

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**HEAD START/EARLY HEAD START POLICY COUNCIL
MONTHLY REPORT: OCTOBER 2019**

ENROLLMENT						
Month	Funded Enrollment	Enrolled	Accepted	Vacancies	Total Enrollment	Attendance
June 2019	2120	2100	8	12	2108*	88%
July 2019	Closed					
August 2019	2120	2089	31	0	2120	93.5%
September 2019	2120	2107	13	0	2120	92.12%
October 2019	2120	2090	30	0	2120	90.98%
November 2019	2120					
December 2019	2120					
January 2020	2120					
February 2020	2120					
March 2020	2120					
April 2020	2120					
May 2020	2120					

TOTAL MEALS SERVED						
Month	Breakfast EHS	Lunches EHS	Total EHS	Breakfast HS	Lunches HS	Total HS
June 2019	80	74	154	1,838	2,128	4,193
July 2019	0	0	0	0	0	0
August 2019	681	661	1,342	21,192	22,524	43,716
September 2019	980	976	1,956	30,303	32,542	62,845
October 2019	1,226	1,210	2,436	34,543	37,694	72,237
November 2019						
December 2019						
January 2020						
February 2020						
March 2020						
April 2020						
May 2020						

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FISCAL YEAR 2019 –OCTOBER EARLY HEAD START			
	Allotment	Expenditures	Balance
Personnel	\$268,706	\$249,331	\$19,375
Fringe	\$99,141	\$98,589	\$552
Purchased Services	\$7,112	\$4,096	\$3,015
Supplies	\$23,546	\$15,266	\$8,280
Capital Outlay	\$40,988	\$0	\$40,988
Other	\$0	\$0	\$0
Indirect Cost	\$16,572	\$13,712	\$2,860
TTA	\$8,573	\$7,298	\$1,275
In-Kind			
Totals	\$464,637	\$388,291	\$76,346
FISCAL YEAR 2019 OCTOBER HEAD START			
	Allotment	Expenditures	Balance
Personnel	\$4,713,055	\$3,204,212	\$1,508,843
Fringe	\$1,585,039	\$1,369,061	\$215,978
Purchased Services	\$247,967	\$193,689	\$54,278
Supplies	\$216,122	\$192,117	\$24,005
Capital Outlay	\$517,352	\$4,482	\$512,871
Other	\$11,630	\$11,630	\$0
Indirect Cost	\$279,708	\$183,342	\$96,366
TTA	\$56,189	\$46,267	\$9,922
In-Kind			
Totals	\$7,627,063	\$5,204,800	\$2,422,263

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NEW HEAD START/EARLY HEAD START STAFF

HEAD START			
Teachers			
Name	School		
NONE			
Teacher Assistants		Relief Staff	
Name	School	Name	School
Rosa Vargas	Driftwood	Iris Gonzalez Ruiz	Peters
EARLY HEAD START			
Child Development Associates			
NONE			
DISTRICT STAFF			
Name		Position	
Mikisha Morrison		Parent Educator	
Betty Jean-Archibald		Secretary II	

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CONTENT AREA SPECIALIST REPORTS

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

- The cumulative enrollment for October 2019 is 2120.
- During the month of October, we continued processing applications for the 2019-2020 school year. New applications are currently being 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 are ongoing.
- Transfers are being 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 are granted based on need and availability. Vacancies are filled by children currently on the wait list. Transitions from Early Head Start to Head Start are ongoing.
- The importance of regular attendance is stressed through the collaborative efforts of Parent Educators, Social Workers, Teacher Specialists and Teachers. Meetings are scheduled as needed with parents as part of an intervention to improve attendance. The monthly attendance average for October was 90.98%.

HEALTH AND NUTRITION

- The HS/EHS Nurse met with playground vendors to obtain quotes for a new EHS infant/toddler playground at Charles Drew Family Resource Center.
- Health staff continue entering the medical data in Child Plus.
- The HS/EHS Nurse attended a meeting with district facilities and construction staff to discuss future playground projects for HS sites.
- Swimming lessons have begun and will continue until May 2020.
- The HS/EHS Nurse continues to follow-up on all children flagged in hearing, vision, height and weight.
- The HS/EHS Nurse continues to train school staff on Epi pens, seizure precautions including administration of Diastat and nebulizers.

EDUCATION

- Professional development sessions were offered for both new and veteran teachers on the following topics: Introduction to GOLD and Creative Curriculum, Conscious Discipline: Creating a School Family and Introduction to CLASS.
- CLASS observations were conducted by Kim Singer and Shelley Lilley at the following school sites: Coral Springs, Deerfield Park, Broadview (1), Driftwood and Boulevard Heights. The CLASS reports were generated and shared with the Teacher Specialists to review with their teachers and discuss areas of strength as well as areas to focus on for the school year.
- Teacher Specialists and Social Workers participated in our departments first Professional Learning Community (PLC). The topic of the PLC was Anti-Bias in our classrooms. Presentations were shared and the team collaborated on how to best support our classrooms.
- Vicky Sharrow and Shelley Lilley attended Conscious Discipline training on a scholarship in Orlando, Florida.
- Our departments Train the Trainers for CLASS, Ana Rodriguez and Shelley Lilley provided CLASS training to the following Teacher Specialists: Karen Williams, Nicole Guffey and Thieshia Cox.
- The team met with new principals to Head Start school sites to discuss the federal guidelines and expectations of our program.
- Teacher Specialists conducted ongoing daily school visits to meet with each teacher on their caseload.
- The instructional coaching model is being implemented weekly to provide support to all teachers in the areas of planning, differentiation and student learning.
- Teacher Specialists participated in a department coaching Forum. Discussions included tool usage

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and creating optimal learning environments for all students.

