

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

**HEAD START/EARLY HEAD START POLICY COUNCIL  
MONTHLY REPORT: MARCH 2020**

<b>ENROLLMENT</b>						
<b>Month</b>	<b>Funded Enrollment</b>	<b>Enrolled</b>	<b>Accepted</b>	<b>Vacancies</b>	<b>Total Enrollment</b>	<b>Attendance</b>
<b>June 2019</b>	2120	2100	8	12	2108*	88%
<b>July 2019</b>	Closed					
<b>August 2019</b>	2120	2089	31	0	2120	93.5%
<b>September 2019</b>	2120	2107	13	0	2120	92.12%
<b>October 2019</b>	2120	2090	30	0	2120	90.98%
<b>November 2019</b>	2120	2095	25	0	2120	89.55%
<b>December 2019</b>	2120	2100	20	0	2120	89.43%
<b>January 2020</b>	2120	2101	19	0	2120	89.77%
<b>February 2020</b>	2120	2108	12	0	2120	90.29%
<b>March 2020</b>	2120	2102	13	5	2115**	88.67%
<b>April 2020</b>	2120					
<b>May 2020</b>	2120					

\*\*COVID-19 National Emergency

<b>TOTAL MEALS SERVED</b>						
<b>Month</b>	<b>Breakfast EHS</b>	<b>Lunches EHS</b>	<b>Total EHS</b>	<b>Breakfast HS</b>	<b>Lunches HS</b>	<b>Total HS</b>
<b>June 2019</b>	80	74	154	1,838	2,128	4,193
<b>July 2019</b>	0	0	0	0	0	0
<b>August 2019</b>	681	661	1,342	21,192	22,524	43,716
<b>September 2019</b>	980	976	1,956	30,303	32,542	62,845
<b>October 2019</b>	1,226	1,210	2,436	34,543	37,694	72,237
<b>November 2019</b>	974	931	1,905	27,734	30,103	57,837
<b>December 2019</b>	889	822	1,711	24,030	26,487	50,517
<b>January 2020</b>	999	970	1,969	29,076	31,977	61,053
<b>February 2020</b>	1,048	1,042	2,090	30,971	34,093	65,064
<b>March 2020</b>	545	548	1,096	15,625	17,516	35,114
<b>April 2020</b>						
<b>May 2020</b>						

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<b>FISCAL YEAR 2020 MARCH EARLY HEAD START</b>			
	<b>Allotment</b>	<b>Expenditures</b>	<b>Balance</b>
<b>Personnel</b>	\$984,106	\$415,084	\$569,022
<b>Fringe</b>	\$242,900	\$185,677	\$57,223
<b>Purchased Services</b>	\$12,023	\$934	\$11,089
<b>Supplies</b>	\$39,124	\$28,291	\$10,833
<b>Capital Outlay</b>	\$2,000	\$1,148	\$852
<b>Other</b>	\$0	\$0	\$0
<b>Indirect Cost</b>	\$58,420	\$27,665	\$30,755
<b>TTA</b>	\$25,720	\$8,159	\$17,561
<b>In-Kind</b>			
<b>Totals</b>	\$1,364,293	\$666,956	\$697,337
<b>FISCAL YEAR 2020 MARCH HEAD START</b>			
	<b>Allotment</b>	<b>Expenditures</b>	<b>Balance</b>
<b>Personnel</b>	\$12,354,814	\$5,381,101	\$6,973,713
<b>Fringe</b>	\$4,025,170	\$2,139,837	\$1,885,333
<b>Purchased Services</b>	\$413,400	\$95,716	\$317,684
<b>Supplies</b>	\$481,500	\$122,092	\$359,408
<b>Capital Outlay</b>	\$352,500	\$20,268	\$332,232
<b>Other</b>	\$5,000	\$160	\$4,840
<b>Indirect Cost</b>	\$742,029	\$326,092	\$415,937
<b>TTA</b>	\$168,567	\$32,207	\$136,360
<b>In-Kind</b>			
<b>Totals</b>	\$18,542,980	\$8,117,475	\$10,425,505

