning Centers of Lubbock offer childcare for a fee in four locations east of Interstate 27. A nearby child care center, Lil' Precious Steps, offers childcare for a fee to infants and toddlers.

**Available Home Visiting Services.** In addition to TTU Center for Early Head Start, Lubbock has a Nurse-Family Partnership program organized by Texas Tech University Health Sciences Center to provide services to pregnant mothers. This program provides home visits to first-time mothers and children through the age of two in Lubbock and surrounding counties. Because this program only serves first-time mothers, we collaborate to help ensure that all mothers seeking home visits obtain services that meet their needs. The Parenting Cottage, funded by United Way, provides home visits to pregnant women in Lubbock with the Parents as Teachers program; this agency is located in central Lubbock.

**Resources and Strengths.** Lubbock has many community resources with whom we form community partnerships. We work closely with Early Childhood Intervention (ECI) to recruit families, make referrals, and provide services to children with special needs. Another longstanding partner is the Family Therapy Clinic at Texas Tech University which provides high-quality therapeutic services to individuals, couples, and families on a sliding scale fee. StarCare Specialty Health System is a community partner we work closely with which provides services for adults children and adolescents with mental illness, intellectual disabilities and/or substance use disorder. We have partnered successfully with the South Plains Food Bank to bring nutritious fresh foods to our families. The Combest Community Coalition is a health and wellness organization with whom we partner to share information and referrals for the Nurse-Family Partnership Program and the Larry Combest Community Health & Wellness Center.

# OHS Monitoring Review Report



## ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Satcher Memorial Building, 330 C Street SW, Washington DC 20024 [edc@oahs.acf.hhs.gov](mailto:edc@oahs.acf.hhs.gov)

### Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Ms. Amy Cook

Texas Tech University System

3315 E Broadway

Lubbock, TX 79403 - 6127

From: Responsible IHHS Official

*Khari M. Garvin*

Date: 08/28/2023

Mr. Khari M. Garvin

Director, Office of Head Start

From July 24, 2023 to July 28, 2023, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Texas Tech University System Early Head Start program. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

#### DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Mr. Kenneth Gilbert, Regional Program Manager

Dr. Stephanie Shaw, Chief Executive Officer/Executive Director

Mrs. Denise Stovall, Early Head Start Director

Texas Tech University System

#### Grant(s) included as part of this review

Grant Recipient Name	Grant Number(s)
Texas Tech University System	06CH011492

#### Glossary of Terms

Finding Type	Definition
Area of Concern (AOC)	An area in which the agency needs to improve performance. These issues should be discussed with the grant recipient's Regional Office for possible technical assistance.
Area of Noncompliance (ANC)	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a threat to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified. (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.

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#### Program Overview

Texas Tech University System is a state university system headquartered in Lubbock, Texas. In 1998, the university partnered with the local housing authority and other community organizations to assess the needs of families in the city. After analyzing the data, the grant recipient recognized the need to increase services for infants and toddlers and designed its program to meet that need. The recipient is funded to provide Early Head Start services to 96 children and expectant families through center- and home-based options.

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Texas Tech University System



### Program Management and Quality Improvement

#### Program Management

The grant recipient establishes a management structure consisting of staff, consultants, or contractors who ensure high-quality service delivery, have sufficient knowledge, training, experience, and competencies to fulfill the roles and responsibilities of their positions, and provide regular supervision and support to staff.

#### Ongoing Monitoring and Continuous Improvement

The grant recipient uses data to identify program strengths, needs, and areas needing improvement; to evaluate progress toward achieving program goals and compliance with program performance standards; and to assess the effectiveness of professional development.

#### Program Governance

The grant recipient maintains a formal structure of program governance to oversee the quality of services for children and families and to make decisions related to program design and implementation.

The grant recipient's policy council is engaged in the direction of the program, including program design and planning of goals and objectives.

#### Program Management and Quality Improvement Summary

Texas Tech University System used data for continuous program improvement. The management team regularly reviewed child and family statistics to determine program needs and priorities. This analysis informed staff professional development opportunities and helped the management team understand the specific resources that would benefit families the most. Through ongoing monitoring, the recipient promoted the delivery of quality services.

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Texas Tech University System



### Monitoring and Implementing Quality Education and Child Development Services

#### Alignment with School Readiness

The grant recipient's school readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (EOLFOF), and state early learning standards.

