

Head Start/Early Head Start Annual Report 2022-2023



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**2022-2023
HEAD START SITES**

Atlantic West Elementary
(Mary M.) Bethune Elementary
Boulevard Heights Elementary
Broadview Elementary
Castle Hill Elementary
Colbert Elementary
Collins Elementary
Coral Springs Elementary
Cresthaven Elementary
Cypress Elementary
Davie Elementary
Deerfield Park Elementary
Dillard Elementary
Drew Resource Center
Driftwood Elementary
Dr. Martin Luther King Jr. Montessori Academy
Endeavour Primary Learning Center
Fairway Elementary
Gulfstream Early Learning Center
Lake Forest Elementary
Larkdale Elementary
Lauderhill Paul Turner Elementary
(C. Robert) Markham Elementary
McNab Elementary
Meadowbrook Elementary

Miramar Elementary
Morrow Elementary
North Fork Elementary
North Lauderdale Elementary
North Side Elementary
Oakland Park Elementary
Oriole Elementary
Peters Elementary
Plantation Elementary
Pompano Beach Elementary
Quiet Waters Elementary
Riverland Elementary
Rock Island Elementary
Royal Palm Elementary
Sanders Park Elementary
Sheridan Hills Elementary
Sunland Park Academy
Tamarac Elementary
Tedder Elementary
Thurgood Marshall Elementary
Village Elementary
Walker Elementary
West Hollywood Elementary
Westwood Heights Elementary
Wilton Manors Elementary

2022-2023 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) Programs. Through the District, the HS/EHS programs streamline the coordination of services and referrals required to meet the needs of HS/EHS families enrolled. Each HS classroom ranges from seventeen (17) to twenty (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 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 in Infant/Toddler, 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 Programs, provide 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 (15) members and twelve (12) alternates. The membership includes parents of children currently enrolled in HS or in EHS, a past officer from the previous year, and two community representatives. Parents elected to Policy Council meet monthly and participate in shaping the HS/EHS programs by making decisions related to policymaking, 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. While completing Family Assessments & Family Partnership Agreements 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 2022-2023 school year, Parent Educators communicated with families weekly via telephone, in person, email or through a virtual platform. Parent Educators conducted weekly teacher contacts which were documented in the Head Start database. Parent Education Workshops, Parent Committees, and Policy Council meetings were conducted in person with a virtual option. In addition, the Family Service Specialist continued to work with the Parent Educators to provide support services to Head Start families.

Financial Report

Proposed Breakdown of Federal Expenditures	Head Start	Early Head Start
Personnel	\$11,579,099	\$867,322
Fringe	\$2,827,501	\$212,764
Supplies	\$301,817	\$51,777
Contractual	\$276,590	\$6,570
Other	\$518,905	\$35,664
Indirect	\$1,094,576	\$82,891
Total Federal Funds	\$16,598,488	\$1,256,988

Actual Breakdown of Budgetary Expenditures	Head Start	Early Head Start
Personnel	\$10,843,999	\$699,717
Fringe	\$3,841,638	\$463,154
Supplies	\$381,764	\$16,254
Contractual	\$340,282	\$9,500
Other	\$265,805	\$7,500
Indirect	\$925,000	\$60,863
Total Federal Funds	\$16,598,488	\$1,256,988

Overall Annual Budget	Head Start	Early Head Start
Total Federal Funds	\$16,598,488	\$1,256,988
Non-Federal Funds	\$4,193,918	\$321,005
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
Grand Total	\$20,969,587	\$1,605,027

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 financial statements that are included within Annual Comprehensive Financial Report (ACFR). At the time of this report, data was available from the ACFR collected for the fiscal year ending on June 30, 2022, 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 three thousand (3,000) applications for the 2022-2023 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 Programs and services. Eligible children, enrollment by ethnicity, and average monthly attendance can be found on the next page.