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**NEW HEAD START/EARLY HEAD START STAFF**

<b>HEAD START</b>			
<b>Teachers</b>			
<b>Name</b>	<b>School</b>		
N/A			
<b>Teacher Assistants</b>		<b>Relief Staff</b>	
<b>Name</b>	<b>School</b>	<b>Name</b>	<b>School</b>
Lashawndra Cunningham	Lake Forest	Shannon Belford	Davie
		Elva Jeffers	Endeavour
		Mizanne Laud	Tedder
<b>EARLY HEAD START</b>			
<b>Child Development Associates</b>			
<b>Name</b>	<b>School</b>		
Velma Stuart	Gulfstream ELC		
<b>DISTRICT STAFF</b>			
<b>Name</b>		<b>Position</b>	
N/A			

## CONTENT AREA SPECIALIST REPORTS

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

- The cumulative enrollment for March is 2115\*\*.
- In March, due to the coronavirus outbreak (COVID-19), a national emergency, all Broward County Public Schools were forced to close beginning March 16<sup>th</sup> and are currently closed through May 1<sup>st</sup>. This impacted our Head Start program's enrollment and therefore we were not able to enroll new children.
- We completed new 20-21 applications at different application sites. Our website was updated with information on how to submit an application interview request.
- Parent Educators began taking 20-21 applications over the telephone due to school closures from COVID-19. While taking the application, parents were instructed to email their documents and that original documents will need to be submitted once schools reopen.
- Schools were closed the week of March 16<sup>th</sup> due to school closures from COVID-19. Spring was the following week. Virtual learning began March 30, 2020 and teachers received a process for taking attendance.
- Prior to schools closing, 19-20 applications were accepted for any children who are homeless, in foster care or schools with a low wait list. Recruitment efforts for Early Head Start to Head Start were ongoing.
- Transfers were processed for the many families who moved since applying for the program. Requests were also accepted for families who had a change in circumstance, i.e., with a change in custody, becoming homeless or in foster care. Transfers were granted based on need and availability. Vacancies were filled by children currently on the waitlist. Transitions from Early Head Start to Head Start continued.
- The monthly attendance average for March 2020 was 88.67%.
- Due to school closures, Enrollment Round-up scheduled for May was cancelled and parents will be able to register once schools reopen and health screenings will be rescheduled for fall.

### HEALTH AND NUTRITION

- The Health Self-Assessment Committee met on 9/12/2020 at Lauderdale Manors Elementary. The Committee reviewed and revised our health goals and objectives for the year.
- The HS/EHS Nurse presented CPR/First Aid at Bethune Elementary.
- The Health Team has begun working remotely due to the COVID-19 Pandemic. The team began accessing health reports from Child Plus and worked with parents to ensure their children stay on the recommended schedule of medical and oral health care. In addition, the team contacted parents of children who were flagged in any of the health screenings to help and answer questions.
- Health tips and resources including hand washing instructions, Coronavirus fact sheets and information on Telehealth have been added to our website to assist parents.

### EDUCATION

- School closures due to COVID-19, were announced on March 13<sup>th</sup>. In preparation for the school closures, Teacher Specialists (Tamara Barnard, Ana Rodriguez, and Kim Singer) and Curriculum Supervisor worked during Spring Break to do the following:
  - Identified ways for teachers to connect with families in an interactive manner – ClassDojo, Remind, Facebook Page, Zoom, Teams, WhatsApp, YouTube, Flip Grid, and Canvas.

