

# Head Start/Early Head Start Annual Report 2021-2022



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# 2021-2022 HEAD START SITES

Atlantic West Elementary	Miramar Elementary
(Mary M.) Bethune Elementary	Morrow Elementary
Boulevard Heights Elementary	North Fork Elementary
Broadview Elementary	North Lauderdale PreK-8
Castle Hill Elementary	North Side Elementary
Colbert Elementary	Oakland Park Elementary
Collins Elementary	Oriole Elementary
Coral Springs PreK-8	Peters Elementary
Cresthaven Elementary	Plantation Elementary
Cypress Elementary	Pompano Beach Elementary
Davie Elementary	Quiet Waters Elementary
Deerfield Park Elementary	Riverland Elementary
Dillard Elementary	Rock Island Elementary
Drew Resource Center	Royal Palm Elementary
Driftwood Elementary	Sanders Park Elementary
Dr. Martin Luther King Jr. Montessori Academy	Sheridan Hills Elementary
Endeavour Primary Learning Center	Sunland Park Academy
Fairway Elementary	Tamarac Elementary
Gulfstream Early Learning Center	Tedder Elementary
Lake Forest Elementary	Thurgood Marshall Elementary
Larkdale Elementary	Village Elementary
Lauderhill Paul Turner Elementary	Walker Elementary
(C. Robert) Markham Elementary	West Hollywood Elementary
McNab Elementary	Westwood Heights Elementary
Meadowbrook Elementary	Wilton Manors Elementary

## 2021-2022 EARLY HEAD START SITES

Bethune Elementary  
Drew Resource Center  
Gulfstream Early Learning Center  
Peters Elementary  
Westwood Heights Elementary

## **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 (HS)/Early Head Start (EHS) Program. Through the District, the HS/EHS program is able to streamline the coordination of services and referrals required to meet the needs of HS/EHS families enrolled in the program. Each Head Start (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 a Child Development Associate or an Associate's Degree or higher.

Infants, toddlers, and pregnant women receive services through the Early Head Start (EHS) program. The goal of EHS is to provide enriching caregiving to promote the overall development of children. EHS supports parents in their role as primary caregivers as well as the teachers of EHS children. Responsive services and resources are provided 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 National Child Development Associate Credential with an Infant/Toddler Endorsement, a Florida Child Care Professional Credential (FCCPC) from birth to five, or an Associate's Degree or higher with at least 6 credit hours of Infant/Toddler coursework. EHS services are provided year-round, with children enrolled in the center-based option receiving services as outlined on the Broward County School calendar with additional home-visiting services offered during the summer months.

## **Program Governance/Policy Council**

The HS/EHS Program provides shared governance with The School Board of Broward County and Policy Council through which parents are encouraged to 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 The Early Learning Coalition of Broward. Parents elected to Policy Council meet monthly and participate in shaping the HS/EHS program 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 Open House meetings are held at the school sites where parents can learn about the Head Start Program, the school, curricula, and meet the staff. During Family Assessments (FA) & Family Partnership Agreements (FPA's) 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 and Policy Council dates/locations. During the 2021-2022 school year, Parent Educators (PEs) communicated with families weekly via phone, in person, email or through a virtual platform. PEs conducted weekly teacher contacts which were documented in the Head Start database. Parent Education Workshops and Parent Committees meetings were conducted through a virtual platform and Policy Council meetings were held through a virtual platform with the option to attend in person. In addition, the Family Service Specialist continued to work with the Parent Educators to provide support services to Head Start families.