	Head Start	Early Head Start
Funded Enrollment	2040	80
Number of Children Served	2130	125
Percentage of Eligible children Served	94.1%	43.4%
Number of Families Served	2003	117
Percent of Average Monthly Enrollment	85.77%	76.14%
Hispanic or Latino Origin	408	21
Non-Hispanic or Latino Origin	1662	102
Parents declined to specify Origin	60	2

*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

Income at or below 100% of Federal Poverty Line	Public Assistance	Homeless	Foster	Income between 100%-130%	Over Income/ Other Need
1195	716	46	3	270	25

*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 Head Start classes. *The Creative Curriculum® System for Preschool* is a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. This curriculum provides children opportunities to learn through purposeful play-based experiences on topics they are familiar with. 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. It is aligned with the Head Start Child Development and Early Learning Framework and the Florida Early Learning and Developmental Standards for Four-Year-Olds.

Teaching Strategies GOLD (TSG) is the ongoing assessment tool used in conjunction with Creative Curriculum to connect assessments to individualized learning experiences that are located within the curricular resources. TSG is aligned with the State Standards for Kindergarten, the Head Start 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 providing environments that support and encourage exploration. The Creative Curriculum includes essential elements that promote the development of partnerships with families, and 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.

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.

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 meet with their Parent Educators in their homes, on campus, or virtually. Parent Educators can also be contacted via telephone or email. Parent Educators assist families in finding services or resources regarding housing, employment, finances, parenting, holiday assistance, language training, and during times of crisis.

SOCIAL WORKERS

HS/EHS Social Workers assist families during times of crisis. Families can meet with their Social Workers in their homes or on campus. Social Workers can also be contacted via telephone or email. Social Workers 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. 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, Behavior Specialist, and Inclusion Specialists work to support classroom teachers.

Program Services to Promote Family Outcomes	# of Families Served	
	Head Start	Early Head Start
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	457	17
Housing assistance (e.g., subsidies, utilities, repairs)	166	5
Asset building services (e.g., financial education, debt counseling)	201	1
Mental health services	732	31
Substance misuse prevention	46	0
Substance misuse treatment	48	0
English as a Second Language training	195	1
Enrollment assistance for education/job training program	201	1
Research-based parent curriculum	1,043	31
Involvement in discussing their child's screening and assessment results and their child's progress	1,126	64
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	1,415	51
Education on preventative medical and oral health	640	29
Education on health & developmental consequences of tobacco product use	68	0

Education on nutrition	575	34
Education on postpartum care (e.g., breastfeeding support)	17	2
Relationship/marriage education services	57	1
Assistance to families of incarcerated individuals	30	1
*Number of families who are counted in at least one of the services listed above	1,762	89

Quality Teaching and Learning Environment

The main goal for the program is to ensure that all children are ready for kindergarten. The daily focus is on providing high-quality, developmentally appropriate learning experiences to promote pre-literacy, math, and social skills. 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. These goals are accomplished through individual, small, and large group activities.

Three-year-old 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 stages 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 and the environment is conducive to high-quality instruction. The Curriculum Fidelity Tool is aligned with the curriculum and assists the program in identifying areas of need and 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 opportunities 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 the 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 2022-2023 school year, data was collected on Teachers, Teacher Assistants, and EHS Child Development Associates. The data was aggregated as follows:

