

Head Start/Early Head Start Annual Report 2019/2020

Head Start/Early Intervention Department

Dr. Angela Iudica, Director

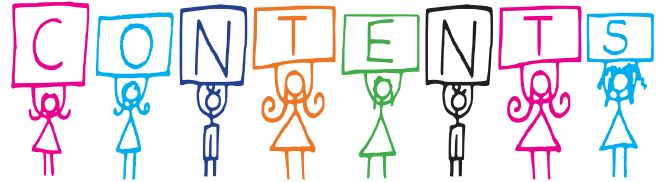
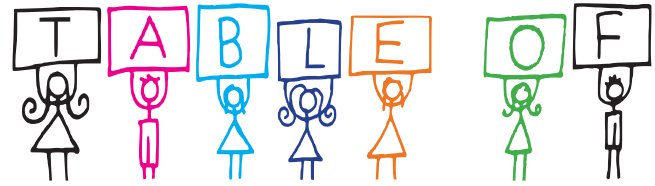
Ivette Concepcion-Gonzalez, Curriculum Supervisor (HS/EHS)

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2019-2020 HEAD START SITES



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

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Mission

Broward County Public Schools is committed to educating all students to reach their highest potential.

Program Overview

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 Child Development Associate or an Associate Degree or higher.

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, support services for health, nutrition, education and social services for young children and their families. Center based caregivers in EHS hold either a Child Development Associate credential with an Infant/Toddler Endorsement, or an Associate 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. Due to the Coronavirus (COVID-19) outbreak, a national emergency, all State of Florida schools including Broward County Public Schools were forced to close beginning March 16th and remained closed for face-to-face learning through the end of the 2019 -2020 school year. After spring break, Broward County Public Schools reopened in a virtual learning platform. During this time, The Head Start/ Early Head Start Program continued to provide children and families with quality support by adapting service areas to meet the needs of the community.

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. During the Covid-19 Pandemic, Parent Educators communicated with families weekly via phone, email or virtual platform and also conducted weekly teacher contacts through a virtual platform which were documented in the Head Start database. Parent Educators also assisted families in obtaining free internet through Comcast in order to be able to connect with virtual learning. Parent Education Workshops and Policy Council Council meetings moved to a virtual platform for the remainder of the 2019-2020 school year and the Family Service Specialist continued to work with the Parent Educators on providing remote support services to Head Start families to ensure continuity.



Financial Report

	Head Start	Early Head Start
Federal Funds	\$5,595,360	\$326,081
Non-Federal Funds	\$1,413,605	\$83,773
Training and Technical Assistance (T/TA)	\$59,060	\$9,011
Grand Total	\$7,068,025	\$418,865

Explanation of Budgetary Expenditures

Personnel	\$4,120,393	\$235,228
Fringe	\$1,069,445	\$68,200
Supplies	\$65,500	\$2,500
Contractual	\$52,500	\$1,300
Other	\$15,500	\$3,000
Indirect	\$272,022	\$15,853
Total Federal Allocation	\$5,595,360	\$326,081
Training and Technical Assistance (T/TA)	\$59,060	\$9,011
Non-Federal Funds	\$1,413,605	\$83,773
Grand Total	\$7,068,025	\$418,865



