

# Head Start/Early Head Start Annual Report 2017 – 2018



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## Table of Contents

<b>Head Start Sites</b> .....	<b>4</b>
<b>Early Head Start Sites</b> .....	<b>4</b>
<b>Mission</b> .....	<b>4</b>
<b>Program Overview</b> .....	<b>5</b>
<b>Program Governance/Policy Council</b> .....	<b>5</b>
<b>Financial Report</b> .....	<b>6</b>
<b>Eligibility, Enrollment, and Attendance</b> .....	<b>7</b>
<b>Family and Community Engagement</b> .....	<b>7</b>
<b>Partnership Engagement</b> .....	<b>8</b>
<b>Family Services</b> .....	<b>9</b>
<b>Quality Teaching and Learning Environment</b> .....	<b>10</b>
<b>Curricula to Support School Readiness</b> .....	<b>11</b>
<b>Teacher Quality</b> .....	<b>12</b>
<b>Ongoing Professional Development and Support</b> .....	<b>14</b>
<b>School Readiness Goals and Data to Support Efforts</b> .....	<b>15</b>
<b>Kindergarten Readiness</b> .....	<b>15</b>
<b>Disabilities</b> .....	<b>16</b>
<b>Health and Nutrition</b> .....	<b>16</b>
<b>Mental Health</b> .....	<b>17</b>
<b>Program Satisfaction Survey Results</b> .....	<b>17</b>
<b>Community Partners</b> .....	<b>22</b>

## **2017 – 2018 Head Start Sites**

Bennett  
Bethune  
Boulevard Heights  
Broadview  
Broward Estates  
Castle Hill  
Colbert  
Collins  
Coral Springs  
Cresthaven  
Cypress  
Davie  
Deerfield Beach  
Deerfield Park  
Dillard  
Drew Resource  
Driftwood  
Endeavour  
Fairway  
Flamingo

Lake Forest  
Larkdale  
Lauderhill P.T.  
Lloyd Estates  
Markham  
Martine Luther King Jr.  
Meadowbrook  
Miramar  
Mirror Lake  
Morrow  
North Fork  
North Lauderdale  
North Side  
Oakland Park  
Oriole  
Palmview  
Park Lakes  
Park Ridge  
Peters Elementary  
Plantation

Pompano Beach  
Quiet Waters  
Riverland  
Rock Island  
Royal Palm  
Sanders Park  
Sheridan Hills  
Sheridan Park  
Stephen Foster  
Sunland Park  
Sunland Park Annex  
Sunshine  
Tedder  
Thurgood Marshall  
Village  
Walker  
West Hollywood  
Westwood Heights  
Wilton Manors

## **2017 – 2018 Early Head Start Sites**

Bethune Elementary  
Drew Family Resource Center  
Peters Elementary

## **Mission**

The mission of the Broward County Head Start Program is to provide high quality comprehensive services to low-income children and their families to ensure social competence.

## **Program Overview**

The Head Start/Early Intervention Department administers the District's Head Start Program. The direct connection between the Head Start (HS) Program and the District streamlines the coordination of services and referrals required to meet the needs of Head Start families enrolled in the program. Services such as speech/language evaluations, psychological referrals, and counseling are coordinated among programs to ensure families receive referrals and services in a timely manner. Diverse Head Start classes are held at local elementary school sites. These sites are selected based on the free lunch program data and the results of the HS Community Assessment Report. Head Start classes follow the 180-day school calendar. The program's hours of operation adhere to each elementary school's hours. After school care information is available at all elementary school locations. Each HS classroom ranges from 17 to 20 children and is staffed at minimum by an early childhood, bachelors-level, certified teacher in addition to a teacher assistant who holds the National Child Development Associate or an Associate's Degree or higher.

Infants, toddlers, and pregnant women receive services through the Early Head Start (EHS) program, which offers both home-based and center-based options. The goals of EHS are to provide enriching caregiving to promote the overall development of children, support parents in their role as primary caregivers and teachers of their children, and to provide responsive services and resources to ensure comprehensive services and support for families. EHS provides appropriate infant/toddler activities, comprehensive health care, nutrition, education and social services for young children and their families. Center-based caregivers in EHS hold either a National Child Development Associate credential with an Infant/Toddler Endorsement, or an Associate's Degree or higher with coursework with an emphasis in Early Childhood Education. EHS services are provided year-round, with children enrolled in the center-based option receiving such services following the school year calendar with home-based services offered during the summer months.

