

Head Start/Early Head Start Annual Report 2018/2019

Head Start/Early Intervention Department

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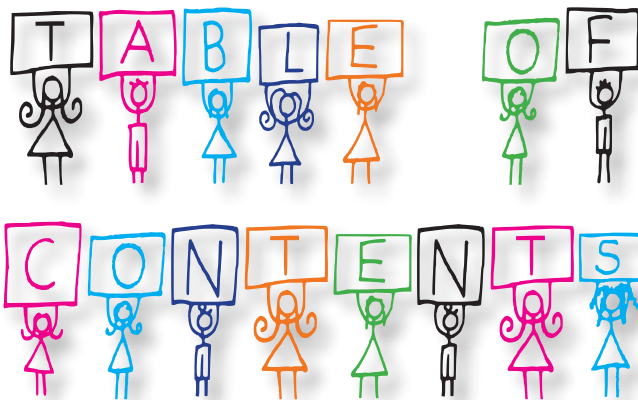
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2018 - 2019 HEAD START SITES



| | |
|---------------------------|--------------------|
| Atlantic West | Miramar |
| Bennett | Mirror Lake |
| Bethune (EHS/HS) | Morrow |
| Boulevard Heights | North Fork |
| Broadview | North Lauderdale |
| Broward Estates | North Side |
| Castle Hill | Oakland Park |
| Colbert | Oriole |
| Collins | Palmview |
| Coral Springs | Park Lakes |
| Cresthaven | Park Ridge |
| Cypress | Peters (EHS/HS) |
| Davie | Plantation |
| Deerfield Beach | Pompano Beach |
| Deerfield Park | Quiet Waters |
| Dillard | Riverland |
| Drew Resource (EHS/HS) | Rock Island |
| Driftwood | Royal Palm |
| Endeavour | Sanders Park |
| Fairway | Sheridan Hills |
| Flamingo | Sheridan Park |
| Gulfstream ELC | Stephen Foster |
| Lake Forest | Sunland Park Annex |
| Larkdale | Tedder |
| Lauderhill P.T. | Thurgood Marshall |
| Lloyd Estates | Village |
| Markham | Walker |
| Martin Luther King Jr. | West Hollywood |
| Meadowbrook | Westwood Heights |
| | Wilton Manors |

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Mission

The mission of the Broward County Head Start Program is to provide high quality comprehensive services to low-income children and their families to ensure social competence.

Program Overview

HEAD START

The Head Start/Early Intervention Department administers the District's Head Start Program. The direct connection between the Head Start (HS) Program and the District streamlines the coordination of services and referrals required to meet the needs of Head Start families enrolled in the program. Each HS classroom ranges from 17 to 20 children and is staffed at minimum by an early childhood, bachelors-level, certified teacher in addition to a teacher assistant who holds the State Child Development Associate or an Associate's Degree or higher.

EARLY HEAD START

Infants, toddlers, and pregnant women receive services through the Early Head Start (EHS) program. The goals of EHS are to provide enriching caregiving to promote the overall development of children, support parents in their role as primary caregivers and teachers of their children, and to provide responsive services and resources to ensure comprehensive services and support for families. EHS provides appropriate infant/toddler activities, comprehensive health care, nutrition, education and social services for young children and their families. Center-based caregivers in EHS hold either a State Child Development Associate credential with an Infant/Toddler Endorsement, or an Associate's Degree or higher with coursework with an emphasis in Early Childhood Education. EHS services are provided year-round, with children enrolled in the center-based option receiving such services following the school year calendar with additional services offered during the summer months.

Program Governance / Policy Council

The HS/EHS Program provides shared governance with the School Board and Policy Council through which parents can participate in policy making and other decisions about the program. The Policy Council consists of fifteen members and twelve alternates. The membership includes parents of children currently enrolled in HS, parents of children currently enrolled in EHS, a past officer from the previous year, and two community representatives to include Healthy Mothers, Healthy Babies and Broward Health. Parents elected to Policy Council meet monthly and participate in shaping the Head Start program and policies by making decisions related to policy-making, funding allocation, and program management. Monthly enrollment, fiscal, meal, and content area reports are provided to The School Board of Broward County, FL and Policy Council.

Family Engagement

Parent Orientation meetings and Beginning of the Year Open House meetings are held at the school where parents can learn about the Head Start Program, the school and curricula, and meet the staff. During home visits with their Parent Educator, families also receive additional relevant connections to community resources. Throughout the year, families are provided with information regarding community job fairs, holiday programs, volunteer opportunities, Policy Council dates and locations, and activities for parents to do with their child at home on a monthly basis that align with the curricula and support early learning skills.



