

**THE SCHOOL BOARD OF BROWARD COUNTY, FL**  
**HEAD START/EARLY HEAD START PROGRAM**

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**2014 SELF-ASSESSMENT AND IMPROVEMENT PLAN**

## **Head Start (HS) / Early Head Start (EHS) Program 2014 Self-Assessment and Improvement Plan**

*At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations 1304.51(i)(1).*

### **SELF-ASSESSMENT PROCESS:**

HS/EHS Program staff members begin the process by reviewing the Self-Assessment Protocols to ensure the program is capturing current and accurate program data. HS/EHS Teams meet to receive copies of Self-Assessment components assigned to them, along with an explanation of the process, what to look for, and where to find documentation. Parent Educators identify parents and/or Policy Council (PC) members to participate in the Self-Assessment process, contact them, and work closely with them throughout the Self-Assessment process. Key Management Staff reviews the Self-Assessment process, long- and short-term goals, progress toward action steps, School Readiness Goals data, and current data submitted by the HS/EHS Teams. The HS Director, HS/EHS Specialist, and Key Management Staff then meet to analyze findings, develop the Improvement Plan, and determine implications for program-wide improvements.

The Self-Assessment and Improvement Plan Report provides a summary of progress toward strategic plan goals and objectives. Data from protocols utilized during the Self-Assessment process are presented as strengths and areas of improvement. The analysis takes into consideration not only the data from the Self-Assessment protocols but also the school readiness goals, student and teacher data, and data related to each of the Key Management Staff areas. Based on the analysis, recommendations are provided in the improvement plan with a timeline for completion. The final Self-Assessment Report and Improvement Plan is submitted to Policy Council for approval and then to the Governing Body for review and approval. Once approved, the results of the Self-Assessment and Improvement Plan will be shared with school-based administration/staff. A timeline for the 2013-2014 Self-Assessment process can be found in the Appendix.

### **PROGRESS TOWARD PROGRAM GOALS:**

Progress toward the HS/EHS Program's Strategic Plan goals are outlined by each service area below. Goals were developed at the beginning of project period 2013-2018.

#### **EDUCATION**

***Goal: Standardize the educational program to ensure that all children are ready to succeed in Kindergarten.***

**Objective 1:** Identify and utilize effective planning and record keeping systems

- Utilization of Teaching Strategies GOLD (TSG) data was addressed in HS/EHS Classroom Implementation Plans (CIPs).
- TSG reports were created and reviewed by the HS/EHS Specialist. EHS events are monitored.
- EHS home-based Parent Educators are now monitoring children's progress on TSG.
- Each HS teacher developed a CIP using data from the Environmental Implementation Checklist (EIC), CLASS, and TSG to improve/enhance the learning environment, teacher-child interactions, and individualized instruction.

**Objective 2:** Equip and organize classroom structure and environment to facilitate and promote children's development and learning

- The Classroom Assessment Scoring System (CLASS) was conducted in all HS classes in the fall. HS Teacher Specialists reviewed the results with each teacher and discussed areas of strength to build on and areas of opportunity.
- The Missouri Infant/Toddler Responsive Caregiving Checklist (MITRCC) was completed in all EHS center-based classrooms, and data was utilized in development of CIPs. Debriefing with EHS Teacher Assistants was held within two weeks of completion of measure.

**Objective 3:** Expand participation in professional development and support to effectively implement program activities

- EHS lesson plans were revised and Teacher Assistants now complete, including individualization for all students. EHS Teacher Specialist and HS/EHS Specialist provide ongoing technical assistance.
- National Center for Quality and Teaching and Early Childhood Knowledge and Learning Center webinar information was disseminated to teachers electronically. Teachers unable to attend the live sessions were highly encouraged to view the recorded sessions.
- All new teacher workshops were revised to align with district and state requirements. Content was reviewed and revised in order to align to the CLASS and Marzano's Art and Science of Teaching Framework.
- A Master Plan for professional development was developed based on practice-based coaching and the HOUSE Framework. The plan outlines professional learning for teachers, assistants, and administrators to support high-quality instruction in the early years. The HS Master Plan was used as a model for other District Master Plans.
- EHS Teacher Assistants attended professional development to address the quality and accuracy of TSG documentation, support the development of math skills in infants and toddlers, and continue to support children's social emotional growth.
- HS professional development sessions were made available to Pre-K ESE, Voluntary Pre-Kindergarten, and High School Early Learning Lab teachers to collaborate around best practices implemented in a variety of programs.

**Objective 4:** Utilize additional technology for professional development as well as to document progress and growth, differentiate learning, and individualize instruction

- HS Teachers generated Class Profile Reports from TSG and used data to plan instruction and individualize for students.
- EHS Teacher Assistants generated Individual Child Profiles from TSG and used data for individualization purposes.
- Every two weeks, a 15-Minute In-service Module from the National Center on Quality Teaching and Learning (NCQTL) was highlighted for HS Teachers and Assistants. A summary and link to the online professional learning video and resources was provided electronically.
- CLASS videos and vignettes were utilized as part of the individualized coaching provided to HS Teachers.
- HS/EHS District Staff were provided with instructions on how to use their Active Directory credentials in order to access and utilize YouTube and other professional learning online videos as part of their coaching model.

**Objective 5:** Revise, monitor, and share results related to school readiness goals

- The HS/EHS Specialist and Curriculum Supervisor monitored data related to the school readiness goals.
- Results for School Readiness Goals were shared with stakeholders on the department's website.
- District staff reviewed and analyzed school readiness goals progress at three checkpoint periods during the school year.
- A new School Readiness Goals Report was developed in collaboration with the School Readiness Goals Team based on feedback from the district's school board members. The revised report provides detailed explanations of the data and results.

**DISABILITIES**

***Goal: Provide wrap-around Head Start services to children enrolled in part-time preschool Exceptional Student Education (ESE) classes and explore additional enrollment options.***

**Objective 1:** Continuation of full day services to children enrolled in part-time ESE classrooms through dual enrollment in HS/EHS to achieve 10% disabilities enrollment.

- The joint HS/Pre-K ESE partnership was maintained with the implementation of the AM/PM HS classroom where students receive half a day of ESE services and spend the remaining part of the day in the HS program.
- All ESE students were identified in TSG so that progress was tracked and monitored by the Disabilities Specialist and HS Teacher Specialists.
- The Disabilities Specialist continues active involvement in the Collaborative Problem Solving Process through participation in Collaborative Problem Solving Team (CPST) meetings. The Disabilities Specialist participated in 86 CPST meetings during the 2013-2014 school year.