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

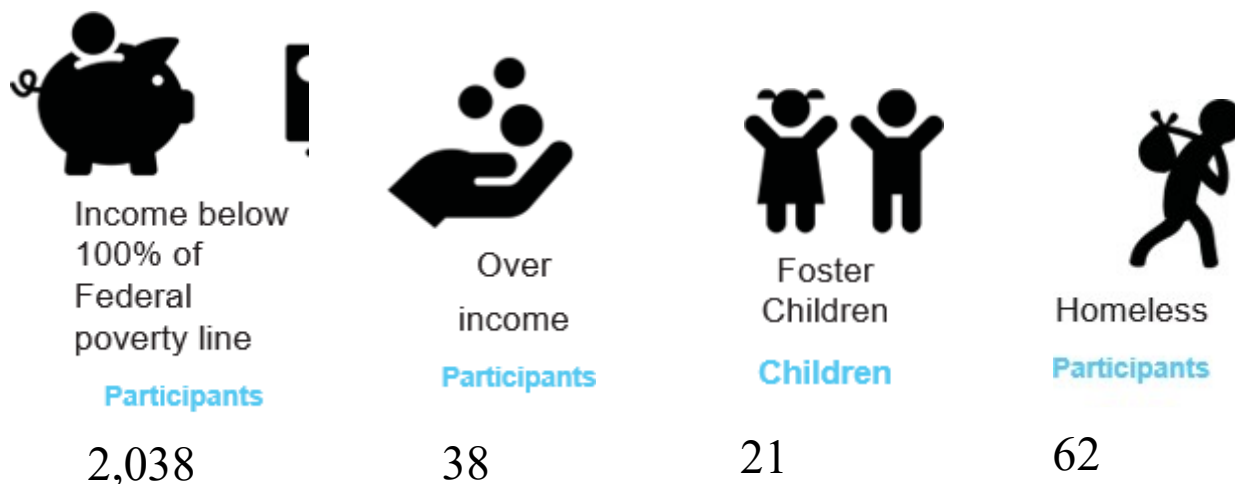
All Head Start, mandated Performance Standards and guidelines related to eligibility, enrollment, and attendance are followed beginning with recruitment of new families throughout the school system and the community at large. Staff accepted over 7,000 applications for the 2019-2020 school year. These 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 children, enrollment by ethnicity, and average monthly attendance can be found below.

	Head Start	Early Head Start
Funded Enrollment	2040	80
Actual Eligible Children Served	2,148	95
Average Monthly Attendance	89%	87%
Hispanic or Latino Origin	414	19
Non-Hispanic or Latino Origin	1742	75

*The HS/EHS program remained fully enrolled through the end of the school year. Parent Educators and Teachers communicated with families to ensure children were engaged in virtual lessons and at home activities.



Primary Type of Eligibility



***Please note that the number of participants served may exceed the allotted seats due to children entering and withdrawing from the program throughout the year. Numbers include participants of HS/EHS.*

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, including building trusting relationships, promoting individualized care, and environments that support and encourage exploration. The Creative Curriculum 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 Head Start Early Learning Outcomes Framework.



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 where families need additional support. 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 during times of crisis. 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, child behavior concerns, and counseling.

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, Social Workers and the Behavior Specialist worked to support classroom teachers with classroom behavior management as well.

Types of Services	Head Start	Early Head Start
Emergency/Crisis Intervention	751	29
Housing Assistance	52	3
Mental Health Services	130	3
English as a Second Language Training	146	10
Adult Education	112	6
Job Training	87	3
Substance Abuse Prevention and Treatment	16	1
Child Abuse and Neglect Services	16	2
Domestic Violence Services	11	0
Child Support Services	16	4
Health Education	353	6
Assistance to Families of Incarcerated Individuals	18	0
Parenting Education	727	28
Relationship/Marriage Education Services	25	0
Asset Building Services	167	7



Quality Teaching and Learning Environment

The main goal for the program 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 and a teacher assistant, 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 children's ages, individual interests, 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.

During the Covid-19 Pandemic, the Head Start Education team collaborated to ensure a swift transition into virtual learning for both children and their families. The Curriculum Supervisor and Professional Development Team worked diligently to identify ways for teachers to connect with families in an interactive way. Teachers were supported by Teacher Specialists to create Canvas course page platforms that included remote learning activities. A home learning activity page was created as well as digital learning activities for families to utilize. The Head Start / Early Intervention Canvas Course Page was updated to include digital resources that were free to the parents and teachers, a discussion page for all teachers to pose questions, engage in solutions-oriented collaboration and to share best practices. and a school closure contact form for teachers to document interactions with families during school closures. Attendance was captured by the teachers through phone calls and virtual visits and virtual learning sessions. PreK Educational Resources for Parents were created and included on the District's newly created "Learning Never Closes" Website: <https://www.browardschools.com/learningnevercloses> and on the "Supporting Young Learners" landing page <http://bit.ly/Supporting Young Learners>.