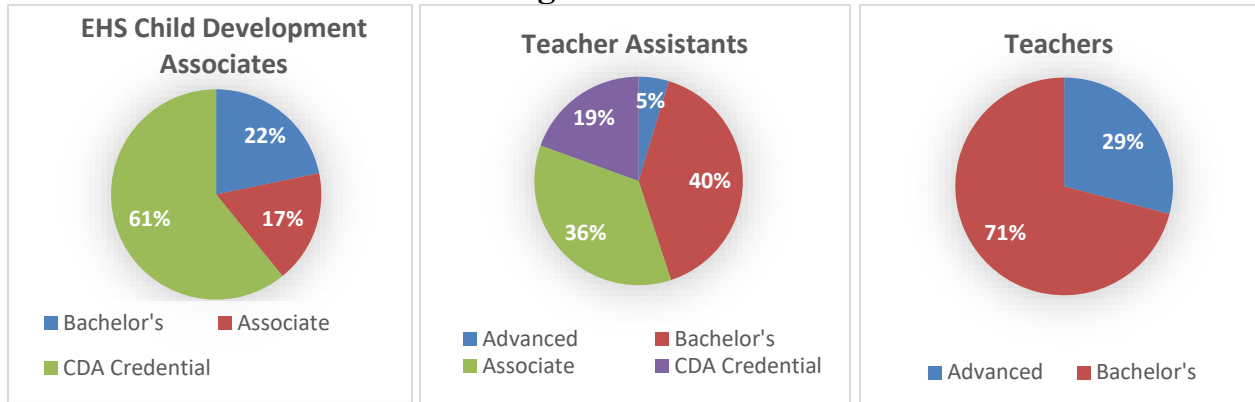
Demographics

Race and Ethnicity	Head Start	Early Head Start
American Indian or Alaska Native	2	0
Asian	5	1
Black or African American	145	15
Native Hawaiian or Other Pacific Islander	0	0
White	87	4
Biracial/Multi- Racial	12	2
Other	0	0
Unspecified (declined to answer)	0	1
Languages* (# of staff members proficient in a language other than English)	103	12
Spanish**	53	8
Native Central American, South American, or Mexican (e.g., Mixteco, Quichean)	1	0
Caribbean Languages** (e.g., Haitian-Creole, Patois)	32	3
Middle Eastern or Southern Asian (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	3	0
East Asian (e.g., Chinese, Vietnamese, Tagalog)	2	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)	11	0
African (e.g., Swahili, Wolof)	1	0
American Sign Language	5	1
Other	0	0
Unspecified	0	0

*Identifies five (5) staff members who speak multiple languages other than English.

**Languages spoken.

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 to conduct observations, provide feedback, and monitor classrooms. A minimum of two (2) CLASS observations per classroom were conducted during the 2022-2023 school year.

Tables on the next page demonstrate the 2022-2023 CLASS data collected within the HS/EHS programs and the Office of Head Start (OHS) Quality Threshold.

2022-2023 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average	BCPS HS Average at End of Year 2022-2023
Emotional Support	6.00	6.17
Classroom Organization	6.00	5.64
Instructional Support	3.00	3.82

2022-2023 Classroom Assessment Scoring System Scores for Early Head Start

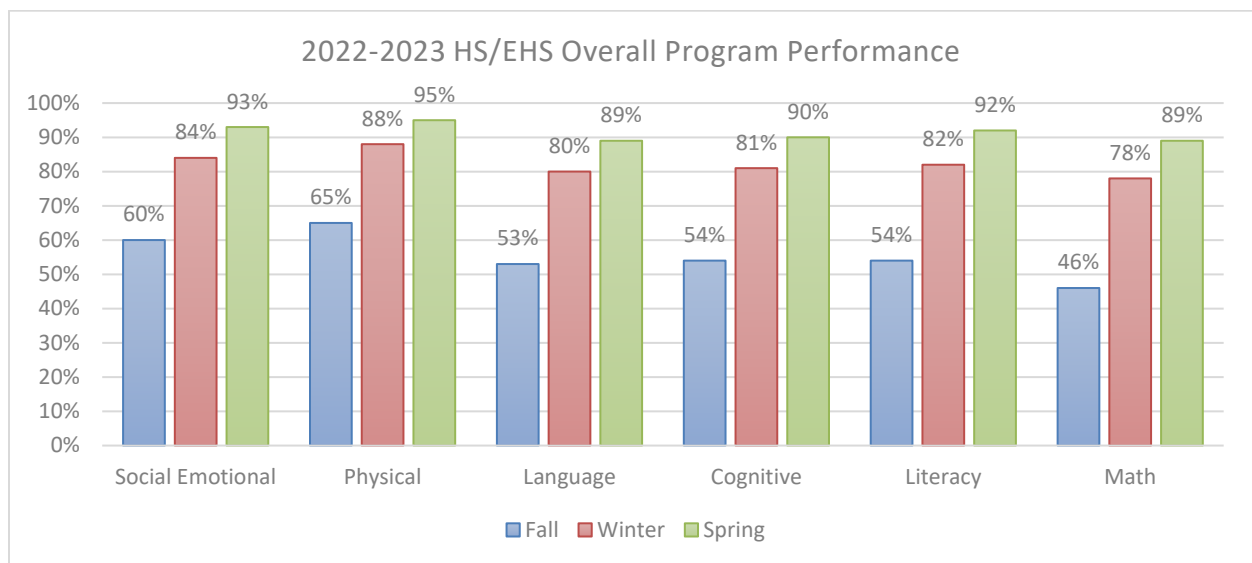
Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average	BCPS EHS Average at End of Year 2022-2023
Toddler – Emotional & Behavior Support	NA*	5.76
Toddler – Engaged & Support for Learning	NA*	4.34
Infant – Responsive Caregiving	NA*	5.00

