



Family Foundations

Early Head Start

annual report 2011-2012

University of Pittsburgh Office of Child Development Early Head Start Family Foundations (EHS/FF) is a 16 year program that serves families in low-income communities in the city of Pittsburgh and Allegheny County. The program provides intensive home visiting or center-based services to expectant families and families with children ages 0-3 years. Services include health and development for infants and toddlers; and the promotion of the parent's abilities to support their child's cognitive, social, emotional and physical development in order for the child to be ready for school. The program continues to enhance its expertise in infant mental health, promoting healthy parent-child relationships and preparing families and their children for success in school.

After 16 years with the EHS/FF program, Director Vivian Herman, who provided excellent leadership, retired in April 2012. Christopher Dunkerley, formerly a Site Coordinator and Family/Community Engagement Coordinator who has been with EHS/FF since 1997, was chosen as Director through a collaborative process including the University of Pittsburgh Office of Child Development and the EHS/FF Policy and Governing

The FY11-12 budget includes \$3,950,851 (USDHHS, ACF) and \$172,106 (through the generous support of The Heinz Endowments). \$3,386,109 is budgeted for sub awards for six sites. The remainder is budgeted for OCD compensation, supplies, travel and space rental.

Boards. During the transition, the program had their triennial Federal review in March 2012. The relationship-based Infant Mental Health work with children, parents and families was recognized and commended by the review team. During the review, the team leader said: "Early Head Start in Pittsburgh is not just a service, it's a way of life," highlighting that it was a very successful review.

Health and development of enrolled expectant families and children aged 0-3 is the primary goal of the EHS/FF program. 100% of enrolled children are up-to-date on their immunizations, have a medical home and have a health insurance provider. Through continuing collaboration with Children's Hospital Dental clinic, all families have access to early dental exams and care. 94% of enrolled children received dental exams. As is shown in research, oral health is essential for the health and success of expectant families, infants and toddlers.

Through guidance from the federal Head Start Office and the leadership provided by Director Chris Dunkerley, EHS/FF has developed School Readiness Goals. These goals are built around the parent-child relationship. The program believes that, beginning with expectant families, healthy, loving relationships between parents and their children will lead to success in school and in life. In addition, the program seeks to understand each parent's own experience in the education system and how that may impact their child's readiness for school. The program's school readiness goals for the 2011-2012 program year are incorporated into the program's curriculum; The Ounce Scale.

School Readiness Goal and Objectives

Personal Connections: It's About Trust (Social Emotional)

- Children will establish secure attachments to parents.

Feelings About Self: Learning about Me (Social Emotional)

- Children will express who they are, manage their own behavior and express their feelings, needs and want.
- Children will exert self-control and independence at school.

Relationships With Other Children (Social Emotional)

- Children will establish routines outside of the home environment.
- Children will develop trusting relationships with peers and adults at school.

Understanding and Communicating (Language)

- Children will learn and use words to describe what they are thinking and doing.
- Children will use language as a tool to understand and communicate in the classroom setting. Early language development leads to success in reading and school.

Approaches Toward Learning

- Children will explore, use imagination, understand concepts, develop curiosity, and enhance creativity.

Exploration and Problem Solving (Cognition)

- Children will demonstrate persistence in learning and discovery.

School Readiness Goals continued on page 2

School Readiness Goals continued from page 1

- Children will demonstrate how to make things happen, solve problems and anticipate consequences from planned experiences.

Movement and Coordination (Gross & Fine Motor and Adaptive)

- Children will control their bodies and hands so they can learn, explore, create and do simple tasks for themselves.

Health, Nutrition and Safety

- Children and their family will practice a healthy lifestyle.
- Expectant parents will participate in prenatal care and healthy nutrition to ensure the best possible outcomes for baby.
- Children will play and learn in safe home environments

Transition

- Parents will have a relationship with the pre-school setting in their community or school district.
- Children will understand what to expect in their new environment.

ALL GOALS are culturally sensitive and adapted to meet the varying developmental needs of children.

The program will aggregate child assessment data three times a year, analyze the data, share the information from the data with parents and community members and revise/add to the school readiness goals as the data shows a need.

Family Foundations Early Head Start is a grantee of the University of Pittsburgh Office of Child Development. It is administratively housed in the University of Pittsburgh School of Education and is located at 400 N. Lexington Street, Suite LL104, Pittsburgh, PA, 15208. We can be reached by phone at **1-877-233-9231**.



School Readiness Goal: Develops secure attachment and the ability to relate to persons, objects, and information.

As mom and baby gaze into the mirror enjoying one another's smiles, laughter, and sounds, they are building a strong bond with each other. The newborn loves being close to mom and seeing their reflections in the mirror. This shared attention helps the baby expand her world beyond the immediate environment, focus on objects in a way that promotes "knowing" about them, and realizing that adults can be a source of information. All of this is done within the context of a meaningful relationship with the mother.



School Readiness Goal: Promoting language and literacy through relationships

At a recent socialization with a theme of "All About Me," the mother and baby are reading a book called "My First Body

Book". Lap sitting and snuggling while looking at a book is a good way to support attachment as well as language, literacy, and other communication skills.

In this picture, the mother is poised for interactive (dialogic) reading with her child. She explains what is going on in the picture. As the baby's expressive language develops the mother can ask her about the picture, so the baby can become the story teller. She is pointing to the words, allowing the baby to learn that print, not only the picture, carries the message.



School Readiness Goal: Using play for exploration and problem solving

During our community helpers socialization, father and son are interacting in the dress up area, pretending to play firemen. They are using imagination and creativity, while exploring the concept of community helpers. The play was related to a book they had read earlier. The dad was explaining to his son what the dress up items were and why the fireman wore them, and why their job was important.

This creative approach to learning about the world helps children feel good about themselves as learners. Role play also helps with imagination as children move from imitation of role behavior to an understanding of the role. They then are able to try out different approaches and think of new things related to the role. The ability to imagine helps in more abstract school subjects such as math and geography.