**Objective 2:** Explore additional initiatives and enrollment opportunities for ESE students to help meet the 10% disabilities enrollment.

- Integrated HS/Pre-K ESE classrooms were discussed with the Preschool ESE Coordinator. Two elementary school sites were selected for the 14-15 school year based on both programs' needs.
- Early Head Start parents were promptly referred to Early Steps when a disability was suspected.
- Key Management Staff and the Director explored the possibility of an Assessment Team that could facilitate screenings and evaluations. Policy Council approved utilizing restoration funds to bring back a Psychologist to be part of the assessment team as well as add a Speech Language Pathologist to complete the team. This will enable the HS/EHS program to evaluate students and ensure they are receiving services to meet their needs in the least restrictive environment.

***Goal: Enhance staff and parent knowledge of Noise Induced Hearing Loss and provide hearing conservation education to protect against this preventable and common disability.***

**Objective 1:** Provide parents and staff awareness and information regarding Noise Induced Hearing Loss and Hearing Conservation measures they should exercise in order to reduce the incidence of this acquired hearing disability.

- The Disabilities Specialist attended professional development by District Audiologists regarding nationwide Dangerous Decibels Program. A plan for implementation and dissemination will be developed.

## **FAMILY AND COMMUNITY PARTNERSHIPS**

**Goal:** *Enhance parents' knowledge and understanding of the developmental and educational needs of their children*

**Objective 1:** Improve student's educational outcomes by engaging parents in literacy, math, and/or social emotional activities with their children

- HS families participated in Parent Engagement Activities with their assigned Parent Educator. At these meetings, families were provided strategies to support their child's learning in the home.
- EHS center-based toddlers were provided family activity packets that correlate with each thematic unit of the *ABC Music and Me* curriculum.
- EHS families received monthly activity calendars to encourage parent-child interactions in the home environment.
- HS families received the monthly Family Fun Focus newsletter that provides engaging activities aligned to the curricular focus in literacy, math, and science. A nutritious recipe was provided in each newsletter to encourage healthy eating habits through parent engagement. Each newsletter was translated into Spanish, Haitian-Creole, and Portuguese to meet the linguistic needs of the program's families.
- Transition planning for EHS children began at least six months prior to their third birthday.
- The preliminary stages of the Museum of Discovery and Science grant were initiated. The goal is to build on children's innate curiosity and eagerness to explore and provide a wide variety of cause and affect learning experiences. Parents and children will participate in science-related activities that align to classroom activities.
- The Mother Goose Nursery Rhyme Play Scenes Program through partnership with the Broward Center for the Performing Arts is scheduled for May. This is a culminating, interactive learning experience that four-year-old Head Start students participate in.
- HS three and four year old children participated in Art on The Go, an interactive program that engages students in art, music, artifacts, language, and storytelling. The program is currently in nine participating schools with 13 participating HS classrooms. Each lesson has an art project that goes home for students to complete with their families.
- Thirty-four HS classrooms at 24 school sites participated in the Reading Readiness Program. This program combines live theater performances with coordinated classroom activities and family coaching to reinforce Head Start students pre-reading skills. While the focus of the program is on the child, it also assists the families and caregivers of the children with their own literacy and family communication needs. In addition, it offers the families the opportunity to attend two live story-based performances at the Broward Center or affiliate venues, free of charge, marking for some their first theater experience.

**Objective 2:** Inform parents about the HS Child Development and Early Learning Framework and the importance of ongoing monitoring results.

- EHS Teacher Assistants were provided professional development in inviting parents to join the TSG site, and EHS parent meetings were offered at all sites to demonstrate navigation of TSG family site.
- Parents of children with a disability were provided with community resources related to disability services as well as information on how parents can support the development of their child. Parents were also provided with information to access the SBBC ESE website that provides a number of supports available to parents of children with a disability. Among these are meeting opportunities for parent support groups for various disabilities including ESE Parent Advisory Council.

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- Parent Educators provided activities (through home visitation or group activities) to parents so they could work with their children in the home. Teachers provided input on the area of focus based on children's ongoing Teaching Strategies GOLD assessment results.
- New teachers learned how to invite families to TSG in order to access information about activities to use with their child(ren). All teachers were instructed on how to generate activities to share with the Parent Educators so that they could incorporate them into the Parent Engagement activities.

**Goal:** *Expand partnerships with agencies and organizations to ensure access to comprehensive resources for children and families*

**Objective 1:** Enhance the knowledge and skills of Family Services staff on services and resources for children and families affected by domestic violence and substance abuse.

- Women in Distress provided training on Domestic Violence for Family Services Staff at the Resource Fair.
- Parent Educators and Social Workers participated in a Resource Fair to obtain necessary resources to support their families.
- The HS Program established a mutually beneficial affiliation with the Practical Nursing Departments at Atlantic, McFatter, and Sheridan Technical Centers that allowed the program to complete the required students' hearing, vision, and health screenings within 45 days of enrollment for the 2013-2014 school year. The collaboration enhanced the Atlantic Technical Nursing Students' clinical education and met HS Standards related to screening requirements.

**Objective 2:** Formalize collaborative relationships through formal written agreements to ensure continuity of services.

- Effective interagency agreement between the Head Start program and School Board of Broward County (SBBC) Exceptional Student Education (ESE) department.

**Objective 3:** Provide wrap-around services to children enrolled in EHS to accommodate working families.

- The HS/EHS Specialist has started conversations with local agencies that provide aftercare services at the EHS sites for K-5 students to determine the possibility of a partnership to provide wrap-around services to infants and toddlers.

**Objective 4:** Coordinate with district departments and county agencies to provide information on Job Education and General Education Development (GED) to parents.

- Parent Educators received information electronically on Resources for Work Force One and Broward County School Board Sites that offer GED programs to share with parents. They also disseminated information on Technical Schools that provide a variety of job training as well as numerous Community Job Fairs held throughout the year.

**Goal:** *Support students and families of military personnel*

**Objective 1:** Continued participation of HS/EHS in the District's Military Initiative: Embracing Students and Families of Military Personnel.

- Of the students enrolled in the HS/EHS program, 135 were identified as having a family member in the military through the annual application process. This enabled the program to provide needed support to these particular families.

- The military connected Head Start families and staff members participated in a Military Gala hosted by community partners and The Family Readiness Team –Alpha Unit Inc., a non – profit organization dedicated to honoring, celebrating, and recognizing soldiers and providing support services to military related students and families.