Financial Report

| | Head Start | Early Head Start |
|---|---------------------------|------------------------|
| Federal Funds | \$9,391,569 | \$823,765 |
| Matching Funds for the School Board of Broward County, FL | 20% | 20% |
| Cash Match. | \$2,336,587 | \$203,921 |
| Training and Technical Assistance (T/TA) | \$118,121 | \$18,023 |
| Explanation of Budgetary Expenditures: | | |
| Personnel | \$10,968,138 (92%) | \$811,553 (77%) |
| Supplies..... | \$213,993 (1%) | \$175,733 (16%) |
| Contractual..... | \$72,818 (0.6%) | \$6,013 (0.6%) |
| Other..... | \$125 (0%) | \$1,493 (0.14%) |
| Indirect Cost | \$479,426 (4%) | \$33,892 (3%) |
| Budget for 2018/2019 | \$11,846,277 | \$1,045,709 |



Eligibility, Enrollment and Attendance

All Head Start, mandated Performance Standards and guidelines related to eligibility, enrollment, and attendance are followed beginning with recruitment of new families throughout the school system and the community at large. Staff accepted over 5,500 applications for the 2018-2019 school year. These were processed to determine a family's need. Attendance was encouraged and monitored closely by staff to ensure that children benefitted from the HS/EHS Program and services. Eligible students, enrollment by ethnicity, and average monthly enrollment (attendance) can be found below.

| | Head Start | Early Head Start |
|---|------------|------------------|
| Funded Enrollment..... | 2040 | 80 |
| Actual Eligible Children Served | 2,188 | 99 |
| Average Monthly Enrollment (Attendance) | 90.26% | 86.68% |
| Hispanic or Latino Origin | 430 | 23 |
| Non-Hispanic or Latino Origin | 1758 | 76 |



Primary Type of Eligibility



Income below
100% of
Federal
poverty line

Participants

2138



Over
income

Participants

22



Foster
Children

Children

33



Homeless
Participants

63

***Please note that the number of participants served may exceed the allotted seats due to students entering and withdrawing from the program throughout the year.*

Curricula to Support School Readiness

The Creative Curriculum System for Preschool is used as the foundational framework in all HS classes. This framework provides a balance between child-initiated and adult-directed activities that support developmentally appropriate cognitive, social/emotional, physical, self-help, and communicative skills. The Creative Curriculum System for Preschool is a research-based system that combines curriculum, assessment, professional development, and family connection resources to fully support every child.

Curricula are aligned with the HS Child Development and Early Learning Framework and the Florida Early Learning and Developmental Standards for Four-Year-Olds. Teaching Strategies GOLD (TSG), the ongoing assessment tool, is aligned to the State Standards for Kindergarten, the HS Child Development and Early Learning Framework, and the Florida Early Learning and Developmental Standards for Four-Year-Olds.

Early Head Start classrooms use The Creative Curriculum for Infants, Toddlers and Twos. This framework is rooted in the concept of learning through relationships and routines and provides guidance in building trusting relationships, promoting individualized care, providing environments that support and encourage exploration, ensures children's safety and health, develops partnerships with families, appreciates cultural, family and individual differences, supports dual language learners, and includes children with disabilities in all aspects of the program. Children's growth and development is documented and recorded in Teaching Strategies GOLD (TSG), which is aligned with both the Early Head Start and Florida Early Learning Standards.

Caregivers of children 18 months and older can also implement ABC Music and Me's Wiggle and Grow program, which utilizes music and movement as a fun and engaging way for children to develop school readiness skills.



Family Services

HS/EHS provides a range of support for families including assistance with transitions into and out of the program; educating parents about advocating for their children within the school and community; referral to community resources to meet a broad range of family needs; promotion of continuing education and vocational training opportunities for adults; and mental health support for children and parents around, parenting concerns and other aspects of family life.

PARENT EDUCATORS

Parent Educators act as advocates and liaisons for families with the HS/EHS program. They meet with families to assess family strengths and help the families create a goal to address areas needing improvement. Families can access their Parent Educators within the home, on campus, or via phone or email. Parent Educators assist families in finding services or resources in areas of housing, employment, finances, parenting, holiday assistance, language training, and during times of crisis. They also work with teachers to host quarterly parent activities, which are based on parent interest.

SOCIAL WORKERS

HS/EHS Social Workers assist families and classrooms during times of crisis and wellness. Families can access their Social Workers within the home, on campus, or via phone or email. Social Workers are contacted to assist families and staff with homelessness, foster care, abuse, domestic violence, bereavement, behavior, and counseling. Monthly support groups were also held to support grandparents raising their grandchildren.