- Teacher Specialists participated in Preschool Intervention Plan (PIP) meetings at KCW to provide input from teachers on interventions that are being implemented to identify next steps in the PIP process.
- Teacher Specialists participated in CPST meetings at schools.
- Teacher Specialists met with ESE Specialist(s) and Inclusion Specialist(s) regarding the established Head Start Disabilities process.

DISABILITIES

- Preschool Intervention Plan (PIP) meetings were scheduled every Monday to discuss students that are demonstrating difficulties in the areas of speech, language, cognition and/or social emotional development.
- The team met with ESE specialists and Principals at several schools to discuss the Preschool Intervention Plan (PIP) process.
- Adrienne Devaney, Helene Weingarten and Ivette Concepcion-Gonzalez presented at the October ESE Specialist meeting on our PIP process.
- Our Inclusion Team and Administrative Team has partnered with the ESLs department to discuss both programs and supports for students in Head Start. We have scheduled monthly meetings to collaborate on increasing inclusion rates as a school district.
- The team continued to review the speech/language failed screenings to identify students in need of an evaluation.
- The team continued to ensure that Individualized Education Plans are in Child Plus for teachers to access and review.
- Child Study meetings were scheduled at the schools to identify next steps for all students in our programs and one of the three staff members attended these meetings.
- The Inclusion Team and ESE Specialists have initiated consents for students in need of evaluations.
- The team continued to update the list of students who were absent during the speech and language screenings or new to HS that need to be screened.
- Adrienne and Helene monitored the speech and language consultants schedule to conduct screenings and/or speech evaluations.
- Inclusion Specialists and Behavior Specialists continued to provide teachers with resources such as visuals and data collection sheets for students demonstrating challenging behaviors or demonstrating academic difficulties.
- The disabilities team provided teachers of students with IEP's guidance and support to meet their needs in the HS classrooms.

MENTAL HEALTH

- The Social Workers (SWs) followed up on the 2nd eDECAs for children who were flagged on their first assessment.
- The team attended weekly PIP meetings on specific students from the school sites they support to provide input regarding mental health supports in the community.
- SWs attended CPST at schools to provide input and resources for parents, teachers and school staff.
- SWs completed parent information forms and/or Psychosocials as needed for students.
- SWs attended parent conferences and followed up on eDECA strategies to utilize at home or at school.
- Lorez Coye-White attended FBA/PBIP workshop offered by the school district to support teachers and family with behavioral interventions.
- The team continued ongoing visits to their assigned school sites.
- Parent Workshops were conducted at school sites.
- SWs consulted with teachers regarding students with identified behavioral concerns or other needs to provide resources or interventions for the classroom and/or home.

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- SWs conducted home visits/phone contacts/in-person meetings/conferences with parents.
- SWs provided ongoing collaboration with Inclusion Specialists and ESE Specialist(s) re: established Head Start Disabilities Process.
- The SWs completed all required documentation in Child Plus – Mental Health Time Log.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

- Parent Educators continued to work with their Parent Committee Cohorts to complete their 2nd Parent Committee meeting.
- Head Start has partnered with the WIC office and they will continue to support our parents for the 2019-2020 school year.
- Parent Educators continued to take applications for our low enrollment schools.

FAMILY SERVICES

- Parent Educators continued to work on completing their home visits with their parents and completing their family goals for the 2019-2020 school year.
- Parent Educators continued to work with their teachers and Head Start staff to complete and finalize their parent education workshops for the 2019-2020 school year.
- Parent Educators continued to work with their teachers and the community to provide support to their families that are in need of services.
- The Family Service Specialist continued to make visits to the schools to consult with parent educators and school-based administrative staff regarding student behavior and social service needs.
- The Family Service Specialist was out in the community meeting with outside agencies in an effort to provide additional social service support to our Head Start families.

EARLY HEAD START

- The EHS Specialist, Teacher Specialists, Social Worker and Parent Educators attended the Zero to Three conference.
- We have begun receiving quotes to build the infant/toddler playground at Drew Family Resource.
- The EHS Specialist attended the EASE conference.
- All staff continue to support CDAs, children and their families.

PRESCHOOL PARENT RESOURCES AND ARTICLES

Creating Holiday Memories

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=338

Raising Emotionally Healthy Children

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=191

INFANT/TODDLER PARENT RESOURCES AND ARTICLES

Growing Independence: Tips for Parents of Toddlers and Twos

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

Parenting Your Infant

<https://www.healthychildren.org/English/ages-stages/baby/Pages/Parenting-Your-Infant.aspx>