### **HEALTH, SAFETY, AND NUTRITION**

***Goal: Increase the availability of affordable and comprehensive health services for children***

**Objective 1:** Expand outreach and staff development to increase Medicaid and Kid Care enrollment and utilization.

- The HS Nurse developed an effective information campaign to educate parents on the Kid Care and Medicaid enrollment process.

**Objective 2:** Identify alternate sources of health care for families who do not qualify for Kid Care or Medicaid services.

- The HS Nurse maintained a current resource list of health providers available to families who do not qualify for Kid Care or Medicaid.

***Goal: Improve the health of children and their families***

**Objective 1:** Develop and implement additional programs to reduce childhood obesity.

- Included education to parents on food selection, budgeting, and preparation during home visits utilizing packets prepared by the Nutritionist.

**Objective 2:** Increase parent's knowledge of child health and safety.

- Empowered parents with healthcare knowledge utilizing the UCLA Program What To Do When Your Child Is Sick.
- Educated parents on the importance of water safety in collaboration with the American Red Cross.

***Goal: Improve reliability of sensory screening results and accessibility to lead screening results***

**Objective 1:** Improve accuracy and reliability of vision screening results.

- The use of the Spot Vision Screener was increased. In the 2013-2014 school year, 212 students were identified with a vision concern requiring follow-up care.

**Objective 2:** Improve follow-up on vision referrals by HS/EHS staff and parents

- The HS Nurse and Parent Educators provided information on available community vision resources to parents and HS/EHS staff.

**Objective 3:** Educate health care providers about the importance of lead screening as a component of the Medicaid Child Health Check-up as well as HS/EHS Performance Standards

- The HS Nurse worked collaboratively with area Medicaid Child Health Check-up contacts to identify and educate health care providers on the HS/EHS requirements for lead screening.

## **MENTAL HEALTH**

**Goal:** *Promote the social-emotional well being of children to provide a critical foundation for lifelong development and learning.*

**Objective 1:** Improve the knowledge and skills of teaching staff to build trust, foster independence, encourage self-control, develop feelings of competence and respect the feelings of others.

- Teachers were provided opportunities to participate in Webinars developed through NCQTL that address challenging behaviors. Social Workers and Teacher Specialists were encouraged to use the information when working with the teachers.
- Social Workers supported teachers in the classroom with the development of individual behavior plans and strategies for creating positive child-teacher relations and a nurturing environment during their regularly scheduled consultation visits.

**Objective 2:** Provide Parent Educators with clear directives when responding to mental health related family concerns.

- A protocol was developed and shared with Parent Educators on child abuse. All staff had the opportunity to view a Child Abuse Brain Shark presentation developed by BCPS on district protocols.

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE (ERSEA)**

**Goal:** *Ensure that all age eligible, children who meet the low-income poverty guidelines are being reached in our recruiting efforts.*

**Objective 1:** Increase the number of applications taken for schools in the 33304, 33305, 33309, 33311, 33312, 33313, 33020, 33023, 33024, 33069, 33334, 33341 zip codes.

- Recruitment efforts for the application period included a district Press Release and Parent Link message to families at 60 elementary schools.

**Goal:** *Improve customer service when taking applications for future program years.*

**Objective 1:** Consolidate application sites throughout Broward County in order to staff each site with more bilingual personnel.

- Three (3) conveniently located sites (1 in the North, 1 in the Central, and 1 in the South area) near major vehicular arteries and bus routes for taking applications were secured with the assistance of district personnel. Consolidating the application sites allowed the program to provide the necessary personnel to assist families in their native language.

**Objective 2:** Include effective communication strategies and customer service protocols as part of the annual application training.

- An Application Manual was developed so that staff had a guide to reference during the application period.
- A new customer service focus was rolled out during the staff meeting immediately preceding the application period. Staff participated in activities that focused on strategies to enhance customer service and could be implemented immediately to improve positive interactions with families during the application period. Key Management Staff will continue to develop a customer service plan that goes beyond the application period.



**PROGRAM DESIGN AND MANAGEMENT**

***Goal: Expand technology usage to monitor services, implement professional development, and improve communication.***

**Objective 1:** Create a more efficient ongoing monitoring system

- Discussions were held with each Key Management Staff member to review program updates and monitoring system. Suggestions were provided for a more efficient, electronic system that would streamline the monitoring process such as an enhanced database management system.
- The Director participated in the district's Performance Management sessions as a part of the Early Childhood Education Department. These sessions enhanced the HS/EHS program's collection, analysis, and use of data to more effectively assess progress and achieve programmatic goals. Through collaboration with the Office of Strategy and Continuous Improvement and Performance Management staff, performance metrics were identified and outcomes were established, incorporated, and evaluated to determine appropriate strategies and gauge the impact of results on the program's objectives and goals in alignment with the District's Strategic Plan.

**Objective 2:** Enhance communication of services with parents to make them active participants in decisions related to the program

- A Customer Satisfaction Survey was developed and disseminated online in multiple languages. Results were discussed with staff.
- Program reports and the School Readiness Goal Report were uploaded to the website to share with stakeholders.

***Goal: Comply with staff qualifications required by the Head Start Act of 2007***

**Objective 1:** Effectively communicate qualifications and procedures for interviews and hiring of HS/EHS Staff

- The Qualifications Memo was updated and distributed to school-based administration with new board approved job descriptions outlining the required qualifications for HS Teachers, HS Teacher Assistants, and EHS Teacher Assistants.
- Qualifications for staff were discussed in the annual Principal's Meeting Informational Session held in October via Adobe Connect.

**Objective 2:** Monitor compliance with qualifications for HS Teachers and HS/EHS Teacher Assistants

- The Director developed a report to monitor credentials and qualifications for HS Teachers and HS/EHS Teacher Assistants. On a monthly basis, the Director monitored qualifications and credentials and notified staff to follow-up with Teacher Assistants with the National Child Development Associate expiring.
- The Director attended district Human Resource meetings to provide necessary information so that they can monitor and notify Teacher Assistants whose credentials are expiring in the upcoming school year.
- The Director and Policy Council members participated in interviews for teaching staff and provided recommendations to principals for hiring.

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**Objective 3:** Ensure HS Teachers submit their individual Professional Growth Plans (PGPs) and HS/EHS Teacher Assistants submit their Professional Development Plans (PDPs) annually.

- The District implemented a new system for teacher professional growth. All teachers submitted their signed PGPs by May. Teacher Assistants submitted their signed PDPs by October. School-based administrators work with staff on the implementation of selected goals.