### Financial Report

	Head Start	Early Head Start
Federal Funds	\$16,124,676	\$1,222,748
Non-Federal Funds	\$4,075,463	\$312,446
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
<b>Grand Total</b>	<b>\$20,377,320</b>	<b>\$1,562,228</b>

### Breakdown of Proposed Budgetary Expenditures

Personnel	\$11,448,785	\$883,798
Fringe	\$2,883,530	\$213,926
Supplies	\$302,885	\$51,866
Contractual	\$277,102	\$6,350
Other	\$518,010	\$14,154
Indirect	\$694,364	\$52,654
<b>Total Federal Allocation</b>	<b>\$16,124,676</b>	<b>\$1,222,748</b>
Training and Technical Assistance (T/TA)	\$177,181	27,034
Non-Federal Funds	\$4,075,463	\$312,446
<b>Grand Total</b>	<b>\$20,377,320</b>	<b>\$1,562,228</b>

### **Breakdown of Budgetary Expenditures**

Personnel	\$10,350,000	\$785,000
Fringe	\$4,150,000	\$344,733
Supplies	\$327,222	\$19,419
Contractual	\$250,500	\$10,500
Other	\$472,454	\$10,150
Indirect	\$714,248	\$52,946
Total	\$16,124,676	\$1,222,748
Federal Allocation		
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
Non-Federal Funds	\$4,075,463	\$312,446
<b>Grand Total</b>	<b>\$20,377,320</b>	<b>\$1,562,228</b>

### **Results of Most Recent Fiscal Audit**

Each fiscal year, the School Board of Broward County (the District) completes an audit to review financial statements and analyze financial activities. Findings from the audit are then documented and shared through an Annual Comprehensive Financial Report. The Head Start/Early Intervention Department that encompasses the District’s Head Start/Early Head Start Program provides program financial statements that are included within Annual Comprehensive Financial Report (ACFR). During the last ACFR, data was collected for the fiscal year ending on June 30, 2021, and report findings showed no deficiencies for the Head Start/Early Head Start Program.

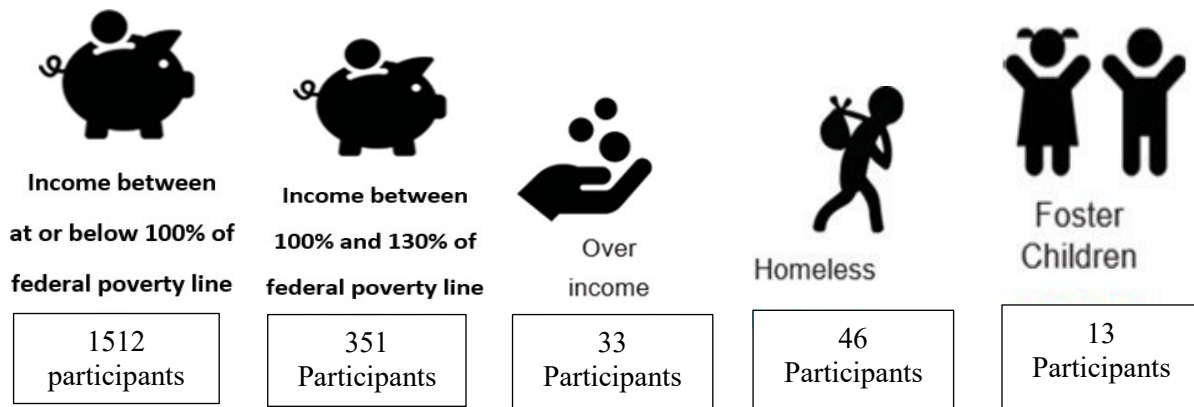
### **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)**

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 4,500 applications for the 2021-2022 school year and processed applications to determine eligibility. Attendance was encouraged and monitored closely by staff to ensure that children benefited from the HS/ EHS Program and services. Eligible children, enrollment by ethnicity, and average monthly attendance can be found on next page.

	<b>Head Start</b>	<b>Early Head Start</b>
Funded Enrollment	2040	80
Number of Children Served	1895	105
Percentage of Eligible children Served	98.6%	26.7%
Number of Families Served	1774	96
Percent of Average Monthly Enrollment	84.43%	79.52%
Hispanic or Latino Origin	372	16
Non-Hispanic or Latino Origin	1523	91

Please note that the number and/or percent of participants served may differ from the allotted seats due to children entering and withdrawing from the program and number of children waitlisted throughout the year.