## **Program Governance / Policy Council**

The program governance model provides effective three-way communication between the governing body, parents, and Head Start staff. Program Design and Management responsibilities include Program Governance, Policy Council, Parent Committees, Management Systems and Procedures, Human Resource Management, Facilities, Materials and Equipment. The Program Director manages the overall implementation of the HS/EHS Program. The School Board of Broward County, FL is the Governing Body. The HS/EHS Program provides shared governance with the School Board and Policy Council through which parents can participate in policy making and other decisions about the program. The Policy Council consists of fifteen members and six alternates. The membership includes nine parents of children currently enrolled in HS, three parents of children currently enrolled 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 Head Start program and policies 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 Members. The Program Director works closely with the Policy Council and Governing Body to ensure the program remains in compliance. In addition, parent engagement is promoted through parent participation in school-based Parent Committees which meet at least quarterly at the individual sites. Policy Council Board members participate in local trainings and national Head Start conferences.

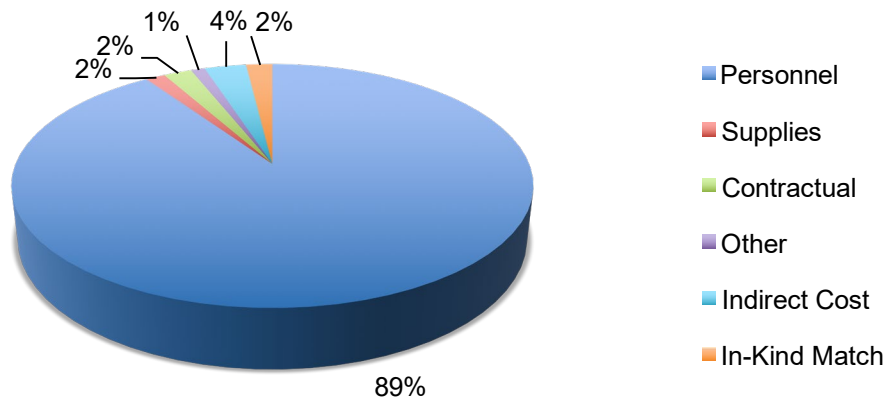
## Financial Report

	<b>Head Start</b>	<b>Early Head Start</b>
Federal Funds	\$14,784,463	\$1,174,645
Matching Funds for the School Board of Broward County, FL	20%	20%
Cash Match	\$3,389,566	\$233,742
In-Kind Match	\$350,845 (2%)	\$66,678 (6%)
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
<b>Explanation of Budgetary Expenditures:</b>		
Personnel	\$16,679,233 (89%)	\$1,229,475 (82%)
Supplies	\$364,500 (2%)	\$96,260 (6%)
Contractual	\$293,000 (2%)	\$10,940 (1%)
Other	\$97,160 (1%)	\$12,906 (1%)
Indirect Cost	\$740,136 (4%)	\$58,805 (4%)
Proposed Budget for 2017/2018	\$18,702,055	\$1,502,098

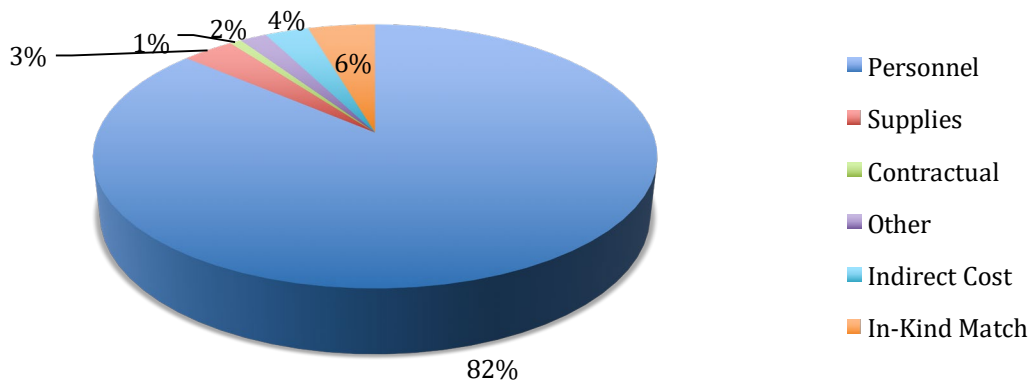
The results of the District's Financial Audit can be accessed at:

<http://www.broward.k12.fl.us//Comptroller/pdfs/Financial%20Rptg/CAFR/2017%20CAFR%20Complete%20Set.pdf>

### Head Start Expenditures



### Early Head Start Expenditures



## Eligibility, Enrollment, and Attendance

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 4,000 applications for the 2017-2018 school year. These were processed to determine a family's need. Attendance was encouraged and monitored closely by staff to ensure that children benefitted from the HS/EHS Program and services. Eligible students, enrollment by ethnicity, and average monthly enrollment (attendance) can be found below.

