



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

*Ms. Donna Korn*

*School Board Broward County, Florida*

*600 S.E Third Avenue, 14th Floor*

*Fort Lauderdale, FL 33301*

**From: Responsible HHS Official**

**Date: 04/24/2020**

**Dr. Deborah Bergeron**

**Director, Office of Head Start**

From January 20, 2020 to January 24, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the School Board Broward County, Florida Head Start and Early Head Start programs. This report contains information about the grantee'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. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. 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**

Dr. Calvin Moore, Regional Program Manager

Mr. Daniel Gohl, Chief Executive Officer/Executive Director

Dr. Angela Iudica, Head Start Director

Dr. Angela Iudica, Early Head Start Director

## Glossary of Terms

<b>Opportunity for Continuous Improvement (OCI)</b>	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
<b>Area of Concern (AOC)</b>	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
<b>Area of Noncompliance (ANC)</b>	An area for 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 of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(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</li> <li>(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;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



## Program Design and Management

### Program Design

The grantee's program design and structure takes into account community strengths and needs.

### Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

### Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

## Program Design and Management Highlight

The grantee structured its program based on data from the Community Assessment to identify and meet the needs of children and families. The grantee's community of Broward County had almost 25,000 children under the age of 5 living in poverty with a diverse population, including immigrants from Haiti, Jamaica, Columbia, Portugal, Cuba, Europe, and Asia. The program employed bilingual staff and leveraged the school district resources to provide services in other languages as needed. In response to a growing number of homeless families, the grantee reserved slots and revised its procedures to recruit and prioritize homeless families. The grantee determined center locations through an analysis of gaps in available preschool services in the highest poverty areas and the waitlists for public preschool programs. To support its capacity to serve at least 10 percent of children with disabilities, the grantee transitioned some 4-year-old classrooms to inclusion classrooms utilizing blended funding from the state pre-kindergarten program with Head Start funds. These strategies ensured the program's design responded to the changing needs of the children and families within the community.

The School Board of Broward County, Florida developed effective systems for the management and oversight of the Head Start and Early Head Start programs that included all stakeholders. The program previously had goals without measurable objectives and did not align with the results of the Self-Assessment. A committee comprised of various stakeholders revised or eliminated the previous goals and created new long-term goals and quantifiable objectives to ensure ongoing continuous improvement in each service area. For example, a prior goal around hearing loss did not align with the community's needs or the program's health data. The program instead developed a goal to serve a higher number of children with disabilities. It customized its use of ChildPlus to collect and aggregate accurate data based on the type of information it needed. In addition, the program created customized input screens for information regarding family services to provide accurate reports with varied data points. The Management Team met once a month to review data, identify trends, and plan for continuous improvement. The grantee's approach to management and oversight in all areas based on accurate and holistic data provided a foundation for continuous quality improvement.

The grantee's governance structure leveraged the expertise of its governing board and policy council. The School Board of Broward County was an elected board, including members with educational and legal expertise, and the policy council included parents and community members. The policy council members implemented strategies to empower parents to be effective advocates for their children and to strengthen their role as the voice of Head Start. For example, parents developed a video on the value of Head Start, which was used during recruitment activities, fairs, Round-Ups, and advocacy events. The policy council also made recommendations regarding the selection criteria and helped with registration, parent orientation, and other events. These practices enabled parents to take a more active role in decision-making and the development of activities responsive to the needs of families.



## Designing Quality Education and Child Development Program Services

### Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

### Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

### Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

### Home-based Program Services

Not Applicable.

## Designing Quality Education and Child Development Program Services Highlight

The School Board of Broward County had an effective approach for transitioning Early Head Start and Head Start children. The grantee operated Early Head Start and Head Start in its elementary schools, providing opportunities to collaborate with the receiving schools' administrators and teachers to transition children and families. Families with children in Early Head Start met with the ERSEA Specialist to review documentation and verify eligibility for Head Start. Transitions were planned collaboratively among the Parent Educators, parents, social worker, the Early Head Start teacher, and the ERSEA Specialist. They reviewed the child's developmental progress, the transition timelines, and activities to support a successful transition. Families with children transitioning to kindergarten attended a workshop to assist with getting their child ready for kindergarten. The workshop included information on transition, developmentally appropriate expectations of children entering kindergarten, enrollment procedures, and summer activities parents could do with their child. Families also received a Getting Ready for Kindergarten book. Head Start teachers read stories about kindergarten and repeated what children would be doing in kindergarten, such as walking in line and carrying a tray in the cafeteria. Parents and children received comprehensive transition activities supporting them to move to the next setting.

The grantee established teaching practices that promoted school readiness. Training received on the curricula, child screening and assessment tools, the Head Start Early Learning Outcomes Framework, and Classroom Assessment Scoring System (CLASS) prepared teachers to promote school readiness in their classrooms. Teachers applied their training to develop lesson plans and activities supportive of each child's individual goals and development. Classrooms were provided with appropriate materials and organized to engage children's attention. To further support the success of teachers, coaches reviewed educational data, including CLASS assessments, Creative Curriculum Fidelity Checklists, and observations with teachers. Results were used to provide individual and group feedback and to inform professional development. The training, implementation, and monitoring of teaching practices supported children's developmental progress.