* 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 being implemented throughout the year.

School Readiness Goals and Data

Children’s development and progress are tracked across all essential domains. Data related to the goals and benchmark criteria is collected through Teaching Strategies Gold. The ongoing observational system for assessing children is used to document each child’s development and progress. Data is 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, and principals, and it is 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 exceedingly widely held expectations for their age/grade from the Fall to the Spring of the 2022-2023 school year.



Recent Program Review – Findings

The Administration for Children and Families conducted a Focus Area Two (FA2) monitoring review of the Head Start and Early Head Start Programs from May 22, 2023 - May 26, 2023. Representation from the Governing Body, Policy Council, parents, and staff engaged in the review process. The FA2 monitoring review was conducted in the areas of Program Management & Quality Improvement; Education and Child Development Services; Health Services; Family and Community Engagement; Fiscal Infrastructure; and Eligibility, Recruitment, Selection, Enrollment, and Attendance. During the review, one area of noncompliance was identified under Safety Practice in the service area of Health. Feedback specific to the monitoring review was stated as, “The grant recipient did not test the water for lead at twenty-three (23) of twenty-eight

(28) of its facilities and the grant recipient did not ensure that all facilities where children were served were free from pollutants, hazards, and toxins; therefore, it was not in compliance with the regulation” (the regulation was identified as the Head Start Performance Standard 1302.47 Safety Practices). It was noted that lead testing was scheduled for summer 2023 and the area of noncompliance would require a written corrective action plan with a timeline to be completed within one hundred and twenty (120) days.

Health and Nutrition/Disabilities

The HS/EHS programs promote 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 with the necessary resources to become health advocates for their families.

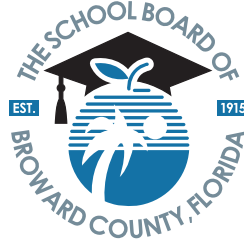
The HS/EHS health staff are responsible for monitoring the health status of the child and serve as liaisons between the family and their health care provider. Considering the medical condition of the child and observation by the staff, assessments are made, care plans are created, and follow-up is implemented. 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 within each program have been diagnosed with chronic conditions by a healthcare professional.

Chronic Condition	# of children diagnosed by a Healthcare Professional	
	Head Start	Early Head Start
Autism spectrum disorder (ASD)	6	3
Attention Deficit Hyperactivity Disorder (ADHD)	0	0
Asthma	166	5
Seizures	13	1
Life-threatening allergies	2	2
Hearing Difficulties	72	0
Vision Difficulties	0	2
Blood Lead Level Test with elevated lead levels >5g/gL	0	0
Diabetes	30	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 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 the end of the enrollment year)	2,056	122
Children with access to health care (At the end of the enrollment year)	2,094	123
Children with access to dental care (At the end of the enrollment year)	2,094	122
Pregnant Women Served	0	1
Pregnant Women with access to healthcare (At the end of the enrollment year)	0	1
Postpartum Education	0	1
New children who completed required screenings for developmental, sensory, or behavioral concerns	1228	55
Newly identified children needing follow-up assessment or formal evaluation	244	10
Children with IEPs and IFSPs served	350	20

Mental Health Consultations	Head Start	Early Head Start
Number of classroom teachers, home visitors, and family childcare providers who received assistance from a mental health consultant through observation and consultation	100	16



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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

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