**FISCAL**

**Goal:** *Utilize technological resources to effectively monitor fiscal operations.*

**Objective 1:** Create, implement, and monitor fiscal operations with an electronic ongoing tracking system.

- Fiscal staff identified areas needed to efficiently track and report in preparation to develop an electronic tracking system to monitor expenditures.

**ADDITIONAL PROGRAM ACTIVITIES:**

**FACILITIES**

- The Head Start Program has provided ten HS sites with new pre-k playgrounds over the past few years.

**TRANSPORTATION**

- Broward County Schools Transportation Department drivers who transport HS and EHS children have been provided training on the HS Performance Standards for Transportation.

**ANALYSIS:**

**Education and Early Childhood Development – Center- and Home-Based**

The HS/EHS program is on track with meeting the objectives and goals outlined in the program's strategic plan. HS classrooms are arranged and equipped to allow children to independently explore well-defined interest areas and are supportive of meeting the developmental needs of students. Curricula for literacy, math, and science are integrated in the HS classrooms to support the development of school readiness skills. Each classroom follows a daily schedule that provides a balance of activities and has established routines and procedures. Children are engaged in interactive experiences during small and large group, circle, and center times. Adults in the classroom facilitate their learning.

HS Teacher Specialists have been working with each teacher to ensure student assessment and documentation data is accurate. At this time, documentation entered on Teaching Strategies GOLD (TSG) is either insufficient to accurately level a student's development or not entered on a regular basis for some classrooms. This makes it difficult to use data accurately to drive instruction and individualize for each student. In addition, lesson plans are not readily available, current, or reflect individualization for all students in some cases.

Areas of Improvement for HS Education:

- Some classroom furniture does not allow for children to be visible from all vantage points in the classrooms posing safety concerns.
- Shelving and materials are not always labeled.
- There are a limited number of photos of children and their families displayed.

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- Developmental centers lack literacy-related materials such as maps, pencils, paper, and other types of text.
- A designated *Safe Place* in the classroom where children can go throughout the day to manage their feelings and behaviors is not always evident or properly equipped.
- Water play and easel painting are not consistently available on a daily basis.
- There are insufficient materials to help children learn about spaces and geography at some sites.
- Shared Poetry is not being implemented in some classrooms and/or sent home with students on a consistent basis.
- Student and teacher data is not always utilized effectively to drive instruction and support.

Responsive caregiving is evident in the EHS classrooms, with Teacher Assistants demonstrating affection and caring, interacting with children, encouraging independence, and responding to their needs. Routines, inclusive of greeting, eating and meal times, diapering and toileting, dressing and sleeping and naptime, are evident. EHS caregivers greet families at the start and end of the school day. Children are free to explore materials and are engaged in story and music activities daily. The daily structure allows for individual needs and provides opportunities for children to play with others, independently, and/or with an adult. It also allows children to choose their own activities.

In the EHS Home-Based program, families receive weekly visits in their homes. Home-based Parent Educators' caseloads have been reduced to 10 children in order to provide effective monitoring of each child's development and the capability for home visits to be rescheduled in the event they are canceled. Parent Educators utilize TSG to document children's development and growth, and the results are shared with families during the home visits. Transportation is provided to and from the group socialization meetings.

Areas of Improvement for EHS Education:

- Shelving and materials are inconsistently labeled.
- Lesson plans are not consistently reflective of individualized care.
- EHS Teacher Assistants do not consistently help children identify their own emotions, notice the emotions of peers, or experience the modeling of empathy towards others.
- TSG data is not utilized consistently for the planning of care or instruction.
- EHS Teacher Assistants are not fully aware of their role in preparing infants and toddlers as it pertains to school readiness.
- Attendance for EHS-Home-Based program's socialization events is inconsistent.

The HS/EHS program's strategic plan and goals for ensuring students are ready to succeed in school includes the use of student and teacher data. This data drives decisions made at the district, school, classroom, and student level. Data is collected throughout the year and aggregated at three checkpoint periods in order to analyze progress, patterns, and trends. The continuous documentation of student progress assists teacher with individualizing lessons to explicitly meet the needs of their students on a daily basis.

HS/EHS student data was reviewed and analyzed to identify progress and trends. Student outcome data at three checkpoint periods in 12-13 for 2,120 HS and EHS students utilizing Teaching Strategies GOLD indicated progress across six developmental domains. Of the program's students, at least 92% or more met the widely held expectations for their age in the spring of 12-13. In August, students entered lower than in the previous year. Despite that, teachers and support staff have worked diligently to close the gap. Mid-year (or winter data) shows gains that are already exceeding the previous year. This is evident in Table 1.

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**Table 1. 12-13 and 13-14 Student Data**

Teaching Strategies GOLD		Baseline			Current		Target Benchmark*
	Measure	Fall 12-13	Winter 12-13	Spring 12-13	Fall 13-14	Winter 13-14	Spring 13-14
<b>Head Start / Early Head Start</b>  <b>N=2,120</b>	Cognitive	82.3%	85.5%	96%	52%	88%	80%
	Mathematics	65.1%	85.2%	92%	29%	77%	
	Physical	54.9%	81.5%	96%	60%	89%	
	Social & Emotional	57.9%	88.6%	97%	55%	89%	
	Language	68.2%	75.8%	93%	47%	84%	
	Literacy	57.3%	82.9%	96%	53%	89%	

\*According to the criteria in the HS/EHS School Readiness Goals Report

The School Readiness Goals Team met to review data and set benchmark criteria for the program based on student performance. The selected criteria were often at the higher end of the developmentally appropriate range. For HS, benchmark criteria for 25 skills were selected. In 2012-2013, three-year-olds met or exceeded 76% of the benchmarks and four-year-olds met or exceeded 84% of the benchmarks. For EHS, benchmark criteria for 21 skills were selected. The Birth – 1 and 2 – 3 year-old students met or exceeded 100% of benchmarks. The 1 – 2 year olds met 81% of the benchmarks and EHS 3-year-olds met 71% of the benchmarks. The program also met its goal for family involvement with over 75% of parents attending parent meetings related to their child.

The School Readiness Goals Report was shared with staff and stakeholders through internal communications as well as posting on the department's website. Feedback from School Board Members was incorporated into a revised School Readiness Goals Report for the 2013-2014 school year. For the 2014-2015 school year, components of the Parent, Family, and Community Engagement (PFCE) Framework will be integrated into the report.