EDUCATION PROFESSIONALS

Families are encouraged to participate in their child's education through conferences and home visits with teachers regarding their child's progress. Parent activities to educate families about the curriculum and activities they can do at home to enhance their child's understanding and progress in literacy, math and social skills are conducted based on parent and child interest. Teacher Specialists and Social Workers worked to support classroom teachers with a children's behavior as well.

| Total Number of Families Receiving Services: 2043 | | |
|--|-------------------|-------------------------|
| Type of Service | Head Start | Early Head Start |
| Emergency/Crisis Intervention | 316 | 12 |
| Housing Assistance | 115 | 3 |
| Mental Health Services | 69 | 1 |
| English as a Second Language Training | 203 | 2 |
| Adult Education | 194 | 1 |
| Job Training | 173 | 1 |
| Substance Abuse Prevention and Treatment | 25 | 1 |
| Child Abuse and Neglect Services | 13 | 0 |
| Domestic Violence Services | 16 | 1 |
| Child Support Assistance | 39 | 0 |
| Health Education | 332 | 2 |
| Assistance to Families of Incarcerated Individuals | 38 | 0 |
| Parenting Education | 884 | 17 |
| Relationship/Marriage Education Services | 63 | 0 |
| Asset building services | 264 | 2 |
| Families Who Received at Least 1 Above Service | 1194 | 33 |



Quality Teaching and Learning Environment

The main goal for all children is to ensure that all children are ready for kindergarten at the end of the program year. The daily focus is on providing high-quality, developmentally appropriate learning experiences to develop pre-literacy, math, and social skills. These goals are accomplished through individual, small, and large group activities. A certified teacher, a teacher assistant, district support staff, and volunteers implement the activities.

Teachers support emerging literacy, math skills, reasoning, problem-solving, and decision-making skills that are the foundation for school readiness and later school success. Staff integrates all educational aspects of health, nutrition, and mental health services into program activities. Three- and four-year-old children enrolled in the HS Program are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally. The program provides these services by implementing appropriate educational practices for the students' age, individual interest, temperament, language, cultural background and stage of development. The environment is inclusive of children with disabilities and is consistent with their Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP). The physical environment is adapted for children with special needs. Occupational and physical therapy technical assistance, as well as adaptive equipment, is provided when required for individual children.

The Curriculum Fidelity Tool is completed in each HS/EHS classroom to determine the extent that the curriculum is being implemented as intended and the environment is conducive to high-quality instruction. It is aligned with the curriculum and assists the program in identifying areas in need of coaching and professional development support for teachers.

In addition, HS Teachers and Teacher Assistants provide an environment of acceptance that helps each child build ethnic pride, develop a positive self-concept, enhance individual strengths and foster social relationships. To support emotional development, the instructional staff has designed a program inclusive of social skills that enhances each child's strengths by building trust, fostering independence, and encouraging respect for the feelings and rights of others. Teachers encourage children's self-control by setting clear, consistent limits and by having realistic and developmentally appropriate expectations. Following the curriculum guidelines, teachers model and promote positive guidance and discipline using a problem-solving approach to conflict. Balance between encouragement and praise focuses on strengths of the child and helps to develop positive attitudes toward learning. Teachers plan routines and transitions to occur in a timely, predictable manner. This planning includes a consistent, posted, interactive daily schedule.



Teacher and Teacher Assistant Data

At the beginning of the 2018-2019 school year, data is collected on Teacher and Teacher Assistant.

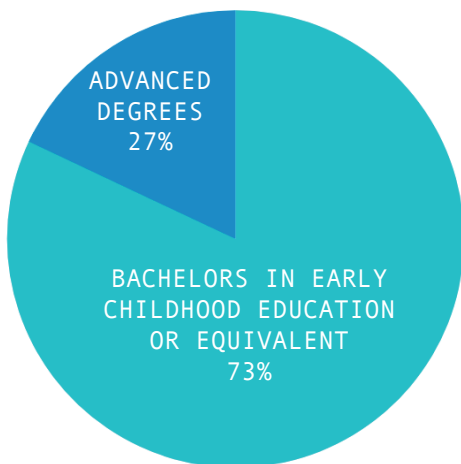
The data was aggregated as follows:

Demographics

| Head Start/Early Head Start: Ethnicity | |
|--|-----|
| Hispanic or Latino Origin | 63 |
| Non-Hispanic/Non-Latino Origin | 199 |
| Head Start/Early Head Start: Race | |
| American Indian or Alaska Native | 1 |
| Asian | 7 |
| Black or African American | 131 |
| Native Hawaiian or Other Pacific Islander | 1 |
| White | 110 |
| Biracial/Multi-Racial | 12 |
| Other | 0 |
| Head Start/Early Head Start: Languages Spoken | |
| Spanish | 48 |
| Native Central American, South American, and Mexican Languages | 2 |
| Caribbean Languages | 22 |
| Middle Eastern and Southern Asian Languages | 2 |
| East Asian Languages | 4 |
| Native North American/Alaska Native Languages | 0 |
| Pacific Islanders Languages | 0 |
| European and Slavic | 9 |
| African Languages | 0 |
| Other | 0 |

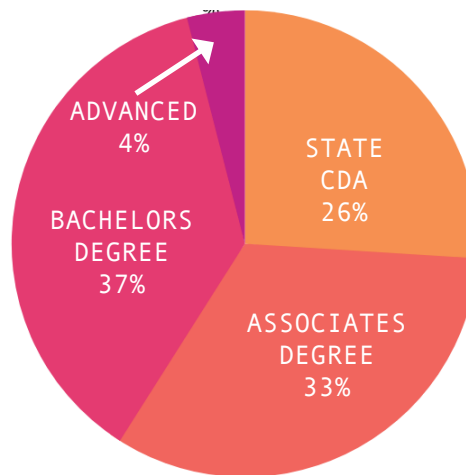
Staff Certification and Credentials

HEAD START

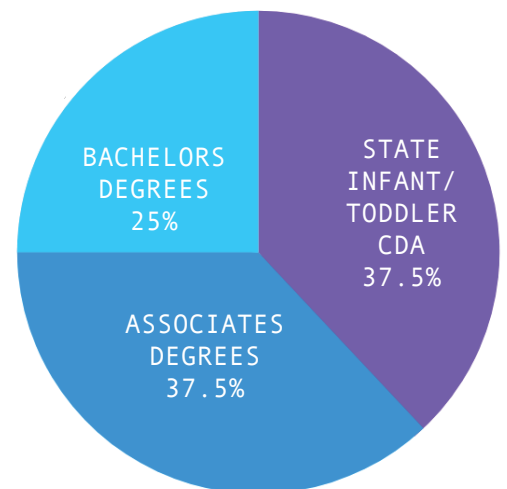


TEACHERS

EARLY HEAD START



TEACHER ASSISTANTS



STAFF



Teacher Quality

CLASS Reliable HS/EHS Teacher Specialists administer the Classroom Assessment Scoring System (CLASS) in all HS/EHS classrooms to monitor the quality of interactions between teachers and students and to measure instructional and social interactions that contribute to students' academic achievement and social competence. The table below demonstrates the 2018-2019 CLASS data with program and national average comparisons.

2018-2019 Classroom Assessment Scoring System Scores for Head Start

| Classroom Assessment Scoring System (CLASS) | National Average | BCPS HS Average |
|---|------------------|-------------------|
| Domain | 2018 | End of Year 18-19 |
| Emotional Support | 6.09 | 5.86 |
| Classroom Organization | 5.82 | 5.47 |
| Instructional Support | 2.89 | 3.46 |

2018-2019 Classroom Assessment Scoring System Scores for Early Head Start

| Classroom Assessment Scoring System (CLASS) | National Average | BCPS EHS Average |
|---|------------------|-------------------|
| Domain | 2018 | End of Year 18-19 |
| Responsive Caregiving | NA | 4.88 |
| Classroom Organization | NA | 5.31 |
| Instructional Support | NA | 4.23 |

HS/EHS Teacher Specialists support the HS Teachers and Teacher Assistants through a data-driven coaching model that utilizes a strengths-based approach to improving instruction in the classroom. The Curriculum Supervisor and EHS Specialist work closely with the HS/EHS Teacher Specialists to ensure data is effectively utilized to drive the support and effective teaching practices are implemented throughout the year.