### Eligibility, Enrollment, and Attendance Report

	Head Start	Early Head Start
Funded Enrollment	2,040	80
Actual Eligible Children Served	2,153	99
Average Monthly Enrollment (Attendance)	90.79%	89.7%
Hispanic or Latino Origin	432	19
Non-Hispanic or Latino Origin	1721	80

*\*includes pregnant women*

## Family and Community Engagement

At Parent Orientation in the fall, or upon enrollment during the school year, parents were provided with the "What Every Student Should Know" brochure for students entering the three-year old and four-year-old classrooms that outline skills their child would be learning. They also received information on typical speech and language development, Dialogic Reading with a book to read to their child, and tip sheets on safe practices in the home and in the community. Parent Orientation meetings and Beginning of the Year Open House meetings are held at the school where parents can learn about the Head Start Program, the school and curricula, and meet the staff. During home visits 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, Policy Council dates and locations, and activities for parents to do with their child at home on a monthly basis that align with the curricula and support early learning skills.

Parents were provided materials and resources at a spring Parent Activity Meeting regarding transitioning to Kindergarten or to the four-year-old class. Essential information for enrolling their child in Broward County Elementary Schools as well as tips for preparing their child for the first day of school were provided. Kindergarten Round-Up information was made available for all elementary schools in the district so that parents could attend informational sessions at the school their child would attend for Kindergarten.

Parents of children enrolled in EHS receive information related to typical child development for children Birth-Age 3 at the parent orientation meetings or upon enrollment in the program. Their role as primary caregiver and teacher of their children is further supported by monthly parent-child activity calendars providing developmentally appropriate activities to complete with their infant and/or toddler at home to support their child's development and growth throughout the year. Six months prior to turning three, families of EHS children plan for transition to a preschool program with the assistance of EHS staff.

## Partnership Engagement

HS Students participated in the Reading Readiness program during the 2017-2018 School Year. These programs support and enhance the curriculum and school readiness goals for the program.

### Partnership Engagement Activities

	Head Start
Children who participated in the Reading Readiness Program with Broward Center for the Performing Arts with their families	180

### 2017 – 2018 Broward County Public Schools Reading Readiness End-of-Year Report

During the 2017-2018 school year, the Reading Readiness program was offered at eight (8) Head Start schools. They participated in the program activities that included a parent/teacher/student orientation, nursery rhymes, quality books provided to each student and teacher, attendance at two live performances plus the interactive Play Scenes at the following schools:

School Name	Head Start
Davie Elementary	1
Deerfield Park Elementary	2
Driftwood Elementary	1
Lake Forest Elementary	2
Morrow Elementary	1
Oriole Elementary	1
Walker Elementary	1
Wilton Manors Elementary	1
<b>Total</b>	<b>1</b>