The Classroom Assessment Scoring System (CLASS) tool utilized to measure interactions between children and adults that research has shown contributes to positive student outcomes was also analyzed. In 2012-2013, the Head Start program focused heavily on Instructional Support, as this was the lowest area when the last triennial review was conducted, as well as, through internal data collected. As a result of placing heavy emphasis on this one domain, the program saw a drop in the other two domain scores in the Fall 2012. This year, the program focus was on all three domains with individualized support to each teacher based on their own data. Increases in all three domains in Fall 2013 were noted.

This increase is important as it directly relates to the student outcomes seen on Teaching Strategies GOLD. In 2013-2014, students entered school demonstrating lower scores; however, at mid-year they were already surpassing last year's outcomes. As teacher quality scores increased, so did student outcomes. In comparison, Broward's HS program outperformed the reported average for 35 Florida HS programs in the three domains and significantly outperformed the reported national average for HS Programs in Instructional Support in 2013. Table 2 demonstrates the CLASS data with program, state, and national average comparisons.

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**Table 2. CLASS Trend Data**

Classroom Assessment Scoring System (CLASS)		Baseline		Current	Florida Average N=35	National Average N=395
	Measure	Fall 2011	Fall 2012	Fall 2013	2013	2013
<b>Head Start</b>  <b>N=110</b>	Emotional Support	5.6	5.5	5.8	5.77	5.99
	Classroom Organization	5.3	4.9	5.4	5.18	5.63
	Instructional Support	2.9	3.7	4.3	3.64	2.72

Broward's HS Program recognizes that high-quality teacher-child interactions are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms. Each teacher in the Head Start program develops a Classroom Implementation Plan that incorporates goals related to their individual CLASS data to help them improve instructional practices, classroom organization, and emotional support.

In collaboration with BCPS's Research Department, Broward's HS program was able to analyze how students performed within the first 30 school days of Kindergarten on the Florida Kindergarten Readiness Screener (FLKRS) that consists of the Early Childhood Observation System (ECHOS) and the Florida Assessments for Instruction in Reading (FAIR). Florida considers students ready for Kindergarten if they are emerging/progressing or demonstrating skills on the ECHOS. Students performing at 67% or higher in the Percent Ready for Success on the FAIR are considered ready for Kindergarten. Data for Broward's HS program indicated that 72% of students were ready for Kindergarten on the FAIR and 87% were considered ready on the ECHOS. Further analysis on the ECHOS scores revealed that the greatest discrepancy noted was between students' emerging/progressing and demonstrating scores and the state's scores; however, this trend has been noted district-wide, not just with the HS program. Twenty-five percent (28 out of 111) of Broward's HS classes performed at or above the Broward average on the ECHOS. Twenty-seven percent (30 out of 111) of Broward's HS classes scored at or above the Broward and State averages. Table 3 demonstrates program, district, and state FLKRS Data for 2013.

**Table 3. FLKRS Data Fall 2013**

2013 ECHOS	% Ready ECHOS		2013 FAIR	% Ready FAIR
<b>Head Start</b> <b>N=1,479</b>	87%	Emerging Progressing - 59% Demonstrating - 28%	<b>Head Start</b> <b>N=1,445</b>	72%
<b>Broward</b> <b>N=17,775</b>	87%	Emerging Progressing - 54% Demonstrating - 34%	<b>Broward</b> <b>N=17,477</b>	76%
<b>Florida</b> <b>N=190,183</b>	91%	Emerging Progressing - 39% Demonstrating - 52%	<b>Florida</b> <b>N=191,280</b>	73%

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**Disabilities**

In the area of Disabilities, effective interagency agreements between the Head Start program and School Board of Broward County (SBBC) Exceptional Student Education (ESE) department have been initiated and will continue through 2015. Early Head Start parents are promptly referred to Early Steps when a disability is suspected. Parents of children with a disability are provided with community resources related to disability services as well as information on how they can support the development of their child. Parents are also provided with information to access the SBBC ESE website that provides a number of supports available to parents of children with a disability. Among these are meeting opportunities for parent support groups for various disabilities including the District's ESE Parent Advisory Council.

Classroom environments are supportive of children with disabilities. HS/EHS Teacher Specialists and Social Workers work collaboratively with the teachers and school staff to identify students who need additional assistance. Intervention strategies are implemented and data is collected to determine if further evaluation is warranted. Should this be the case, the necessary steps are taken. Table 4 indicates the percentage students who still need to be evaluated at the end of the school year. While the number of students has decreased, the program needs to continue to work collaboratively with the district to ensure all students flagged and referred for an evaluation have one completed prior to moving on to the next program year or Kindergarten.

**Table 4. Disabilities Trend Data**

Measure	Trend			Current
	09-10	10-11	11-12	12-13
Percentage of Students Identified as Needing a Full Evaluation, with a Signed Consent, who were not Evaluated by the End of the School Year	23%	31%	46%	28%

Areas of Improvement for Disabilities:

- Some Head Start classrooms do not have disabilities themed books as part of their classroom library. These books are introduced during the first 21 days of school and integrated throughout the school as part of the curriculum.
- HS teachers require reminders and support in accessing the Individual Education Plan (IEP) for students with a disability in their classroom.

**Family and Community Partnerships**

Family assessments, including the establishment of a family goal, were completed for all families reviewed and documentation of ongoing interaction with families is evident. The program provides materials in families' primary home language and provides interpreters for Parent Activities and home visits in the three most commonly utilized languages in the program (English, Spanish, Haitian-Creole). Staff have the ability to access sign language interpreters for hearing impaired individuals should the need arise. Parents are encouraged, but not required, to participate in program activities and they are informed of volunteer opportunities. Parent activities are offered based on program requirements and parent interest, including child development, literacy, math, and social-emotional skills training to support their role as the child's primary teacher. The program has

offered numerous trainings on nutrition, mental health, child safety, CPR, child abuse prevention and transitions as indicated in the Parent Interest Survey. Teachers conduct 2 home visits with the family and 2 parent conferences. Home visits are monitored by the Social Workers and Family Services Specialist and support provided as needed.

The PFCE Framework was introduced to HS/EHS Parent Educators and Social Workers in the fall. Participants in the training indicated a better understanding of the digital markers of progress at the conclusion and have started to incorporate the relationship-based competencies in their work with families. The PFCE Framework is an integral component of school readiness and the program will begin to place a greater focus on the components.

Numerous partnerships support students and families. Children, families, and teachers participate in literacy, Science, Technology, Engineering, Arts, and Math (STEAM) related activities through partnerships with the Broward Center for Performing Arts and Young At Art. Community partnerships with organizations such as Women in Distress, the Red Cross, Florida Center for Allergy & Asthma, WIC, Healthy Start, and 211 Broward, has enabled the program to provide needed resources and support to families. The partnership with the District's technical centers to provide health screenings during the first 45 days of school has greatly benefited the program's ability to identify students with concerns immediately.