### Primary Type of Eligibility



\*Participants counted only once by primary type of eligibility.

### 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, 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 used in conjunction with Creative Curriculum to connect assessments to individualized learning experiences that are located within the curricular resources. TSG 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 provides essential elements that promote the development of partnerships with families, appreciation of cultural, family, and individual differences. The Creative Curriculum supports dual language learners, and inclusion of 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 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; and providing referrals to community resources to meet a broad range of family needs. HS/EHS also supports families by promoting educational 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 within the HS/EHS program. They meet with families to assess family strengths and help families create a goal to address areas where families need additional support. Families can access their Parent Educators within the home, on campus, virtual, via phone or email. Parent Educators assist families in finding services or resources with regards to 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, 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 are provided based on parent and child interest and families are educated about the curriculum. Activities are also shared with families that can be done at home to enhance their child’s understanding and progress in literacy, math, and social skills. In addition, Teacher Specialists, Social Workers and the Behavior Specialists work to support classroom teachers.



<b>Types of Services</b>	<b><i>Number of families served</i></b>	
	Head Start	Early Head Start
Emergency/crisis intervention	275	13
Housing assistance	141	4
Mental health services	659	62
English as a Second Language Training	151	2
Enrollment assistance for education/job training program	224	2
Substance misuse prevention	5	0
Substance misuse treatment	3	0
Education on nutrition	386	9
Education on preventative medical and oral health	531	5
Education on health & developmental consequences of tobacco product use	187	1
Education on postpartum care	21	0
Assistance to families of incarcerated individuals	13	0
Research-based parent curriculum	738	12
Relationship/Marriage Education Services	33	0
Asset Building Services	162	2

### **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 promote 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 in the classroom.

Teachers support emerging literacy, math skills, reasoning, problem-solving, and decision-making skills that are the foundation for school readiness and school readiness success. Staff integrate 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 children based on age, individual interest, temperament, language, cultural background, and stage of development. The environment is inclusive of children with disabilities and is consistent with their Individualized Education Plans (IEPs) or Individual Family Service Plans (IFSPs). 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 as specified in the child's IEP.

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

An Action Plan is developed with each classroom teacher that focuses on identifying indicators of strength and indicators of growth to ensure an optimal learning environment for all children. Additionally, professional development titles are suggested in the action plan for teachers to participate in during the school year. The HS/EHS program uses a research-based coaching model that is implemented when meeting with teachers. This model focuses on providing non-evaluative feedback to teachers regarding the quality of teaching and the classroom environment.

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 implemented 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.

Following the curriculum guidelines, teachers model and promote positive guidance and discipline using a problem-solving approach to conflict. Staff balance between encouragement and praise and continue to focus on strengths of the children 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.

