



Early Head Start

ANNUAL REPORT

July 1, 2014 - June 30, 2015

Serving Ferry, Stevens and Pend Oreille children and families since 1998



Eastern Washington University Early Head Start is a publically-funded, comprehensive health and development program that is

FREE

to eligible pregnant women, infants, toddlers and their families.

*Early Head Start's mission is to help parents
prepare their children, prenatal to age 3,
for **Success in School** and in later life!*

For more information call 1-800-776-9136 or 509-359-3152

How Does Early Head Start Prepare Infants and Toddlers for Success in School?

Early Head Start is a school readiness program for very young children, ages 0 to 3, that provides comprehensive health and developmental services to pregnant women and to infants and toddlers.

For many people the concept of helping infants and toddlers prepare for kindergarten is a new idea.

Research shows that children ages zero-to-three experience the largest brain growth and development of any period in their life. And it happens before kindergarten, or even preschool, begins.



Much of a child's extraordinary development happens during the routine activities of daily life. Their classroom is the world around them and their first and most influential teachers are their parents and families.

Parenting today is a big job. To help children be prepared for success in school, parents today are responsible for providing for their child's nurturing and care, for their learning and development and for their health, nutrition and wellness.

And in remote, rural areas like Ferry, Stevens and Pend Oreille counties, a parent's job is even harder.

Ferry, Stevens and Pend Oreille counties have some of the lowest incomes and highest rates of child poverty in the state of Washington year after year. The Tri-Counties are beautiful and the family roots are deep, but for many of our neighbors it is not an easy place to make ends meet.

Not only is it tough to find a stable job that can support a family, it is equally difficult to find quality child care, affordable housing or to find speciality medical care. And even if a family can find or secure these basic necessities of life, getting to the job, child care or services is a huge barrier in itself.

Today transportation alone has seven essential components for a parent, any of which can be barriers including:

- (1) finding and paying for driver's education classes, (2) paying for a driver's test and license*
- (3) buying a car without a full time job or a developed credit history, (4) paying for insurance,*
- (5) paying for gas and repairs, (6) paying for snow tires and (7) finding a safe car seat.*

That is where the Eastern Washington University Early Head Start program comes in.



EWU Early Head Start is a publically funded school readiness program that provides 90 minute weekly home visits and opportunities to participate in 2 parent-child socialization experiences each month to eligible pregnant women, infants and toddlers, birth to three, who live in Ferry, Stevens and Pend Orielle counties.

Early Head Start helps parents prepare their infant or toddler for success in school and in life by ensuring each child is making progress toward fulfilling their developmental potential by:

- Partnering with parents in assessing their child's developmental progress in 5 essential domains;
- Engaging parents in planning and carrying out individualized learning experiences with their child;
- Empowering families to obtain early intervention services; and
- Equipping parents to advocate for their child's health and developmental needs.

EWU EHS Families in 2014-2015: No Two Families Are Alike

Youngest person parenting an EHS infant or toddler: **17 years old (female)**

Oldest person parenting an EHS infant or toddler: **85 years old (female)**

Single parent households served by EHS this year: **34% of enrolled families**

Two parent households served by EHS this year: **66% of enrolled families**

Pregnant women served by EHS this year: **9% of enrolled slots**

Homeless EHS infants & toddlers this year: **13% of enrolled children**

Families involved with Child Protective Services this year: **20% of enrolled families**

EHS infants & toddlers with a **developmental delay/disability**: **14% of children**

EHS infants & toddlers in **foster care** or placed with a legal guardian: **9% of children**



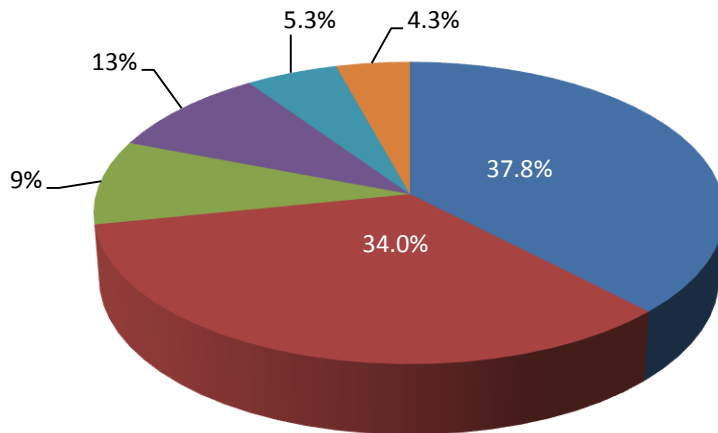
Who Does EWU Early Head Start Serve?