#### Areas of Improvement for Family and Community Partnerships:

- Transitioning of EHS students does not include the actual movement of children from the EHS program until the start of the subsequent school year. Transition out of EHS should be individualized and all age-eligible children should not transition at the same time to the next program.
- Training on conducting follow up to community referrals needs to be created and implemented. A report for tracking/monitoring family interventions is a need to ensure that families are receiving services.
- A report for tracking the improvement of children when the parents have received training on working at home with them on math, literacy, and social skills is needed.
- Transitions plans for three- and four-year olds need to be shared with each school so that they can add community-specific activities.
- All educational partnerships need to be integrated with the HS classroom's curricular framework, HS Child Development and Early Learning Standards, and the Florida Early Learning and Developmental Standards.

#### **Family and Community Partnerships: EHS Services to Pregnant Women**

Pregnant women served through the EHS program completed a risk assessment and were provided educational materials, as well as referrals to any needed services by EHS staff. All pregnant women completed a nutritional evaluation through the Women, Infants, and Children (WIC) program, received prenatal visits by EHS staff, and a postnatal visit by a registered nurse within two weeks of delivery. For this program year, women held a home-based enrollment slot, to which their infant was transferred.

#### Areas of Improvement for EHS Services to Pregnant Women:

- Pregnant women do not currently have a choice of program options for their infants.
- Pregnant women who do not afford themselves of WIC services do not have their nutrition assessment evaluated by a nutritionist.

### Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

ERSEA has a comprehensive and well-structured electronic system that facilitates the accurate monitoring of verification, recruitment, selection, enrollment, and attendance. The Student Information Series Verification List by Class – Report (TS3014) is used to verify attendance. The eligibility process follows the scripts on the FileMaker Pro database, where the Federal Poverty Guidelines are utilized along with the child’s date of birth to determine eligibility. The selection process follows the scripts on the FileMaker Pro database awards points to applicants based on the answers provided during the application interview process. This includes priority points for children who are homeless, in foster care, participated in a previous EHS or HS program, or who have a disability. The reports generated by the database for the previous school year, as well as the Community Needs Assessment and input from parents and staff, are utilized to determine the areas/schools where programs are located. HS/EHS Staff receive annual training on the eligibility and enrollment process and are a vital part of the recruitment process.

Area of Improvement for ERSEA:

- Tracking students in the database who transfer, withdraw, or enter later in the year to ensure accurate and timely sharing of information with staff.

### Health, Safety, and Nutrition

Most HS/EHS sites participated in the Fresh Fruit and Vegetable Program sponsored by the Department Of Agriculture. This program provides children with a variety of free fresh fruits and vegetables throughout the school day. The HS/EHS Health and Safety Checklist was completed daily by classroom teachers and monthly by HS/EHS staff. A more extensive checklist was completed tri-annually by the health Parent Educators. This resulted in an increased number of identified safety concerns, which were corrected in a timely manner.

As a result of using the Spot vision screener, an increased number of children have been identified and treated for vision problems, including amblyopia. As of the spring of 2014, 212 children were flagged in vision, with 61 children receiving glasses. Additionally, 184 students have been identified as having a concern in the area of nutrition and have received counseling by a nutritionist. There has been a decrease in the number of children flagged as obese or overweight. Utilizing the School Board’s electronic registration system, HS and EHS students’ health records were monitored to ensure compliance with all health requirements. Table 5 provides health data for vision, body mass, and immunizations.

**Table 5. Health Services Data**

Measure	Trend			Current
	2009-10	2010-11	2011-12	2012-13
<b>Vision</b> (Percentage of Students Referred)	2.2%	2.6%	3.4%	8.7%
<b>Body Mass Index</b> (Percentage of Children Flagged Obese or Overweight)	2.6%	4.0%	7.0%	6.0%
<b>Immunizations</b> (Percentage of Students with Full Immunizations)	93%	94%	96%	98%



**Areas of Improvement for Health, Safety, and Nutrition:**

- Family style eating is implemented during snack time. Children facilitate snack time by setting and clearing tables, passing out snacks, and cleaning up afterwards. This is not consistent across all classrooms.
- Food related activities must be a part of the everyday curricular components.
- Staff members do not always interact with children during mealtimes.
- Food served to infants and toddlers is not of an appropriate size and may pose a choking hazard

**Mental Health**

The program provides opportunities for parents to share mental health and behavioral concerns about their child as well as information regarding student functioning in the home environment. Teachers provide feedback to parents about social emotional screening results; however, this practice is not consistent across all classes. Teaching staff demonstrates an understanding of age appropriate social behaviors, temperaments, and realistic behavioral expectations for young children. Data indicates that parents are working collaboratively with the teaching staff for students with behavioral plans about 60% of the time. Teachers reported that they need additional strategies and support for working with children exhibiting behavior and emotional concerns.

**Areas of Improvement for Mental Health:**

- In order for teachers to be active participants in the planning of mental health services for children with their parents, they must provide feedback to parents about social emotional screening results as well as information about depression, anxiety, abuse, and neglect or any other mental health concern exists on a consistent basis.
- Teachers need to communicate behavioral plans with parents and obtain their input and feedback on a consistent basis.
- Social Workers need to work with teachers to provide strategies, monitor the use of classroom behavior plans, and confer with parents/teachers/school staff to encourage their participation.

**Program Design and Management**

The HS/EHS Governing Body and Policy Council were provided annual orientation on the program. Policy Council reviewed and approved all program documents and reports, including funding and amendments, prior to being sent to the Governing Body. During the past year, program reports and documents were revised to ensure continued compliance with HS/EHS Performance Standards. Input from Policy Council and the Governing contributed to the revisions.

Technical assistance provided by the HS Region IV Office and ICF was instrumental in identifying critical changes needed to staff roles and responsibilities in order to remain in compliance with the HS/EHS Performance Standards and improve services to children and families. Record-keeping systems were reviewed as well. As a result, Key Management Staff are revising current policies, procedures, and processes of reporting programmatic data related to their area. The need for a comprehensive and integrated approach was necessary in order to effectively review and analyze data at the program level.

Program Staff and Policy Council members participated in the interview process at several schools to ensure qualified candidates for vacant teacher and Teacher Assistant positions were hired. The HS/EHS program worked collaboratively with the Non-Instructional Staffing Department to ensure the correct advertisements were placed for Teacher Assistants. The Non-Instructional Staffing Department reviewed recommended

candidate qualifications and certifications carefully prior to processing to ensure only qualified personnel were hired.