### **Classroom Staff Data**

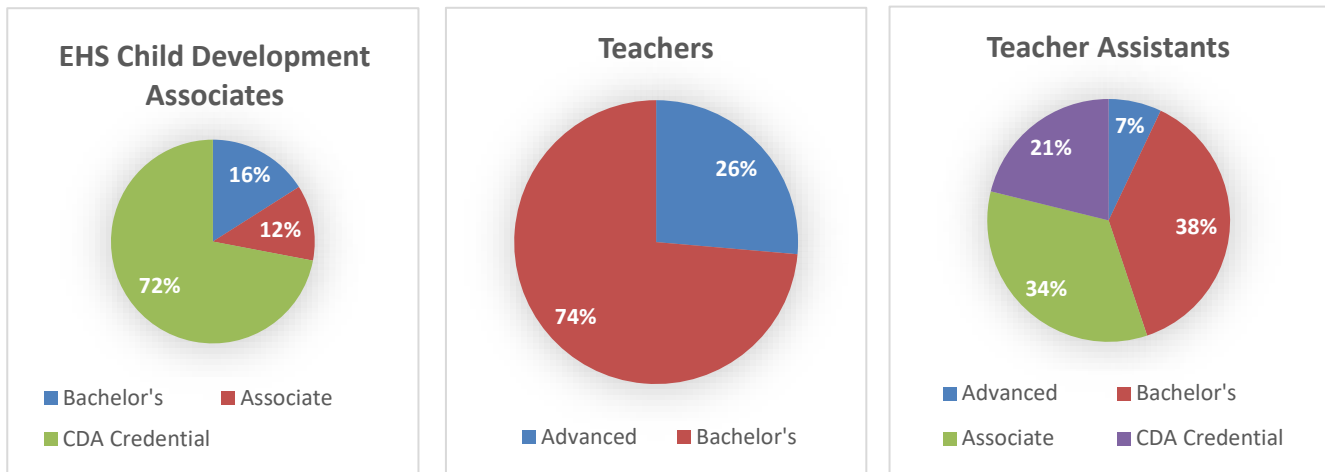
At the beginning of the 2021-2022 school year, data was collected on Teachers, Teacher Assistants, and EHS Child Development Associates. The data was aggregated as follows:

#### **Demographics**

<b>Race and Ethnicity</b>		
	Head Start	Early Head Start
American Indian or Alaska Native	1	0
Asian	6	1
Black or African American	141	16
Native Hawaiian or Other Pacific Islander	1	0
White	99	5
Biracial/Multi- Racial	18	2
Other	0	1
Unspecified	0	0
<b>Languages</b> (# of staff members proficient in a language other than English)		
Spanish	61	8
Native Central American, South American, or Mexican (e.g., Mixteco, Quichean)	1	0
Caribbean Languages (e.g., Haitian-Creole, Patois)	35	2
Middle Eastern or Southern Asian (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	3	1
East Asian (e.g., Chinese, Vietnamese, Tagalog)	4	0

Native North American/ Alaska Native	0	0
Pacific Island (e.g., Palauan, Fijian)	0	0
European and Slavic (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	6	1
African (e.g., Swahili, Wolof)	1	1
American Sign Language	5	0
Other	0	0
Unspecified	0	0

### Staff Degrees and Credentials



### Classroom Assessment Scoring System Data

Annually, HS/EHS classrooms are monitored to ensure the quality of interactions between staff and children and to measure emotional support, classroom organization, and instructional support. Teacher Specialists are trained in Classroom Assessment Scoring System (CLASS) Reliability in order to conduct observations, provide feedback and monitor classrooms. A minimum of 2 CLASS observations were conducted during the 2021-2022 school year.

Tables below demonstrate the 2021-2022 CLASS data collected within the HS/EHS program and the Office of Head Start (OHS) Quality Threshold.

#### 2021-2022 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average for 2021	BCPS HS Average At End of Year 2021-2022
Emotional Support	6.00	6.07
Classroom Organization	6.00	5.54
Instructional Support	3.00	3.77

### 2021-2022 Classroom Assessment Scoring System Scores for Early Head Start

Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average for 2021	BCPS EHS Average At End of Year 2021-2022
Toddler – Emotional & Behavior Support	NA*	5.72
Toddler – Engaged & Support for Learning	NA*	4.06
Infant – Responsive Caregiving	NA*	5.00

\* Quality threshold averages were not provided for Early Head Start by the Office of Head Start.