During the 2014-2015 program year, EWU EHS was funded to provide services to 116 pregnant women, infants and toddler. EWU EHS:



- Served an average of 117 pregnant women, infants and toddlers per month
- Served a total of 138 families
- Served a total of 188 pregnant women, infants and toddlers
- Determined the eligibility status of 259 pregnant women and children
- Enrolled and served 79% of eligible pregnant women and children

Eligibility of Pregnant Women and Children Enrolled & Served in 2014-2015



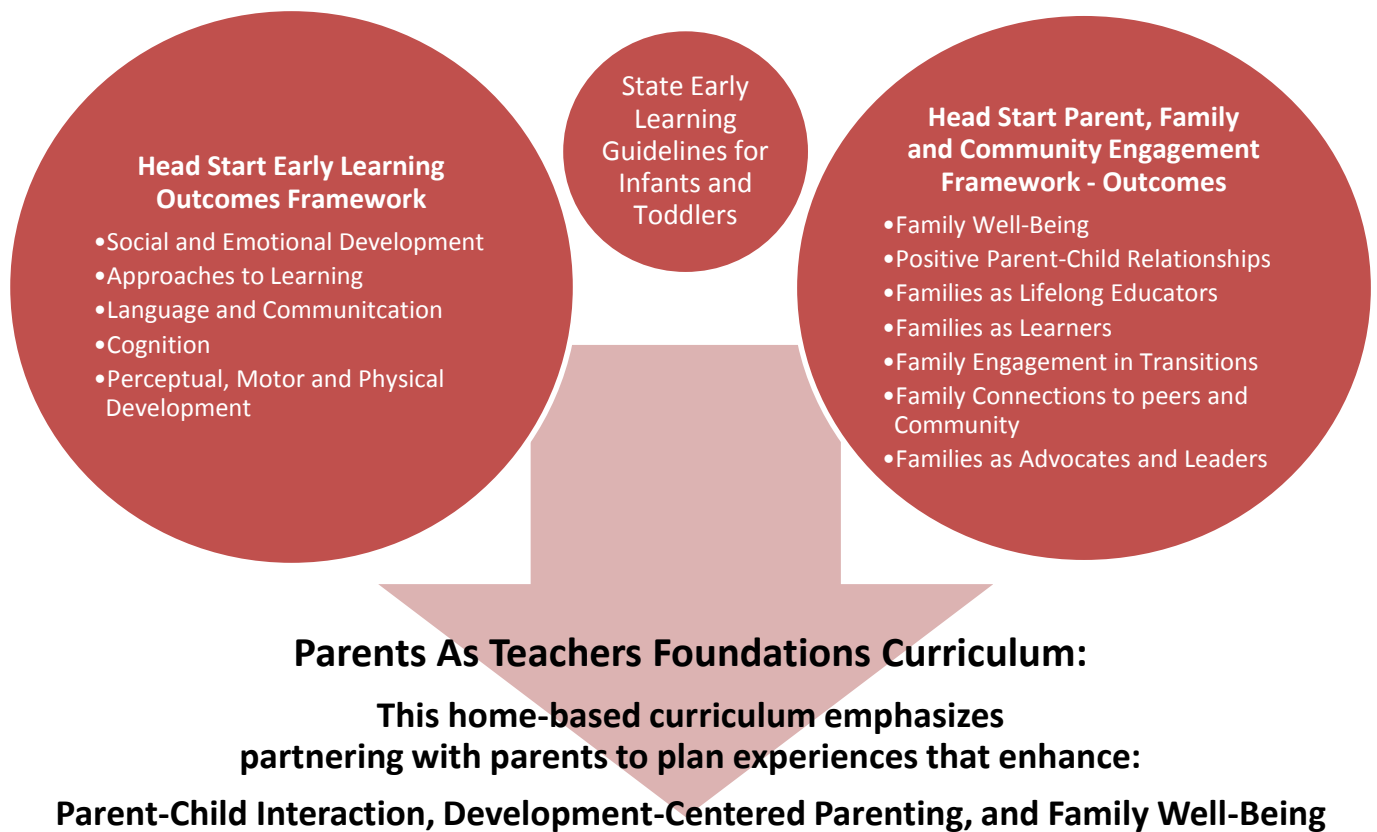
- Family Income Below Federal Poverty Level or Family Lives in Medically Underserved Area
- Family Receiving Public Assistance (Regularly Receiving TANF Cash Award or SSI)
- Applying Child is in Fostercare
- Homeless Child or Pregnant Woman per McKinney-Vinto Homeless Assistance Act of 2001
- Family Income Above 130% of Federal Poverty Level - Max. of 10% of Funded Slots
- Family Income Between 101%-130% of Federal Poverty Level - Max. of 35% of Funded Slots