**Areas of Improvement for Program Design and Management:**

- Administrators need to communicate to Key Management Staff how to effectively utilize School Readiness Goal data within their content area.
- Key Management Staff need to provide the Director with monthly electronic reports on progress.
- Increased communication to school-based administrators is needed to ensure compliance and high-quality instruction.
- A system and reports are needed to better track and monitor services and follow-up provided to families.
- Program data needs to be better utilized at the school level with teachers to improve quality of instruction and the learning environments.
- Meetings should be data-driven and focus on utilization of data to support services and support provided.

**Fiscal**

Fiscal systems are in place to ensure compliance with all federal and local requirements. The program utilizes District systems for financial management. Staff worked to identify needed in-house systems for monitoring and reporting on fiscal status (daily, weekly, and monthly) to the Director in order to make programmatic decisions and changes.

**Areas of Improvement for Fiscal:**

- An in-house fiscal management database is needed to efficiently track expenditures.
- A system to monitor and report expenditures related to training and technical assistance activities, staff salaries/fringe, mileage, substitute expenditures, transportation, and field trips with the ability to report on a daily, weekly, and monthly basis is needed.

**Facilities**

The HS program has successfully provided ten HS sites with new playgrounds over the past several years. Additional funding opportunities are continuously explored, and playgrounds will be provided as funding becomes available.

**Areas of Improvement for Facilities:**

- Five HS sites reported lack of playgrounds or suitable outdoor play space.
- EHS sites are lacking a dedicated playground/outdoor space for infants and toddlers.

**Transportation**

In collaboration with Broward County Schools Transportation Department drivers who transport HS and EHS children have been provided training on the Head Start Transportation Performance Standards.

**Areas of Improvement for Transportation:**

- The program must provide reasonable assistance to families in need of transportation to and from activities, and ensure that families are made aware of the program's policies at the time of recruitment.
- Children's safety training activities must be an integral part of the program, including reminders throughout the year.

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**RECOMMENDATIONS FOR IMPROVEMENT TO BETTER SERVE CHILDREN AND FAMILIES:**

**EDUCATION - HS and EHS CENTER-BASED**

<i><b>Recommendations for Improvement</b></i>	<i><b>Timeline</b></i>
Complete the Environmental Implementation Checklist and create a needs-based equipment and material order for each classroom. Furniture needing to be replaced to allow for the supervision of children from every vantage point will be identified. Order replacement furniture as funds become available.	August 2014 – December 2014
Provide an in-service module on the importance of establishing a strong home-school connection and strategies that could be implemented.	October 2014
Ensure all HS classrooms have a “safe place” for children equipped with materials and activities to support children in positively controlling their behavior.	October 2014
Monitor TSG documentation and its use. Provide individualized support to teachers in need of assistance, including the development of a system of recording documentation, the use of the TSG app, creating data reports, and analyzing reports to inform instruction.	October 2014 – May 2015
Monitor HS lesson plans and ensure they are current and reflect the use of shared poetry, individualization, changes to the environment, development of language skills, and a balance of small and large group activities.	September 2014 – May 2015
Provide short in-service modules to the HS Teachers that focus on the Classroom Environment, Teacher-Child Interactions, and Effective Use of Data.	October 2014 – May 2015
Disseminate to and utilize School Readiness Goals Report information with teachers as it relates to education in order to focus on areas needing attention.	August 2014
Utilize CLASS scores to develop targeted goals for HS Teachers on the Classroom Implementation Plan.	December 2014
Collaborate on an infant/toddler lesson plan format that is reflective of individualized care and provide professional development for effective implementation to infant/toddler Teacher Assistants.	August 2014
Monitor EHS lesson plans and ensure they reflect individualized care.	August 2014 – June 2015
Monitor EHS classrooms to ensure materials are labeled appropriately.	August 2014 – June 2015
Provide professional learning to EHS Teacher Assistants so that they better understand their role in the development of school readiness.	October 2014
Develop a bi-weekly memo providing strategies for EHS caregivers to increase their role in the development of school readiness.	August 2014 – June 2015

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Provide professional development to EHS Teacher Assistants to assist them in helping children identify their own emotions and those of their peers.	November 2014
Monitor, during classroom site visits, the support provided to children in the development of understanding emotions.	September 2014 – June 2015
Provide TSG update professional learning to EHS Teacher Assistants to extend their knowledge of the use of data in planning for students.	October 2014
Monitor, during classroom site visits, the use of TSG data in the provision of individualized care.	October 2014 – June 2015

**EDUCATION - EHS HOME-BASED**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Seek community partners to provide incentives for families to attend bi-monthly socialization meetings.	June 2014 – December 2014
Devise and implement a system of providing incentives to the families that attend socialization events.	September 2014 – August 2015

**DISABILITIES**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Ensure HS teachers and staff members are aware of the 21-Day Classroom Management Plan components requiring identification of children with an IEP and obtaining a copy of the <i>IEP At-A-Glance</i> document prior to the first day of school.	August 2014
Meet with the HS Teacher Specialists to review each school's list (by team) of incoming students with an IEP.	September 2014
Provide support to HS Teachers and EHS Teacher Assistants relating to strategies to implement in the classroom for students with an IEP/IFSP as well as students flagged with concerns.	September 2014 – May 2015
Ensure all HS Classrooms have disabilities themed books available to students daily.	October 2014
Provide clear documentation of students by class with an IEP/IFSP (by class) in the Head Start Database to aid easy access of the information.	March 2015

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**FAMILY AND COMMUNITY PARTNERSHIPS**

<i><b>Recommendations for Improvement</b></i>	<i><b>Timeline</b></i>
Integrate the programs conducted with partners and align activities with curricular components and needed family services.	October 2014 – May 2015
Update the policies and procedures regarding transition out of EHS for 3-year-olds and submit to Policy Council for approval.	May 2014
Modify the current transition plan for EHS students/families.	July 2014
Provide professional development on the revisions made to the EHS transition plan to EHS staff.	August 2014
Monitor the new transition plan and utilization with all age-eligible EHS students.	August 2014 – July 2015
Outline and articulate to families and schools the transition plans for HS three- and four-year-old students.	November 2014
Develop a report to track the improvement of children on TSG after parents have received strategies on working with their children.	February 2015

