

**Broward County**

**Public Schools**

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**Website: [browardschools.com/headstart-vpk](http://browardschools.com/headstart-vpk)**

# Head Start/ Early Head Start April 2024 Monthly Report



# March 2024



Enrollment						
Month	Funded Enrollment	Enrolled	Accepted	Vacancies	Total Enrollment	Attendance
June 2023	2120	1976	0	144	1976	70.19%
July 2023	80	75	0	5	75	N/A
August 2023	2120	1895	122	225	1895	92.59%
September 2023	2120	1973	29	147	1973	88.77%
October 2023	2120	2009	32	111	2009	85.92%
November 2023	2120	2018	38	102	2018	86.88%
December 2023	2120	2036	27	84	2036	85.61%
January 2024	2120	2032	27	88	2032	86.76%
February 2024	2120	2040	30	80	2040	87.28%
March 2024	2120	2036	30	84	2036	85.60%
April 2024						
May 2024						

Meals						
Month	EHS Breakfast	EHS Lunch	EHS Total	HS Breakfast	HS Lunch	HS Total
June 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
July 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
August 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
September 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
October 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
November 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
December 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
January 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
February 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
March 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
April 2024						
May 2024						

\* Food Service is operating under the Community Eligibility Provision (CEP). No student ID/meal numbers are being collected at this time; therefore, data regarding participation is not available.

# March 2024



2024 Fiscal Year – March Early Head Start			
	Allotment	Expenditures	Balance
Personnel	\$927,012	\$443,809	\$483,203
Fringe	\$485,754	\$266,498	\$219,256
Purchased Services	\$15,652	\$727	\$14,925
Supplies	\$51,777	\$7,534	\$44,244
Capital Outlay	\$0	\$0	\$0
Other	\$6,467	\$0	\$6,467
Indirect Cost	\$57,874	\$27,081	\$30,793
TTA	\$25,251	\$0	\$25,251
In-Kind			
<b>Totals</b>	<b>\$1,569,787</b>	<b>\$745,648</b>	<b>\$824,139</b>

2024 Fiscal Year – March Head Start			
	Allotment	Expenditures	Balance
Personnel	\$12,815,548	\$6,269,030	\$6,546,518
Fringe	\$5,813,109	\$3,156,394	\$2,656,715
Purchased Services	\$588,437	\$185,429	\$403,008
Supplies	\$461,817	\$216,537	\$245,280
Capital Outlay	\$33,376	\$1,795	\$31,581
Other	\$18,471	\$0	\$18,471
Indirect Cost	\$824,041	\$391,342	\$432,699
TTA	\$165,497	\$14,317	\$151,180
In-Kind			
<b>Total</b>	<b>\$20,720,296</b>	<b>\$10,234,843</b>	<b>\$10,485,453</b>



New Head Start/Early Head Start Staff

**HEAD START**

**District Staff**

<b>Name</b>	<b>Position</b>
Eunice Fleurisma	Parent Educator
Kelli McCarthy	Parent Educator
Errol Bartley	Technology Support Specialist I
Joseph Piteo	Accounting Specialist II

<b>Name</b>	<b>School</b>
N/A	N/A

**Teacher Assistants**

<b>Name</b>	<b>School</b>
Khadira Chin	Lauderhill Paul Turner
Monica Ingaluque Chauca	Westwood Heights

**Relief Staff**

<b>Name</b>	<b>School</b>
Briyit Torres	Coral Springs
Ashlee Gaasch	Quiet Waters

**EARLY HEAD START**

**Child Development Associates**

<b>Name</b>	<b>School</b>
N/A	N/A



## Content Area Specialist Reports

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

- The cumulative enrollment for Head Start (HS) and Early Head Start (EHS) for March 2024 was two thousand and thirty-six (2036).
- The Head Start application window for the 2024-2025 school year continued through March 21, 2024. Families interested in applying were prompted to schedule an appointment or walk in at one of the six application (6) sites located in the Central, South, and North areas.
- Intake staff conducted six hundred and sixty-five (665) interviews across six (6) application sites for the 2024-2025 school year. The HS program continued to accept and process applications for select schools with openings for the 2023-2024 school year. Eligible families were sent an email with the registration steps and required documents needed for enrollment prior to their child attending school.
- Eight hundred and one (801) applications were processed by final processors for the 2024-2025 school year from February 2024 through March 2024.
- The HS Director and HS Key Management Team held an application debriefing meeting every Friday in March to obtain feedback from intake staff taking HS/EHS applications.
- The HS Director and HS Key Management Team supported intake personnel and provided feedback on questions regarding applications.
- The HS Director and HS Key Management Staff started planning for the second application window to open in April 2024.
- The monthly attendance average for March 2024 was 85.6%.
- Attendance for the month of March decreased by 1.68%. The fluctuation in attendance was caused by an increase in reported children being absent due to illness.