Teacher, Teacher Assistant, and EHS Child Development Associate (CDA) Data

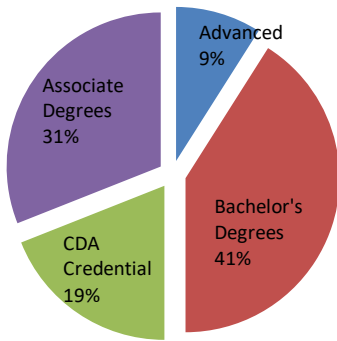
At the beginning of the 2019-2020 school year, data was collected on Teachers, Teacher Assistants, and EHS Child Development Associates. The data was aggregated as follows:

Demographics

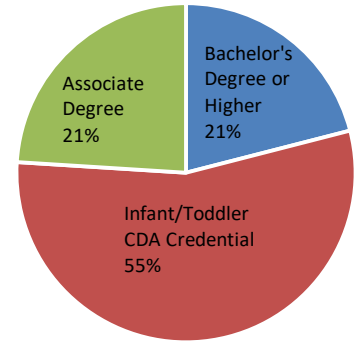
Ethnicity	
Hispanic or Latino Origin	61
Non-Hispanic/Non-Latino Origin	257
Race	
American Indian or Alaska Native	1
Asian	6
Black or African American	152
Native Hawaiian or Other Pacific Islander	2
White	93
Biracial/Multi-Racial	18
Other	1
Languages Spoken	
Spanish	55
Native Central American, South American, and Mexican	6
Caribbean	32
Middle Eastern and Southern Asian	2
East Asian	4
Native North American/Alaska Native	0
Pacific Islanders	0
European and Slavic	10
African	1
Other	0

Staff Certification and Credentials

HEAD START



EARLY HEAD START



TEACHER ASSISTANTS

TEACHERS

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 children and to measure instructional and social interactions that contribute to children’s academic achievement and social competence. The tables below demonstrates the 2018-2019 and 2019-2020 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 EHS Average
Domain	2019	End of Year 18-19
Emotional Support	6.05	5.86
Classroom Organization	5.79	5.47
Instructional Support	2.91	3.46

2019-2020 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS)	National Average	BCPS EHS Average
Domain	2020	End of Year 19-20
Emotional Support	TBD	5.93
Classroom Organization	TBD	5.51
Instructional Support	TBD	3.66

* Head Start National averages for 2020 have not been released at time of this report.

2019-2020 Classroom Assessment Scoring System Scores for Early Head Start

Classroom Assessment Scoring System (CLASS)	National Average	BCPS EHS Average
Domain	2019	End of Year 19-20
Toddler – Emotional & Behavior Support	NA	5.83
Toddler – Engaged & Support for Learning	NA	4.06
Infant – Responsive Caregiving	NA	5.88

* Early Head Start National averages were not provided by Office of Head Start.



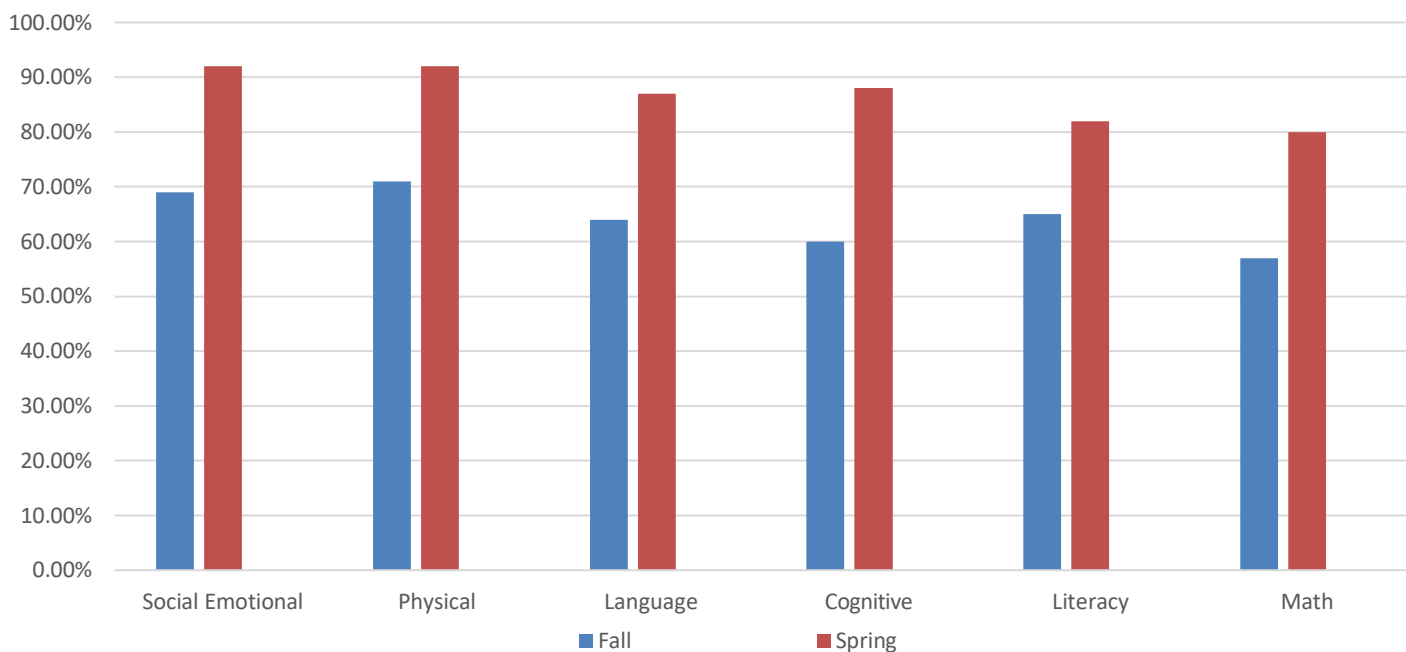
HS/EHS Teacher Specialists support the HS Teachers, Teacher Assistants and EHS Child Development Associates through a data-driven coaching model that utilizes a strengths-based approach to improving instruction in the classroom. The Curriculum Supervisor and EHS Specialist work closely with the HS/EHS Teacher Specialists to ensure data is effectively utilized to drive the support and effective teaching practices are implemented throughout the year. Due to the COVID-19 pandemic, any remaining CLASS assessments were suspended.