**FAMILY AND COMMUNITY PARTNERSHIPS - EHS SERVICES TO PREGNANT WOMEN**

<i><b>Recommendations for Improvement</b></i>	<i><b>Timeline</b></i>
Develop the policies and procedures regarding pregnant women having a choice of program options upon the birth of their baby.	April 2014
Update the policies and procedures for pregnant women regarding their nutrition assessment to include the services of the nutritionist if needed.	April 2014
Submit new and updated policies and procedures to Policy Council for approval.	April 2014
Upon enrollment, ask pregnant women their preference for program options and a seat of that type will be reserved for their child.	July 2014 – July 2015

**HEALTH, SAFETY, AND NUTRITION**

<i><b>Recommendations for Improvement</b></i>	<i><b>Timeline</b></i>
Schedule a meeting with food and nutrition services regarding the size of food served to infants and toddlers.	April 2014 – May 2014
Monitor the size of food as it is being served to infants and toddlers.	August 2014 – July 2015
Provide professional learning on the HS Nutrition Performance Standards at pre-	August 2014

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service emphasizing how children should participate in snack time as a food related activity. Additional emphasis will be placed on the need for staff and volunteers to interact with children during mealtimes.	
Provide ongoing professional learning on the HS Nutrition Performance Standards utilizing video presentations.	August 2014 – December 2014
Explore opportunities to partner with community agencies to provide cooking activities for HS/EHS students.	September 2014
Implement a system to effectively monitor the results and any follow-up related to the daily and monthly health/safety checklist.	December 2014
Include transportation safety in lesson plans on a monthly basis to ensure students understand its importance.	August 2014 – June 2015

**MENTAL HEALTH**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Provide professional development for HS/EHS Teaching Staff (via Brain Shark) on proper documentation of conferences with parents to address mental health concerns. Topics will include: <ul style="list-style-type: none"><li>• Documentation of feedback to parents regarding results of the DECA</li><li>• Social Emotional Domain outcomes from Teaching Strategies GOLD (TSG) for those students with concerns</li><li>• Availability of mental health services within the HS/EHS department</li><li>• Parental involvement in the planning of services</li></ul>	August 2014 - June 2015
Review ongoing monitoring data from TSG to ensure students are progressing in the area of social emotional development.	October 2014 – May 2015
Assist teaching staff with enhancing the classroom environment using Social Skill streaming, Conscious Discipline, and individualization of services. Support teachers by providing strategies to collaborate with parents in order to deter challenging or negative behavior.	August 2014 – June 2015
Share strategies on how to effectively deal with challenging behaviors with teachers during on-site consultations.	September 2014 – April 2015
Develop a comprehensive plan for tracking children for whom referrals for mental health and behavior are generated.	October 2014

**ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE (ERSEA)**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Develop and generate reports in the database to monitor transfer requests, late entries, and withdrawals to communicate with HS/EHS Staff.	December 2014

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**PROGRAM DESIGN AND MANAGEMENT**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Discuss School Readiness Goal progress at each Key Management Staff meeting to ensure students and families are receiving the necessary instruction, services, and support for school readiness and success.	September 2014 – May 2015
Develop electronic monthly reports for Key Management Staff to ensure compliance with the HS/EHS Performance Standards.	October 2014
Communicate program requirements, expectations, and changes to school-based administration.	October 2014
Develop a system and report for tracking and monitoring follow up services and interventions provided to families.	January 2015
Share program data with teachers and administrators in order to continue to provide a safe environment, high quality instruction, and essential family services. Provide school-based support, as necessary, on how the data impacts individual classrooms, school sites, and families.	January 2015
Develop agenda topics based on program data for the following meetings/ professional learning opportunities: <ul style="list-style-type: none"><li>• Education and Family Support Staff Meetings</li><li>• Teacher Specialist Meetings</li><li>• Social Worker Meetings</li><li>• Case Management Meetings</li><li>• Parent Educator Meetings</li><li>• Key Management Staff Meetings</li></ul>	August 2014 – May 2015

**FACILITIES**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Explore grant funding opportunities to provide outdoor play spaces at each EHS site specifically designed for infants and toddlers and to modify or provide new Pre-K playgrounds.	August 2014 – July 2015

**TRANSPORTATION**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Provide professional development to teachers at pre-service to ensure student safety reminder activities are implemented prior to field trips and dental visits. Such activities will be documented in the teacher's lesson plans.	August 2014
Collaborate with Broward County Transit in providing bus passes for families	August 2014

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who are waiting for approval of their request to transfer to a closer school site.	
Provide necessary language to revise recruitment announcements that clearly explains transportation assistance being offered.	November 2014

**FISCAL**

<b><i>Recommendations for Improvement</i></b>	<b><i>Timeline</i></b>
Create and implement a database to keep track of expenditures related to program activities.	September 2014
Create layouts and reports in the database to monitor and report training and technical assistance activities, staff salaries/fringe, mileage, substitute expenditures, transportation, and field trips.	November 2014



**Appendix**  
**2013-2014 Head Start/ Early Head Start**  
**Annual Self-Assessment Timeline**

November 12 – December 12, 2013	Review timeline and forms with staff. Obtain feedback regarding Self-Assessment protocols and process.
December 17, 2013	Key Management Staff reviews Self-Assessment process and determine the method of data collection for each service area.
January 9, 2014	Key Management Staff submits checklists and forms for dissemination. HS/EHS Teams meet to receive copies of Self-Assessment components assigned to them, along with an explanation of the process, what to look for, and where to find documentation. Family Services Specialist reminds Parent Educators to identify parents to participate in process.
January 16, 2014	Parent Educators contact parents to participate in the Self-Assessment process.
January 21 - 31, 2014	HS/EHS Teams complete the Self-Assessment process.
February 21, 2014	Team Leader submits completed Self-Assessment reports to Key Management Staff by 3:30 p.m. Social Workers submit forms with names of parents to bookkeepers.
February 14 - March 20, 2014	Key Management Staff review the information gathered by the team members along with a review of the strategic plan (long-term goals) and service plan (short-term goals) to identify program strengths and areas of improvement.
March 20, 2014	Key Management Staff, HS Director, and HS/EHS Specialist meet to analyze findings, develop the Program Improvement Plan, and determine implications for program improvements.
April 21, 2014	Self-Assessment and Improvement Plan is submitted to Policy Council for approval.
May 2014	Approved Self-Assessment and Improvement Plan is submitted to the Governing Body for approval.
May 15, 2014	Key Management Staff integrate Improvement Plan with Annual Service Plan.
June 1, 2014	HS Director shares Self-Assessment Report and Improvement Plan with schools.
August 2014	HS/EHS Staff implement Improvement and Service Plans.