

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**HEAD START/EARLY HEAD START POLICY COUNCIL
MONTHLY REPORT: DECEMBER 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	2095	25	0	2120	89.55%
December 2019	2120	2100	20	0	2120	89.43%
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	974	931	1,905	27,734	30,103	57,837
December 2019	889	822	1,711	24,030	26,487	50,517
January 2020						
February 2020						
March 2020						
April 2020						
May 2020						

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FISCAL YEAR 2019 –DECEMBER EARLY HEAD START			
	Allotment	Expenditures	Balance
Personnel	985,106	\$156,992	\$828,114
Fringe	\$242,900	\$62,1111	\$180,789
Purchased Services	\$13,023	\$312	\$12,711
Supplies	\$39,124	\$1,698	\$37,426
Capital Outlay	\$0	\$0	\$0
Other	\$0	\$0	\$0
Indirect Cost	\$58,420	\$9,572	\$48,848
TTA	\$25,720	\$3,962	\$21,758
In-Kind			
Totals	\$1,364,293	\$234,647	\$1,129,646
FISCAL YEAR 2019 DECEMBER HEAD START			
	Allotment	Expenditures	Balance
Personnel	\$12,354,814	\$2,099,864	\$10,254,950
Fringe	\$4,025,170	\$780,626	\$3,244,544
Purchased Services	\$413,400	\$26,013	\$387,387
Supplies	\$481,500	\$26,558	\$454,942
Capital Outlay	\$352,500	\$0	\$352,500
Other	\$5,000	\$0	\$5,000
Indirect Cost	\$742,029	\$123,924	\$618,105
TTA	\$168,567	\$19,691	\$148,876
In-Kind			
Totals	\$18,542,980	\$3,076,676	\$15,466,304

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NEW HEAD START/EARLY HEAD START STAFF

HEAD START			
Teachers			
Name	School		
N/A			
Teacher Assistants		Relief Staff	
Name	School	Name	School
N/A		Alysia Nixon	Peters
EARLY HEAD START			
Child Development Associates			
Name	School		
N/A			
DISTRICT STAFF			
Name		Position	
N/A			

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CONTENT AREA SPECIALIST REPORTS

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

- The cumulative enrollment for December 2019 is 2120.
- In December, marketing for the 20-21 HS/EHS school year began including radio ads, gas stations, and billboard advertising.
- The Head Start application flyer was finalized and sent to printing.
- An application postcard was designed and finalized by the graphic design department and will be sent to printing in January 2020.
- The IT department designed an online application banner that will be displayed throughout all BCPS school websites in January.
- The 20-21 pre-application link and application appointments went live on our website in December. The HS/EHS application flyer in all languages and all 20-21 application information also became available on our website.
- We continued processing applications for the 2019-2020 school year. New 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 wait list. Transitions from Early Head Start to Head Start continued.
- The importance of regular attendance is always stressed through the collaborative efforts of Parent Educators, Social Workers, Teacher Specialists and Teachers. Meetings were scheduled in December as needed with parents as part of an intervention to improve attendance. The monthly attendance average for December was 89.43%.

HEALTH AND NUTRITION

- In collaboration with the Florida Department of Health Drowning Prevention Task force, planning has begun to implement the S.P.U.D. (Students Preventing Unintentional Drowning) program. This program is a teen water smart club devoted to advocating for water safety. High school students will be transported to Head Start classrooms and will use creative ways to deliver water safety messages and activities.
- Health staff emailed and sent letters to remind parents of the importance of making sure their child follows the recommended schedule of age appropriate oral health care. The guidelines require the first dental exam starting at 12 months and another dental exam every 6 months.
- The HS/EHS Nurse continued to prepare for our Focus Area One Review.
- The HS/EHS Nurse continued to train school staff on Epi pens, seizure precautions including administration of Diastat and nebulizers.

EDUCATION

- A professional development session, Mathematics Across the Day, was offered to both new and veteran teachers. Teachers were also provided with literacy books on math topics and created activities to utilize with the students
- Teacher Specialists and Social Workers participated in our departments' second Professional Learning Community (PLC). The topic of the PLC was Anti-Bias Education in Our

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Classrooms.

- Teacher Specialists conducted ongoing daily school visits to meet with teacher on their caseload.
- Teacher Specialists implemented the instructional coaching model to provide weekly support to teachers in the areas of planning, differentiation and student learning.
- 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.

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 disabilities team continued to review the speech/language failed screenings to identify students in need of an evaluation.
- The disabilities team continued to ensure that Individualized Education Plans are in Child Plus for teachers to access and review.
- A disabilities team member attended Child Study meetings that were scheduled at the schools to identify next steps for all students in our programs.
- The Inclusion Team and ESE Specialists initiated consents for students in need of evaluations.
- The disabilities 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.
- The disabilities team monitored the speech and language consultants schedule to conduct screenings and/or speech evaluations.
- The disabilities team provided teachers of students with IEP's guidance and support to meet their needs in the HS classrooms.
- The Behavior Specialist conducted observations of students that demonstrated areas of concern when interacting with peers or teachers.
- The disabilities team met with ESE Specialists to discuss our HS Flow Chart and discuss next steps on specific students enrolled in program.
- The disabilities team met with the SLP consultants regarding speech and language screenings and evaluations.

MENTAL HEALTH

- The Social Workers (SWs) continue to review DECA results and conduct outreach/consultation with HS teachers regarding flagged students.
- SWs continued ongoing visits to all assigned schools.
- SWs facilitated parent workshop support at their assigned school sites and led social skills training sessions.
- SWs consulted with teachers to provide resources or interventions for identified students with behavior concerns in the classroom and/or home.
- SWs attended CPST meetings at schools to provide input and resources for parents, teachers and school staff.
- SWs participated in PIP meetings at KCW.
- SWs conducted home visits/phone contacts/in-person meetings/conferences with parents.

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- EHS SW collaborated with Early Steps staff regarding children with IFSP's and transition meetings to identify the next steps needed for students in program.
- The SWs completed Mental Health Time Logs in Child Plus .
- SWs participated in the third PLC on Anti-Bias Education.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

- Parent Educators continued to work with their Parent Committee Cohorts to complete their 3rd 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 have completed their home visits and created family goals with their parents for the 2019-2020 school year. Parent Educators have also begun their 2nd contact with their families.
- 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 are preparing for applications for the 2020-2021 school year.
- Parent Educators continued to work with their teachers and the community to provide support to their families.
- 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 quote for the EHS playground at Drew Family Resource has been submitted. We are waiting to hear from the building and zoning department.
- EHS Specialist continued with site visits.
- EHS Teacher Specialists and Social Worker continued to support teachers, children and families.

PRESCHOOL PARENT RESOURCES AND ARTICLES

Reading Aloud to Young Children Has Benefits for Behavior and Attention

<https://www.nytimes.com/2018/04/16/well/family/reading-aloud-to-young-children-has-benefits-for-behavior-and-attention.html>

Understanding Language Development in preschoolers

<http://www.getreadytoread.org/early-learning-childhood-basics/early-childhood/understanding-language-development-in-preschoolers>

Helping Toddlers Explain Language Skills

<https://childmind.org/article/helping-toddlers-expand-their-language-skills/>