What is EWU Early Head Start’s Approach to School Readiness?

EWU EHS’s approach to services for infants and toddlers is based on sound child development theory and practice that can be summarized in 4 R’s:

Respectful Relationships, Responsive Interactions, Reflective Practice, and Routines

EWU Parent Child Educators engage and equip parents to build a foundation of knowledge and skills that will help them to prepare their child for success in school. The EWU Early Head Start home-based program utilizes the Parents as Teachers *Foundations* Curriculum which is aligned with the Head Start Early Learning Outcomes Framework and incorporates the 5 essential Head Start domains into the curriculum and approach to intervention. This foundational curriculum is supported by other evidence based curriculum and tools as described in the table below.



Ongoing Developmental Assessment Tool	Developmental Screening Tools	Family Engagement Approach	Home Visit Teaching and Learning Observation Tool
<i>The Ounce Scale™ Observation Records</i>	<i>Ages and Stages Questionnaires®</i>	<i>Motivational Interviewing</i>	<i>Home Visit Rating Scales – Adapted and Extended: HOVRS-A+</i>
<i>The Ounce Scale™ Developmental Profiles</i>	<i>ASQ-3™ Third Edition and ASQ: SE 2™</i>		

What is EWU Early Head Start Learning from School Readiness Data?

EWU EHS aggregated data from *Ounce Scale Observation Records and Developmental Profiles* and other developmental records (including Individualized Family Services Plans) every three months to monitor individual and group progress towards school readiness goals.

EWU's school readiness goal is that every child is either developing within typical developmental windows in all 5 essential Head Start domains for a child of their age (adjusted for prematurity) or that they are engaging in early intervention services (privately or publically funded).



School Readiness Developmental Data Summary

- 84% of infants and toddlers enrolled in EWU EHS are developing as expected in all domains
- 16% of infants and toddlers had diagnosed developmental delays or disabilities that resulted in the development of an Individualized Family Services Plan (IFSP)
- 9% of the of infants and toddlers that were typically developing in all domains had indicators that they may be on the borderline or at risk of moving out of windows of typical development. Those indicators include parent concerns, staff and parent observations and developmental screening results. EWU EHS monitors the development of infants and toddlers in this group by adding additional screenings, observations, home visits by content managers and through individualized experience plans with parents designed to provide additional learning opportunities and support for children and parents.
- As in past years, speech and language delays were the most prevalent, followed by motor development and social-emotional development. Two-thirds of infants and toddlers with developmental delays or disabilities were male and one-third were female which is again consistent with data from past years.



School Readiness Preventive Health Data Summary

- 99% of Enrolled Children Up-To-Date as Possible on Medicaid Well Child Exams schedule
- 97% of Enrolled Children Up-To-Date as Possible on Required Immunizations
- 150 Children Up-To-Date on a schedule of age-appropriate preventive & primary oral health care per the Medicaid schedule of preventive services
- 117 Children With Continuous, Accessible Dental Care Provided by a Dentist

How are Resources used to Provide EWU Early Head Start Services?