## Designing Quality Health Program Services

### Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

### Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

## Designing Quality Health Program Services Highlight

The School District of Broward County developed effective systems for the provision of health services for enrolled children. Community Assessment data indicated a shortage of providers in the community who served uninsured families. The grantee used this data to prioritize helping families apply for health insurance. Families who were unable to obtain insurance were referred to the Department of Health clinics that provided services for uninsured children. Using its Self-Assessment data, the grantee identified a need to improve vision and hearing screenings. The previous year's data showed 69 percent of children did not receive a vision or hearing screening within 45 days of their first day of attendance. To address this concern, the grantee contracted with consultants to provide vision and hearing screenings during Round-Up, held within the first 45 days of the program year, and as needed when children enrolled. It also trained assistant teachers to complete the vision and hearing screenings. Through these efforts, all children received their vision and hearing screenings within 45 days of their first attendance. To further support children's health services, the Health Services Advisory Committee (HSAC) was enlisted. HSAC members found resources for on-site fluoride varnish treatment for children, as well as nutrition counseling for families. Further, they assisted in promoting the Broward County's Shots by Two initiative to make sure Early Head Start children received and remained up to date on immunizations. The grantee developed strategies to support children receiving needed health services.

The grantee had effective practices to ensure the health and safety of children, families, and staff. Three separate compliance specialists completed comprehensive monitoring of environments, facilities, materials, and equipment during regular site visits. They completed a checklist based on the Head Start Program Performance Standards and the Caring for Our Children National Health and Safety Performance Standards. Teachers also completed daily health and safety checks of their classroom and the playground. Their identified concerns were addressed through work orders submitted to the school district facilities department. The specialists and school district facilities staff monitored the completion of repairs. In addition to these efforts, Head Start staff members were trained on proper safety practices through in-person and video training provided by the school district and the Head Start program. These training and monitoring efforts ensured the safety of children, families, and staff members.



## Designing Quality Family and Community Engagement Services

### Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

### Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

## Designing Quality Family and Community Engagement Services Highlight

The grantee had an effective approach to support families through individual and group services. Parent Educators received training for developing positive goal-oriented relationships with families and for understanding different perspectives. They used this training to build relationships with families and learn the parents' strengths, interests, and needs. This information was included in Family Assessments and Family Interest Surveys. Family Assessments were aligned with the Parent, Family, and Community Engagement Framework and were used to identify goals, along with the identifiable community resources available to assist the family. Parent Educators were aware of the resources by regularly being in the community and seeking out agencies and programs to support the families. Family Interest Surveys were used to plan and provide workshops and events based on a variety of interesting topics. The workshops and events included representatives from community agencies to provide information about their services available to the families. Translation services were provided during the workshops and events for families whose primary language was not English. The grantee also implemented the Positive Solutions for Families parenting curriculum at different times of the year and in the languages of the majority of parents, and other translations when needed. The grantee's Parent Educators and program events strengthened family well-being.



## **Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure**

### **Eligibility, Recruitment, Selection, Enrollment, and Attendance**

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

### **Enrollment Verification**

The grantee maintains and tracks full enrollment.

### **Fiscal Infrastructure, Capacity, and Responsiveness**

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

## **Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Highlight**

The grantee provided effective procedures for verifying eligibility. A pre-application process included informing families of the eligibility requirements and the documents to bring for an intake meeting. During that meeting, the staff reviewed the documentation to determine eligibility. Families who may be identified as homeless would submit a verifying letter from a shelter or hotel. Those families were referred to the Homeless Education Assistance Response Team department of the school district. An interview was conducted with them to document the hardships leading the family to become homeless, the length of time in temporary housing, how they were being supported, their income, and what their plans were for permanent housing. After a thorough review of the documents, the Intake Worker or Parent Educator completed and signed the confirmation of eligibility form. The documents, application, verification of eligibility form, and other enrollment documents were scanned into ChildPlus. The final step was for another staff member to review and verify the eligibility determination and mark it as complete. These detailed procedures guaranteed the grantee staff accurately determining eligibility.

The grantee established processes for determining vacancies and tracking absences. The Parent Educators assisted parents by providing support and resources, including transportation options, to increase their child's attendance. They met with teachers regarding classroom attendance and used weekly reports to identify children who fell below 85 percent. The Parent Educators continued to follow up with parents, including home visits, and collaborated with the Family Services Specialist and the school administrator to formally follow up with parents. All contacts with parents were documented and letters uploaded in ChildPlus. A Determination of Vacancy form was completed at the time a child was unenrolled. To fill vacancies, the grantee maintained a prioritized waiting list in ChildPlus for each school. The ERSEA Specialist reviewed the waiting list and made the final determination to verify the child with the highest need was selected for a vacant slot. Active tracking and monitoring of absences and enrollment ensured the grantee maintained its enrollment.

The grantee used financial management systems to monitor program funds effectively. The grantee received funding from a variety of sources and used the SAP accounting software to manage the funds. The software tracked expenditures and personnel costs, provided financial reports, and separated costs specific to each funding stream so budgets could be tracked. The program's budget was developed collaboratively with the Head Start Director, the Chief Financial Officer, the policy council, and the School Board. It was developed based on the previous year's budget, the Self-Assessment, the Community Assessment, and program goals. Once the draft budget was established, it was presented and reviewed with the policy council, and upon their approval, it was submitted to the Board for their review and approval. Recently, the school district implemented a new process where the Head Start Director was included in school budget meetings. This opened a line of communication with the principals and increased their understanding of the program and its budget. The grantee's financial practices ensured funding supported the Early Head Start and Head Start program objectives.

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