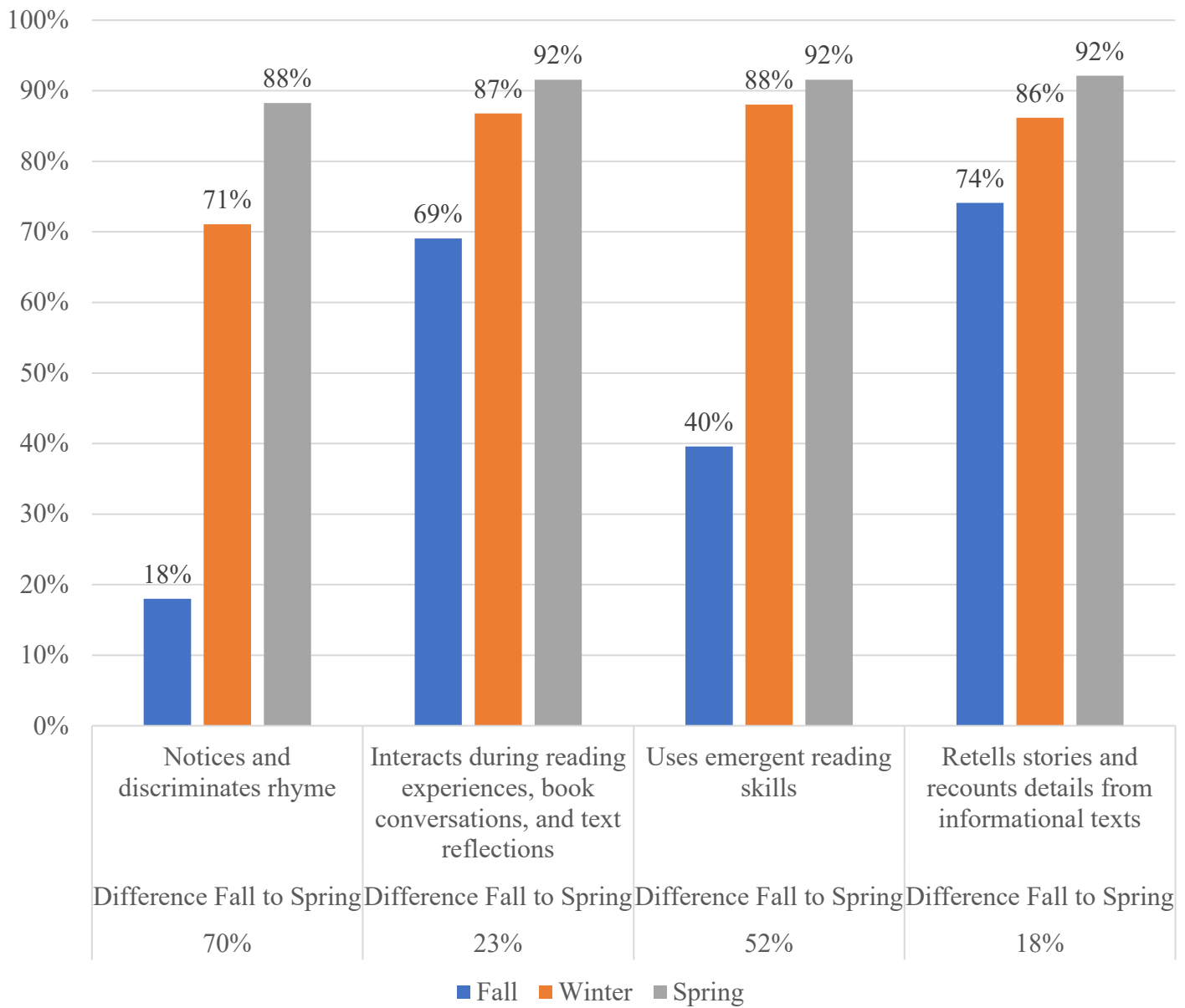
Four (4) literacy dimensions related to Reading Readiness program objectives were targeted and measured at three (3) different checkpoints throughout the year. These dimensions are measurable within Teaching Strategies GOLD (TSG), a comprehensive, observational assessment tool utilized with preschool classrooms throughout the country. TSG compares student's achievement against widely held expectations for students within the same age range and is aligned the Florida Early Learning and Developmental Standards for Four-Year-olds.

The results on the next page demonstrate Reading Readiness student achievement within the following dimensions:

- Interacts During Read-Alouds and Book Conversations
- Uses emergent reading skills
- Retells Stories
- Notices and Discriminates Rhyme



## 2017-2018 Head Start Percentage of Reading Readiness Students Meeting or Exceeding Widely Held Expectations



Noticeable gains were made with all four objectives that were selected as targets for the *Reading Readiness in the Theater* program. Most notable were the overall gains from Fall 2017 to Spring 2018 in the Head Start student's ability to notice and discriminate rhyme (70%), and in their ability to use emergent reading skills (52%).

## 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; referral to community resources to meet a broad range of family needs; promotion of continuing education and vocational training opportunities for adults; and mental health support for children and parents around, parenting concerns and other aspects of family life.

Parent Educators act as advocates and liaisons for families with the HS/EHS program. They meet with families to assess family strengths and help the families create a goal to address areas needing improvement. Families can access their Parent Educators within the home, on campus, or via phone or email. Parent Educators assist families in finding services or resources in areas of housing, employment, finances, parenting, holiday assistance, language training, and during times of crisis. They also work with teachers to host quarterly parent activities, which are based on parent interest.