### Health and Nutrition

- The Health Team continued to review all enrolled children's health records and ensured all medical conditions were addressed by contacting the parents. The plan of care was discussed and reviewed with the parents and all questions and concerns were addressed.
- The HS Nurse collaborated with school nurses to obtain and/or create Care Plans. Care Plans were uploaded to ChildPlus, and school staff/teachers were notified.
- The EHS/HS Nurse reviewed health requirement reports to ensure hearing/vision/height and weight screenings were performed promptly. Reminders regarding pending/past due 45-day health screenings were sent to each teacher.
- Notifications were sent to parents for vision screenings that required referrals.
- The HS Nurse initiated follow-ups with parents regarding vision and hearing referrals.
- The HS Nurse followed up with dental treatments needed for children in the program.
- The HS/EHS Nurse collaborated with Parent Educators, Teachers, and Teacher Specialists to address any questions or concerns from parents.



- The Clinical Nurse contacted District audiologists to obtain outstanding hearing referral reports.
- The Health Team participated in training courses regarding child abuse and active supervision.
- The EHS Nurse collaborated with all EHS teachers and staff to ensure that the safe sleep policy was adhered to.
- The HS/EHS Nurse communicated with the primary parent regarding all medical conditions of children, including those being treated or not treated by a professional.
- Relevant documentation was obtained to support medical conditions. Information was then shared with relevant team members and uploaded to ChildPlus.
- The HS/EHS Nurse continued to communicate with school-based nurses for the development of individual Care Plans.
- The HS/EHS Nurse communicated with school-based nurses to relay pertinent information regarding the health of the children enrolled in the program.

## Disabilities

- The Lead Inclusion Specialist conducted the monthly Speech and Language Pathologists (SLP) meetings.
- The Lead Inclusion Specialist presented at the monthly Exceptional Student Education (ESE) Specialist meeting.
- The Lead Inclusion Specialist conducted monthly meetings with the Disabilities Team and Administration.
- The Lead Inclusion Specialist participated in the annual Self-Assessment.
- The Lead Inclusion Specialist attended the Challenging Behaviors and Active Supervision trainings.
- The Behavior Specialists developed Functional Behavior Assessment/Positive Behavior Intervention Plans (FBA/PBIPs) with school-based teams.
- The Disabilities Team created hands-on materials for language, behavior, and sensory.
- The Disabilities Team attended school-based Multi-Tiered Systems of Support (MTSS) trainings.
- The Disabilities Team and SLPs conducted observations as part of MTSS.
- The Disabilities Team conducted school/classroom visits to provide, discuss, and model interventions for children.
- The Disabilities Team attended initial Individual Education Plan (IEP) staffings.
- Year to date, there have been three hundred thirty-five (335) HS/EHS children who qualified for services under the Individuals with Disabilities Education Act (IDEA).
- There are currently two hundred nineteen children (219) enrolled in HS/EHS, who have an IEP or Individual Family Service Plan (IFSP).
- The Disabilities Team began preparing for the Head Start Round-Up that will be in May of 2024.
- HS Behavior Specialists participated in classroom professional development that encourages staff to utilize behavior modification strategies so that children are able to access their education and learn functional behaviors in their environment.



## Mental Health

- The Mental Health Team met to prepare for the final parent curriculum meetings with families. The final meetings will include strategies for children's routines at home and supporting social-emotional learning.
- The Mental Health Team provided families with behavioral and mental health referrals to community providers.
- The Mental Health Team planned and collaborated with community behavioral and mental health providers to ensure that services could be provided to families in need.
- The Mental Health Team collaborated with school-based teams and participated in MTSS meetings as needed.
- The Mental Health Team continued to collaborate with Parent Educators, Teacher Specialists, Behavior Specialists, and Inclusion Specialists.
- The EHS Social Worker provided referrals to Early Steps as needed.
- The EHS Social Worker ensured IFSPs were uploaded in ChildPlus.
- The EHS Social Worker provided support while visiting EHS classrooms.
- The EHS Social Worker participated in Social Worker Team meetings and Instructional Support meetings.
- The EHS Social Worker attended active supervision and child abuse trainings pertaining to the program.
- The EHS Social Worker presented the Parenting Curriculum Workshop - Sessions 5 & 6.
- The EHS Social Worker continued follow-ups and support to teachers with Devereux Early Childhood Assessment (DECA) rescreening & DECA screenings of newly enrolled children.
- The EHS Social Worker provided ongoing DECA support to families.
- The EHS Social Worker provided ongoing supportive visits to Early Head Start classrooms.
- The EHS Social Worker provided ongoing mental health support for staff.
- The EHS Social Worker shared current/updated community resources with families and staff.
- The EHS Social Worker provided behavioral and mental health referrals to community providers.
- The EHS Social Worker collaborated with community behavioral and mental health providers.
- The EHS Social Worker provided ongoing collaboration with Parent Educators, Teacher Specialists, Behavior Specialists, and Inclusion Specialists.