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- Created an at home learning activity page in collaboration with Dr. Canning, Executive Director of Early Learning & Language Acquisition, Layne Polakoff, Curriculum Supervisor, ELLA, Liz Glaid, Christie Moss, Curriculum Supervisor, ELLA, and the Professional Development Team.
- Identified Digital Activities for families to utilize.
- Updated the Head Start / Early Intervention Canvas Course Page, <https://browardschools.instructure.com/courses/640951>, 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.
- Created a sample schedule for teachers as a guide to what their workday could look like during school closure.
- The Curriculum Supervisor worked with Dr. Nicole Mancini, Director of Elementary Learning to include PreK educational resources in the District's Learning Never Closes. Website: <https://www.browardschools.com/learningnevercloses>) and on the Supporting Young Learners landing page <http://bit.ly/SupportingYoungLearners>).
- A School Closure Contact Form was created in ChildPlus for teachers to document interactions with families during school closures.
- An email was generated and sent to all teachers identifying the department's expectations during school closure:
  - Daily Interactive Lesson 30 minutes
  - Weekly contact with Parent Educator
  - Minimum of two contacts a week with parents
  - Check-ins with Teacher Specialist and Social Worker
  - Participate daily in discussion forums
- Prior to school closures on March 16<sup>th</sup> :
  - Professional development sessions were offered to both new and veteran teachers to include: Using TSG Digital Resources and Lesson Planning, CLASS for Instructional Support Domain and Conscious Discipline.
  - Teacher Specialists conducted ongoing daily school visits to meet with teachers on their caseload.
  - Teacher Specialists implemented the instructional coaching model to provide weekly support to teachers in the areas of planning, differentiation and child learning.
  - Teacher Specialists participated in Preschool Intervention Plan (PIP) meetings at KCW to provide input from teachers on interventions that are being implemented and identify next steps in the PIP process.
  - Teacher Specialists participated in CPST meetings at schools.
  - Teacher Specialists participated in the application process at designated sites.
  - Teacher Specialists worked on the process of identifying classroom teachers that will be selected to develop our own exemplar videos.
  - The Professional Development Team completed a poster session at the Florida Head Start Association Conference in Orlando.
  - The Professional Development Team created Canvas courses for parents and teachers, began preparations for Seasons of Learning V and continued to complete CLASS observations.
  - The Professional Development Team met with teachers at schools to support the use of GOLD Digital Resources.

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**DISABILITIES**

- In preparation for COVID-19 school closures the following occurred:
  - The Curriculum Supervisor and Director held a virtual meeting with the ESLS department to discuss how to support PreK children with disabilities. Upon receipt of additional information, the Inclusion Specialists would be invited to attend virtual meetings to determine how to support children with disabilities.
  - Virtual IEP meetings were held as well as and Staffings via Microsoft teams as long as all members could be present, and all team members were in agreement.
- Currently there are 242 children with disabilities enrolled which accounts for 12% of children in the program and 27 children who are ready to be staffed before the end of the school year.
- There are 15 children with open consents whose evaluation will be on hold until we return to school.
- Teachers and SLP's have started using a Temporary Virtual Learning Plan to provide services as well as document how those services are taking place.
- Preschool Intervention Plan (PIP) meetings were scheduled every Monday to discuss children that are demonstrating difficulties in the areas of speech, language, cognition and/or social emotional development.
- The Inclusion Specialists attended staffings and/or facilitated staffings.
- The Disabilities Team continued to review the speech/language failed screenings and identify children in need of an evaluation.
- The Disabilities Team continued to ensure that Individualized Education Plans are in ChildPlus for teachers to access and review.
- Prior to school closures, the Disabilities Team attended Child Study meetings that were scheduled at the schools to identify next steps for all children in our programs.
- The Disabilities Team and ESE Specialists initiated consents for children in need of evaluations.
- The Disabilities Team attended an ESE Specialist meeting to learn about matriculation.
- The Disabilities Team continued to update the list of children who were absent or new to Head Start and in need of speech and language screenings.
- The Disabilities Team monitored the speech and language consultants' schedule to conduct screenings and/or speech evaluations.
- The Behavior Specialist conducted observations of children that demonstrated areas of concern when interacting with peers or teachers.
- The Disabilities Team identified children that need to be administered the Battelle Developmental Inventory (BDI).
- Inclusion Specialists and the Curriculum Supervisor met and collaborated with ESLS department. Inclusion Specialists monitored the number of Children with disabilities enrolled in Head Start.
- The disabilities team was at the application sites supporting our application process.