HS/EHS Social Workers assist families and classrooms during times of crisis and wellness. Families can access their Social Workers within the home, on campus, or via phone or email. Social Workers are contacted to assist families and staff with homelessness, foster care, abuse, domestic violence, bereavement, behavior, and counseling. Monthly support groups were also held to support grandparents raising their grandchildren.

Families are encouraged to participate in their child's education through conferences and home visits with teachers regarding their child's progress. Parent activities to educate families about the curriculum and activities they can do at home to enhance their child's understanding and progress in literacy, math and social skills are conducted based on parent and child interest. Teacher Specialists, Social Workers, and the HS School Psychologist worked to support classroom teachers with a children's behavior as well.

## Family Services Report

<b>Total Number of Families Receiving Services: 2,118</b>		
<b>Type of Service</b>	<b>Head Start</b>	<b>Early Head Start</b>
Emergency/Crisis Intervention	271	21
Housing Assistance	143	10
Mental Health Services	80	3
English as a Second Language Training	252	3
Adult Education	257	5
Job Training	199	6
Substance Abuse Prevention and Treatment	11	2
Child Abuse and Neglect Services	5	4
Domestic Violence	17	4
Child Support Assistance	22	2
Health Education	163	7
Assistance to Families of Incarcerated Individuals	28	0
Parenting Education	749	13
Relationship/Marriage Education Services	42	1
Family Goal Setting	2,036	82
Families Who Received at Least 1 Above Service	2036	82

## Quality Teaching and Learning Environment

Teachers support emerging literacy, math skills, reasoning, problem-solving, and decision-making skills that are the foundation for school readiness and later school success. Staff integrates all educational aspects

of health, nutrition, and mental health services into program activities. Three- 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 the students' age, individual interest, temperament, language, cultural background and stage of development. The environment is inclusive of children with disabilities and is consistent with their Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP). 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. The main goal for all children is to ensure that all children are ready for kindergarten at the end of the program year. The daily focus is on providing high-quality, developmentally appropriate learning experiences to develop pre-literacy, math, and social skills. These goals are accomplished through individual, small, and large group activities. A certified teacher, a teacher assistant, district support staff, and volunteers implement the activities.

School readiness for infants and toddlers means providing a secure foundation for child development and early learning that addresses all areas of growth. Early Head Start caregivers and home-based visitors support this development through responsive and continuous caregiving, as secure attachments with adults are critical to young children's overall development. Learning environments are language rich, safe and secure, have established routines, engage parents in the setting of developmental goals, and include ongoing assessment. Children are encouraged to explore their environment and are supported in their capacity to self-regulate and communicate effectively. As in Head Start, the EHS program is inclusive of all children and adapts for children with special needs.

The Curriculum Fidelity Tool is completed in each HS/EHS classroom to determine the extent that the curriculum is being implemented as intended and the environment is conducive to high-quality instruction. It is aligned with the curriculum and assists the program in identifying areas in need of coaching and professional development support for teachers.



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 designed 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. Teachers encourage children's self-control by setting clear, consistent limits and by having realistic and developmentally appropriate expectations. Following the curriculum guidelines, teachers' model and promote positive guidance and discipline using a problem-solving approach to conflict. Balance between encouragement and praise focuses on strengths of the child and helps 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.

## Curricula to Support School Readiness

*The Creative Curriculum System for Preschool* is used as the foundational framework in all HS classes. 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. Teachers implement *The Creative Curriculum System for Preschool* that uses exploration and discovery as a way of learning and enables children to develop confidence, creativity, and lifelong critical thinking skills through units of study. *The Creative Curriculum System for Preschool* is a research-based system that combines curriculum, assessment, professional development, and family connection resources to fully support every child. Teachers plan for specific needs of individual children and simultaneously emerge all children in a topic study that builds skills across all early learning continuums and content areas such as math, science, social studies, and literacy. *The Creative Curriculum System for Preschool* is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs.

The foundation is based on the following principles:

- Positive interactions and relationships with adults provide a critical foundation for success learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

HS Teachers, Teacher Assistants, and Principals have access to the HS/EI SharePoint site where there is information on standards and alignment to Kindergarten in the HS Handbook. Guidance documents were created on vertical alignment and backwards mapping of the Florida Standards that have been shared and used with teachers and administrators. In addition, the ongoing assessment tool, Teaching Strategies GOLD, has provided alignment to the state standards.