## Parent Family and Community Engagement (PFCE)

- The Family Service Specialist and Parent Educators continued to provide updated community resources to the families.
- The Family Service Specialist met with Key Managers regarding our 2024-2025 application period.
- The Family Service Specialist met with the Social Workers and Parent Educators regarding additional Parent Curriculum Workshops for the 2023-2024 school year.
- Parent Educators continued taking Head Start applications for the 2023-2024 school year.





- Parent Educators scheduled their next Parent Workshops for the 2023-2024 school year.
- Head Start staff continued taking applications for the 2024-2025 school year.
- Head Start staff and the recruiting team continued to meet to increase marketing efforts in the community.
- The Family Service Specialist and Parent Educators continued to disperse Head Start flyers in the community for the 2024-2025 application period.

## Family Services

- Parent Educators attended virtual meetings to support families.
- Parent Educators assisted parents with uploading the required documents into ChildPlus to complete their HS/EHS applications.
- Parent Educators assisted families with Family Assessments and Family Goals to ensure completion within the designated time.
- Parent Educators responded to emails from families regarding pending concerns.
- Parent Educators collaborated with the Family Service Specialist to ensure families were supported.
- The Family Service Specialist reached out to outside agencies in an effort to provide additional social service support to the HS/EHS families.

## Education

- Teacher Specialists completed a comprehensive classroom inventory of each Head Start classroom to identify materials and resources that are needed per Curriculum Fidelity and classroom requirements.
- The Curriculum Supervisor and Teacher Specialists identified materials and resources that need to be ordered by approved vendors.
- Teacher Specialists provided one-on-one coaching support to classroom teachers. During these meetings, the Teacher Specialists and Teacher reviewed data from the Classroom Assessment Scoring System (CLASS) and identified the next steps to support learning and sustain a positive climate for children.
- Teacher Specialists conducted mini-CLASS observations to provide coaching support to the teachers and prepare them for their 2<sup>nd</sup> CLASS observation in the Spring.
- Teacher Specialists met with classroom teachers to review Active Supervision Plans and make any necessary adjustments.
- Teacher Specialists met with classroom staff to continue data chats about all children enrolled in Head Start. Data chats included a discussion of areas of growth and areas of need, and next steps were identified.





- EHS Staff worked with classroom staff to ensure accommodations for children with Individualized Family Service Plans (IFSPs) were in place and children’s individual needs were being met.
- EHS Staff worked to complete data chats with classroom staff in which each child’s screenings and development were discussed.
- The EHS Nurse and EHS Health Parent Educator continued to screen children who entered late or were absent on days of screenings.
- EHS staff began planning transition meetings for parents.
- EHS staff supported teachers with Winter Gold Checkpoints.
- EHS staff provided ongoing monitoring of monthly supply inventory, action plans, and curriculum fidelity.
- EHS staff participated in the third quarter Active Supervision Training.
- EHS staff provided ongoing supportive visits to Early Head Start classrooms.
- EHS staff assisted with taking applications for the 2024-2025 school year.
- EHS staff participated in the Head Start/ Health Advisory meetings.

## [Resource Links for Families](#)

### **Parents with Infants and Toddlers**

National Association for The Education of Young Children

[Aggressive Behaviors in Toddlers](#)

<https://www.zerotothree.org/resource/aggressive-behavior-in-toddlers/>

[Growing Independence: Tips for Parents of Toddlers and Twos](#)

<https://www.naeyc.org/our-work/families/growing-independence-tips-parents-toddlers-and-twos>

### **Parents with Preschoolers**

Peaceful Parent Happy Kids

[Game Plan for Peaceful Parenting Your Preschooler](#)

<https://www.peacefulparenthappykids.com/read/wonder-years>