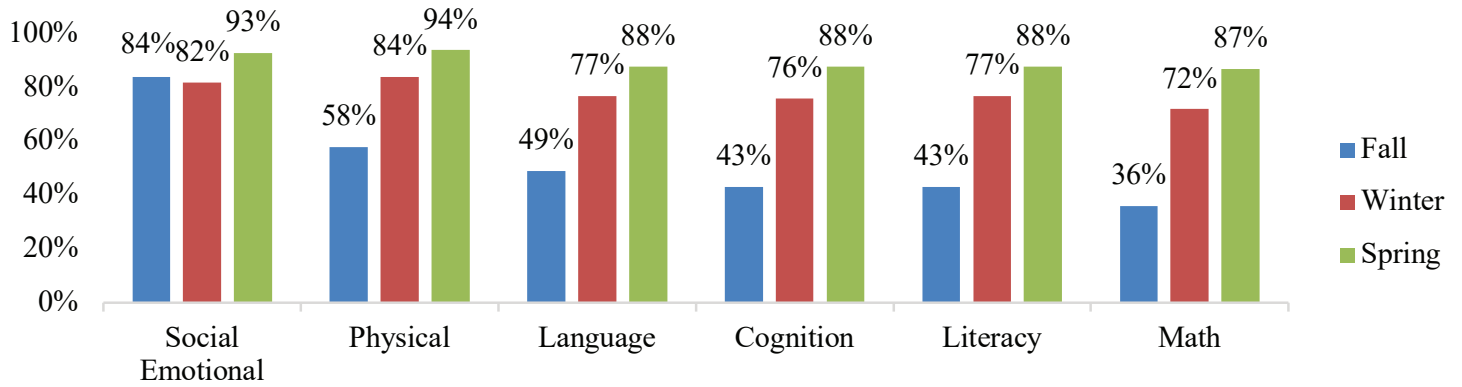
School Readiness Goals and Data to Support Efforts

Children's development and progress is tracked across all essential domains. Data related to the goals and benchmark criteria is collected three times per year to document each child's development and progress. This data is then utilized to individualize instruction, determine teacher needs, and guide program-wide improvements. A School Readiness Goals Report is developed to present the data in relation to the goals and benchmarks, determine progress, and identify program-wide trends. Program decisions and improvements are then made based on the data. The report is shared with all HS/EHS staff, parents, principals, and approved by Policy Council and the School Board. The chart on the next page provides the 2018-2019 TSG End-of-Year program results that show overall program performance determined by the number of students meeting or exceeding widely held expectations for their age/grade at each checkpoint period.



2018-2019

HS/EHS Overall Program Performance



Chronic Conditions 2018 - 2019

of Children who Received Treatment

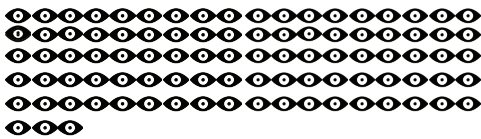


HEARING DIFFICULTIES
2 Children



9 Children

ANEMIA



VISION PROBLEMS
93 Children



ASTHMA
167 Children

= 5 children



DIABETES
1 Child

Mental Health Services

| Type of Service | Head Start | Early Head Start |
|--|------------|------------------|
| Consultations with staff about a child | 240 | 18 |
| 3 or more consultations | 107 | 2 |
| Consultations with parents about a child | 143 | 33 |
| 3 or more consultations | 24 | 9 |
| Individual Mental Health Assessment | 17 | 1 |
| Referrals facilitated for Mental Health | 64 | 8 |



Health and Nutrition

The HS/EHS program promotes the vision of wellness as it relates to the total physical and mental health of the child and family. This goal is realized in a collaborative effort among families, staff, and health professionals. Parents are equipped with the necessary resources to promote dental health, establish a medical home, utilize nutritional information, and practice good safety. Ultimately, parents are provided the necessary resources to become health advocates for their families. The HS/EHS health staff are responsible for monitoring the health status of the child and serve as liaisons between the family and their health care provider. Considering the medical condition of the child and observation of the staff, assessments are made, care plans are created, and follow-up is implemented. Using a multidisciplinary team approach, children are screened, concerns are identified, and follow-up is initiated. All required health-related education is provided for the staff and parents. Extensive collaboration with community agencies ensures awareness of services available for families.

Disabilities and Health Report

| Type of Service | Head Start | Early Head Start |
|---|------------|------------------|
| Children with Health Insurance at End of Enrollment Year | 2,112 | 96 |
| Children Who Received Dental and Medical Exams | 2,151 | 98 |
| Pregnant Women Served | NA | 5 |
| Pregnant Women who Received Dental Screening/Treatment | NA | 3 |
| Prenatal and Postpartum Education | NA | 3 |
| New children who completed routine screenings for developmental, sensory or behavioral concerns | 1,308 | 39 |
| Newly identified students needing formal evaluation | 203 | 0 |
| Children with IEPs and IFSPs served | 259 | 17 |

The HS/EHS Program receives nutritional services following the USDA guidelines established by the National School Lunch Act. At the time of enrollment, each child's nutritional needs are identified utilizing the following information: height/weight, body mass index, hemoglobin/hematocrit, special diets, food allergies, cultural preferences, and special needs. Parents of children flagged for a nutritional concern are sent nutritional information and are also provided nutritional counseling by the contracted HS/EHS Nutritionist.





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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

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