Curricula are aligned with the HS Child Development and Early Learning Framework and the Florida Early Learning and Developmental Standards for Four-Year-Olds. Teaching Strategies GOLD (TSG), the ongoing assessment tool, is aligned to the State Standards for Kindergarten, the HS Child Development and Early Learning Framework, and the Florida Early Learning and Developmental Standards for Four-Year-Olds.

EHS center-based classrooms use *The Creative Curriculum for Infants, Toddlers and Twos* as their curriculum. This framework is rooted in the concept of learning through relationships and routines and provides guidance in building trusting relationships, promoting individualized care, providing environments that support and encourage exploration, ensures children's safety and health, develops partnerships with families, appreciates cultural, family and individual differences, supports dual language learners, and includes children with disabilities in all aspects of the program. Children's growth and development is documented and recorded in Teaching Strategies GOLD (TSG), which is aligned with both the Early Head Start and Florida Early Learning Standards. Children's data is used to plan developmentally appropriate instruction and activities for each individual child, as well as for the group. Caregivers of children 18 months and older can also implement *ABC Music and Me's Wiggle and Grow* program, which utilizes music and movement as a fun and engaging way for children to develop school readiness skills. Children enrolled in the home-based EHS option are provided lessons based on the *Parents as Teachers' Born to Learn* program. This program is based on the belief that parents are their children's first and most influential teachers and that the early years of a child's life, critical for optimal development, provide the foundation for success in school and in life. Parent Educators conduct home visits and partner with parents in setting goals for their children and facilitating their learning. These children's growth and development are also documented and recorded in TSG, with lessons planned based upon each child's unique needs.

## Teacher Quality

HS/EHS Teacher Specialists administer the *Classroom Assessment Scoring System (CLASS)* in all HS/EHS classrooms to monitor the quality of interactions between teachers and students and to measure instructional and social interactions that contribute to students' academic achievement and social competence. HS/EHS Teacher Specialists have attended the CLASS Observation professional development, taken and passed the CLASS Reliability Test for Prek and Infant/Toddler, and are certified to use the CLASS tool to observe and code classrooms. HS/EHS Teachers have access to professional development through a six-hour face-to-face training and through an online forum.

In 2016-2017, the HS program focused heavily on all three CLASS domains. The table below demonstrates the CLASS data with program, state, and national average comparisons.

### 2017-2018 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS)	National Average N=#	BCPS HS Average N=113
Domain	2017	End of Year 17-18
Emotional Support	6.07	5.87
Classroom Organization	5.83	5.36
Instructional Support	3.00	3.73

### 2016-2017 Classroom Assessment Scoring System Scores for Early Head Start

Classroom Assessment Scoring System (CLASS)	BCPS EHS Average N=7
Domain	End of Year 17-18
Responsive Caregiving	6.25
Classroom Organization	5.70
Instructional Support	3.87

The *Home Visit Rating Scales-Adapted and Extended (HOVRS-A+)* is used as a measure of excellence in home visiting practices in the EHS home-based program. This scale assesses the home visitors' responsiveness and relationships with families, their facilitation of parent-child interaction, and their collaboration with families. It also examines the nature of the parent-child relationship, and the engagement of the parent and the child in activities of the home visit. The EHS Social Worker works with the EHS home visitors to improve the quality of their home visits.

HS/EHS Teacher Specialists support the HS Teachers and Teacher Assistants through a data-driven coaching model that utilizes a strengths-based approach to improving instruction in the classroom. They observe teacher practices, analyze student assessment data, and utilize classroom environment and teacher-child interaction data to develop goals with the teachers. The goals focus on practices that will ultimately impact student outcomes. HS/EHS Teacher Specialists develop a collaborative relationship with the teachers and teacher assistants to best support the needs of the instructional staff in the classroom and improve student achievement. The Curriculum Supervisor and EHS Specialist work closely with the HS/EHS Teacher Specialists to ensure data is effectively utilized to drive the support and effective teaching practices are implemented throughout the year.