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 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 below provides the Teaching Strategies Gold program results with the overall program performance determined by the number of children meeting or exceeding widely held expectations for their age/grade from the Fall to the Spring of 2019-2020 school year. All Teaching Strategies Gold data collected was from March 13th or before the District closed due to the pandemic.

2019-2020

HS/EHS Overall Program Performance



Chronic Conditions 2019-2020

of Children who Received Treatment



HEARING DIFFICULTIES
2 Children



10 Children

ANEMIA



VISION
271 Children
👁️ = 10 children



ASTHMA
139 Children

🌿 = 10 children



DIABETES
1 Child

Mental Health Services

Type of Service	Head Start	Early Head Start
Consultations with staff about a child	196	38
3 or more consultations	75	24
Consultations with parents about a child	97	17
3 or more consultations	32	9
Individual Mental Health Assessment	11	0
Referrals facilitated for Mental Health	40	0

During school closures, due to Covid-19, Social Workers worked with families through virtual parent conferences and virtual home visits to make referrals to community resources and agencies. Social Workers continued outreach to parents having difficulty engaging in virtual learning and worked to contact outside agencies in an effort to verify available services and resources to meet the needs of families.



Health and Nutrition / Disabilities

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. 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.

Disabilities and Health Report /Type of Service	Head Start	Early Head Start
Children with Health Insurance at End of Enrollment Year	2,115	92
Pregnant Women Served	NA	0
Pregnant Women who Received Dental Screening/Treatment	NA	0
Prenatal and Postpartum Education	NA	0
New children who completed routine screenings for developmental, sensory or behavioral concerns	1,308	42
Newly identified students needing formal evaluation	103	0
Children with IEPs and IFSPs served	250	20

During the Covid-19 Pandemic, the Health Team worked remotely with parents to ensure their children stayed on the recommended schedule of medical and oral health care. Continued contact was made with parents of children who were flagged in any of the health screenings to help and answer questions. The HS/EHS Nurse delivered formula, diapers and Pull-Ups to Early Head Start parents in need and assisted parents with meal pick-up at select BCPS school sites, online ordering of groceries using their food stamps, renewing their WIC benefits online and how to access Telehealth services.

The Disabilities Team continued Individual Educational Plan (IEP) meetings and Staffings using a virtual platform (Microsoft Teams). Teachers and Speech Language Pathologist's began using a Temporary Virtual Learning Plan to provide services as well as document how those services were taking place and the Behavior Specialists contacted parents via phone and email to provide behavior strategies.

In addition to service areas adjusting to the needs of families. The Head Start / Early Intervention website was updated with information on Coronavirus to include fact sheets and information on Telehealth and was linked to the Coronavirus page developed by the District which included a community resource button to include food distribution sites and how to access free resources in the community.





The School Board of Broward County, Florida

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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

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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