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**MENTAL HEALTH**

- In preparation for COVID-19 school closures:
  - Social Emotional Resources were added to the department website and Canvas Course page.
  - A community resource button was added to the website to include food distribution sites and how to access free resources in the community.
- Prior to school closures:
  - The Social Workers (SWs) continued ongoing visits to all assigned schools.
  - SWs facilitated parent workshop support at their assigned school sites and led social skills training sessions.
  - One SW provided ongoing TIER Mentor/Liaison support for new-hire SW.
  - One SW provided ongoing role as Field Instructor for MSW university student.
  - One SW provided additional support to MSW child with assigned case scenarios and DSM-5 diagnoses.
  - The SWs provided ongoing visits to all assigned schools.
  - The SW's consulted with teachers regarding children with identified behavioral concerns or other needs.
  - The SWs participated in PIP meetings.
  - The SWs participated in and consulted at CPST/RTI/MTSS meetings at schools.
  - The SWs consulted/contacted community agencies for behavioral & mental health referrals.
  - The SWs provided ongoing support for colleagues and teachers regarding Abuse/Neglect protocol.
  - The SWs conducted home visit, phone contacts, in-person meetings and conferences with parents.
  - The SWs had ongoing collaboration with Inclusion Specialists.
  - The SWs provided ongoing mental health support for HS Educators and staff.
  - The SWs provided support to colleagues for Professional Learning Community (PLC) Power Point preparation.
  - One SW participated in the "Real Men Reads" initiative with BCPS.

**PARENT, FAMILY, AND COMMUNITY ENGAGEMENT**

- The Family Service Specialist worked with the Parent Educators to formulate a plan to provide remote support services to Head Start families to ensure continuity due to COVID-19.
  - The plan included communicating with families weekly via phone, email or virtual platform.
  - Parent Educators will also conduct weekly teacher contact through a virtual platform.
  - Parent Educators will continue to take applications for the 2020-2021 school year over the phone per Head Start Policy and communication with Regional Office.
- The Family Service Specialist continued to communicate with Healthy Mother's Healthy Babies in an effort to start a partnership to increase Fatherhood Engagement.
- In preparation for COVID-19 school closure: the district has food distribution for families at 51 school sites. Please visit [www.browardschools/coronavirus](http://www.browardschools/coronavirus) to receive the locations and times of the distribution.

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**FAMILY SERVICES**

- Due to the COVID-19 closures the following changes were made;
  - Parent Educators will continue to work on their 3<sup>rd</sup> and 4<sup>th</sup> contacts with their families by telephone or virtually.
  - Parent Educators will continue to work with their teachers and Head Start staff to complete their parent education workshops for the 2019-2020 school year.
  - The Family Service Specialist will continue to provide services via telephone to consult with Parent Educators as well as school-based administrative staff regarding child behavior and social service needs.
- Parent Educators continued to work with their teachers and the community to provide support to their families.
- The Family Service Specialist continued to provide outreach to the community and outside agencies in an effort to provide additional social service support to our Head Start families.

**EARLY HEAD START**

- Due to COVID-19 school closures:
  - The EHS Teacher Specialists and Social Worker will continue to support their CDAs through the transition to virtual learning.
  - A Canvas resource page was created for the CDA to assist with virtual learning.
  - The EHS team collaborated to ensure a seamless transition into virtual learning with both children and their families.
  - EHS team began working with the Head Start nurse to distribute diapers/pull ups and wipes to families in need while they are home.
  - EHS team began working with the Head Start nurse and the food and nutrition department to provide formula to families in need.
- The Early Head Start Parent Educators continue to reach out to families and providing resources as needed.

**HEAD START/EARLY HEAD START PARENT RESOURCES AND ARTICLES**

**Tips on Playing with Babies and Toddlers**

<https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers>

**How to Support Children's Approaches to Learning? Play with Them!**

<https://www.naeyc.org/our-work/families/support-learning-with-play>

**Five Essentials to Meaningful Play**

<https://www.naeyc.org/our-work/families/five-essentials-meaningful-play>