Funding Sources

The EWU Early Head Start is a stand-alone program that received funding from the following sources in fiscal year 2014 (July 1, 2014 – June 30, 2015):

Early Head Start, Office of Head Start, ACF/DHHS Award	\$1,886,295
Non-federal share required, 20% total funding	<u>471,574</u>
Total	\$2,357,869

Budget and Expenditures

Early Head Start FY 14 Federal Funding: Budget vs. Actuals		
Budget Category	Approved Budget	Actual Expenditures
Personnel	\$897,613	\$860,290
Fringe Benefits	\$352,132	\$310,733
Travel	\$23,600	\$8,338
Equipment	\$0	0
Supplies	\$94,349	\$232,021
Contractual	\$5,910	\$1,634
Facilities/Construction	\$0	0
Other	\$341,209	\$301,797
Direct Costs	\$1,714,813	\$1,714,814
Indirect Costs	\$171,482	\$174,481
Total	\$1,886,295	\$1,866,295

Administrative costs (including indirect costs): 14.88% Non-federal share provided: \$471,574

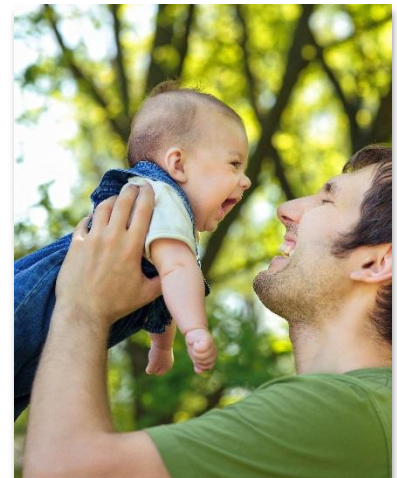
Federal OHS Review and State Audit Findings

State of Washington Single Audit

Eastern Washington University did not have any findings or questioned costs in the *State of Washington Single Audit Report for FY 14*. [Washington Office of Management and Budget, www.ofm.wa.gov]

Administration for Children and Families (ACF) Monitoring Review

No monitoring reviews occurred in FY 14.



Engaging Parents in School Readiness



EWU EHS and parents partnered together to lay a foundation for children's success in school by:

- ❖ Conducting individual developmental screenings and ongoing assessments for each child including all 5 essential developmental domains as well as hearing and vision screenings on an ongoing basis.
- ❖ Collaborating with Early Services for Infants and Toddlers (ESIT), school districts, therapists and specialists for disabilities services, including Early Child Education Assistance Program (ECEAP) and Head Start transitions.
- ❖ Partnering with parents to plan and implement home-based, individualized and comprehensive services for enrolled children that address child development across all domains.

School Readiness Data Informed Program Improvements.

- Designed and implemented professional development inservice training intensives to increase effective and consistent use of the Ounce Scale Observation Records and Developmental Profiles and on facilitating parent observations of their own child's development to increase fidelity with the tool and effective use of data to improve teaching and learning
- Increased child development, disability and infant mental health consultation and technical assistance to home visitors and families onsite consultation, home visits, telephone consultation and written developmental guidance to deepen the quality and effectiveness of individualized experience plans
- Increased home visits by child development and disabilities manager, health and nutrition manager and the infant mental health consultant
- Arranged for EHS Governing Board member Marion Moore, Ph.D., professor of Special Education and Early Childhood Education, autism specialist and Chair of the EWU Department of Education to discuss the increasing occurrence of developmental delays and disabilities in the zero-to-three population with at an EWU EHS All Staff meeting attended by Policy Council, Governing Board, staff, consultants and community partners from the Early Services to Infants and Toddlers 0 to 3 disabilities program
- Chaired the local Interagency Coordinating Council and collaborated with the local lead agency (LLA) to brainstorm ways to increase funding for birth-to-three disability services in the Tri-Counties. Conducted a Community Assessment focused on disability services and ESIT services in the Tri-Counties.
- Developed an Ad Hoc Committee of the Policy Council on Socializations to identify how to improve socialization environments and experiences to better support progress toward program goals.