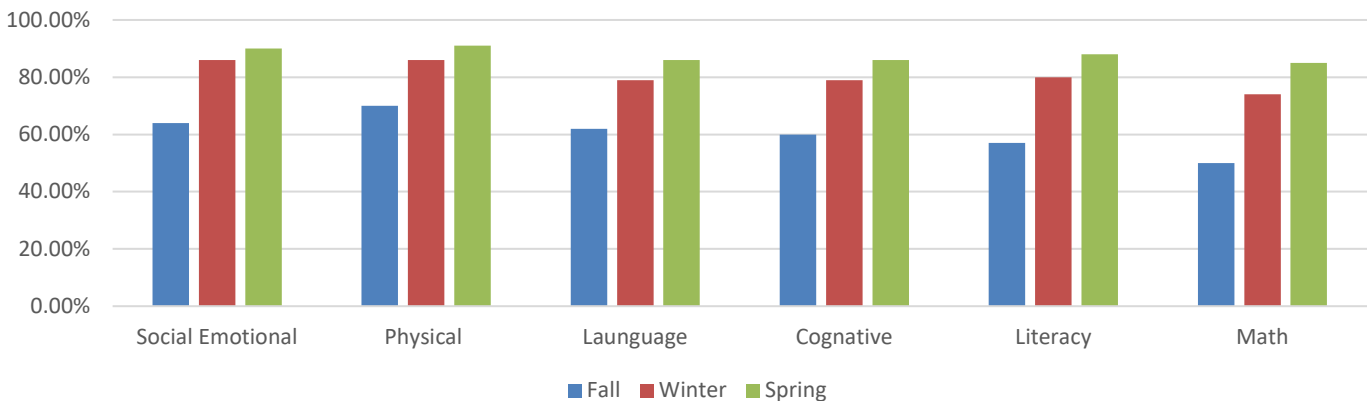
HS/EHS Teacher Specialists support the HS Teachers, Teacher Assistants and EHS Child Development Associates through a data-driven coaching model that utilizes a strength-based approach to improve instruction in the classroom. The Curriculum Supervisor and EHS Specialist work closely with the HS/EHS Teacher Specialists to ensure support is provided to staff based on CLASS data and effective teaching practices are implemented throughout the year.

### School Readiness Goals and Data

Children’s development and progress is tracked across all essential domains. Data related to the goals and benchmark criteria is collected through Teaching Strategies Gold, an ongoing observational system for assessing children, 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 results of 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 2021-2022 school year.

### HS/EHS Overall Program Performance

2021-2022



## Recent Program Review – Findings

From January 20,2020 - January 24, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review. Representation from the Governing Body, Policy Council, parents, and staff engaged in the review process. The FA1 review allowed the Office of Head Start to understand how the Head Start and Early Head Start programs are progressing in providing services in the 5-year grant cycle. During the review, no deficiencies were identified.

### 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 achieved through a collaborative effort from 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 by 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. The following table provides information on how many children received treatment for specific chronic conditions during the year.

Chronic Condition	# of children diagnosed by health care professional	
	Head Start	Early Head Start
Autism spectrum disorder (ASD)	7	3
Attention Deficit Hyperactivity Disorder (ADHD)	0	0
Asthma	130	2
Seizures	9	0
Life-threatening allergies	16	1
Hearing Difficulties	3	1
Vision	104	4
Blood lead level test with elevated lead levels>5g/gL	0	0
Diabetes	0	0

The HS/EHS Program provides 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.

<b>Disabilities and Health Report / Type of Service</b>	<b>Head Start</b>	<b>Early Head Start</b>
Children with Health Insurance at End of Enrollment Year	1856	103
Percent of Children Receiving Medical Exams	99%	100%
Precent of Children Receiving Dental Exams	99%	100%
Pregnant Women Served	0	0
Pregnant Women who Received Dental Screening/Treatment	0	0
Postpartum Education	21	0
New children who completed routine screenings for developmental, sensory or behavioral concerns	1098	46
Newly identified students needing follow-up assessment or formal evaluation	94	7
Children with IEPs and IFSPs served	288	18

<b>Mental Health Consultations</b>	<b>Head Start</b>	<b>Early Head Start</b>
Number of classroom teachers, home visitors, and family childcare providers who received assistance from a mental health consultant through observation and consultation	106	25



## **The School Board of Broward County, Florida**

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