#### Effective and Intentional Teaching Practices

The grant recipient's teaching practices intentionally promote progress toward school readiness and provide quality learning experiences for children.

#### Supporting Teachers in Promoting School Readiness

The grant recipient ensures teachers are prepared to implement the curriculum and support children's progress toward school readiness.

#### Home-Based Program Services

The grant recipient ensures home-based program services provide quality learning experiences through home visits and group socialization activities.

#### Education Services Summary

Texas Tech University System supported the staff members who provided education services. The grant recipient engaged teachers in practice-based coaching based on their length of service, education level, and individual needs. In addition, the recipient established peer learning communities to improve instructional practices. The learning communities included discussion cohorts where teachers could review and analyze school readiness data and compare strategies. Emphasizing staff professional development supported improved outcomes for children.

# OHS Monitoring Review Report



Texas Tech University System

Program Management and Quality Improvement

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Texas Tech University System

Monitoring and Implementing Fiscal Infrastructure

**Budget Planning and Development**  
The grant recipient develops and implements its budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.

**Ongoing Fiscal Capacity**  
The grant recipient plans and implements a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization.

**Budget Execution**  
The grant recipient's financial management system provides for effective control over and accountability for all funds, property, and other assets.

**Facilities and Equipment**  
The grant recipient complies with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

Fiscal Infrastructure Summary

Texas Tech University System ensured oversight of its Federal award. The structure of the fiscal department ensured duties were segregated. Further, the grant recipient used program and community data to inform the budget development process, which supported continuous improvement of program services. Finally, the grant recipient used additional funding streams to enhance its offerings. This approach to fiscal management promoted better outcomes for children and families.

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Texas Tech University System

Monitoring and Implementing Quality Health Services

**Child Health Status and Care**  
The grant recipient effectively monitors and maintains timely information on children's health statuses and care including ongoing sources of health care, preventive care, and follow-up.

**Mental Health**  
The grant recipient supports a program-wide culture that promotes mental health and social and emotional well-being, and uses mental health consultation to support staff and families.

**Oral Health and Nutrition**  
The grant recipient maintains and monitors for effective oral health practices and nutrition services that meet the nutritional needs and accommodate children's feeding requirements and allergies.

**Safety Practices**  
The grant recipient implements a process for monitoring and maintaining healthy and safe environments.

**Services to Expectant Families**  
The grant recipient provides and monitors for quality services that facilitate expectant mothers' access to health care and provide information to support prenatal, postpartum, and maternal health as well as infant health and emotional well-being.

Health Services Summary

Texas Tech University System prioritized the mental health and well-being of children, families, and staff. An on-site mental health consultant provided wellness training to staff and parents, conducted classroom observations, and offered feedback and strategies. To support staff well-being, the grant recipient contracted with an employee assistance program and created wellness plans. These efforts addressed the mental health of participants and staff.

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Texas Tech University System

Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

**Determining, Verifying, and Documenting Eligibility**  
The grant recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

**Enrollment Verification**  
The grant recipient maintains and tracks enrollment.

ERSEA Summary

Texas Tech University System prioritized the enrollment of families with the greatest need through targeted recruitment. The grant recipient regularly communicated with local organizations that served homeless families, children with disabilities, and children in foster care to solicit referrals. Relationships with these partners helped the recipient reach eligible families. Approximately 40 percent of the recipient's enrollment was categorized as homeless, and 26 percent of enrolled children were diagnosed with a disability. Through collaboration, the recipient reached children most in need of Early Head Start services.

----- End of Report -----

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thank  
you!



## Policy Council Members

Sophia Jenkins, President

Dominique Lornng-Nibaud, Vice President

Katheryn Webb, Secretary

Jasdmere Barnes, Parliamentarian

## Governing Board Members

Ann Mastergeorge, Chair

Tim Dodd

Rachel Johnston

Gary McCoy

Victor Mellinger

Ashley Mojica

Andrea Parker

Elisa Perez

Margaret Randle

Bryan Sessom

Kellee Smith

Adedayo Afolabi

Laura Baum

Jessica Blume

Dianne Burnett + +

Krystal Foster + +

Casey Garcia + +

Michelle Hunter + +

Corey Jenkins

Pierre Nibaud

Belinda Petties

Sofia Roa

Melissa Robbins

Derek Villalpando