### Ongoing Professional Development and Support

Used as a vehicle to drive meaningful, goal oriented professional development, aggregated and analyzed data from CLASS, Teaching Strategies GOLD, and the Curriculum Fidelity Checklist determines areas of

focus, assists teachers in differentiating large group and small group topics, and supports individualizing activities to meet the needs of each child. All data is considered when developing an Action Plan for each teacher and classroom. In HS/EHS, the Curriculum Supervisor, EHS Specialist, and HS/EHS Teacher Specialists review the CLASS results, Curriculum Fidelity Checklists, and student data to develop goals with the teacher and include them in their individual Action Plan. Student data is reviewed with the teacher to assist with individualization and the implementation of differentiated activities to meet the needs of the students across all domains. Program-wide student data is shared with teachers and utilized to revise professional development. The HS/EHS program works diligently and innovatively to provide ongoing support to ensure school-based administrators possess the necessary knowledge, tools, and data to effectively close the achievement gap and ensure students are ready for Kindergarten.

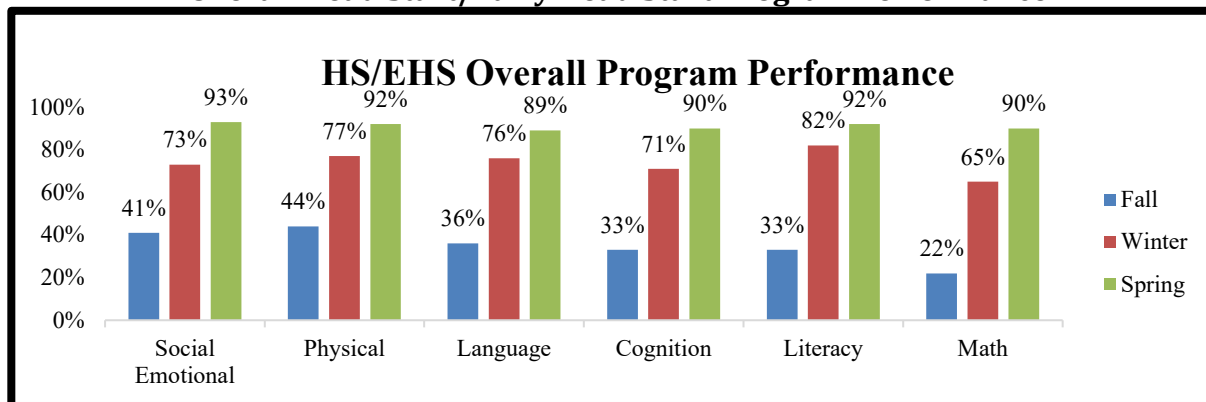


## School Readiness Goals and Data to Support Efforts

Children’s development and progress is tracked across all essential domains. Data related to the goals and benchmark criteria is collected three times per year to document each child’s development and progress. This data is then utilized to individualize instruction, determine teacher needs, and guide program-wide improvements. A School Readiness Goals Report is developed (baseline, mid-year, and end-of-year) 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, principals, and approved by Policy Council and the School Board. The chart below provides the 2017-2018 TSG End-of-Year program results that show overall program performance determined by the number of students meeting or exceeding widely held expectations for their age/grade at each checkpoint period.

**2017-2018**

### Overall Head Start/Early Head Start Program Performance



The HS/EHS program tracks the acquisition of readiness skills as they relate to Kindergarten Promotion to First Grade. Since the program utilizes the same templates as Kindergarten, progress for letter names, letter sounds, and concepts of print can be tracked and used to provide continued support in Kindergarten. The 16-17 School Year end-of-year data shows, 36% of students recognized 50-52 letters, 59% of students recognize 20-22 letter sounds, and 53% of students recognize 16-23 concepts of print.

## Disabilities



Broward County Public Schools’ HS/EHS Program provides early intervention and prevention services to all children. BCPS has embraced a multidisciplinary team approach to facilitate providing individual education and related support services to special needs students in the least restrictive environment. During the 2017-2018 school year, the HS/EHS program continued with an Assessment Team to ensure

the timely identification, eligibility, and placement of students with disabilities in the least restrictive environment. The Assessment Team consisted of a Speech-Language Pathologist, two School Psychologists and a Behavioral Technician. After a tiered approach to identifying and ensuring students with disabilities remained in the Head Start program, the program met the 10% disabilities requirement.

BCPS Exceptional Student Education (ESE) Specialists function as the Local Education Agency (LEA) servicing the special needs of Head Start children housed at each elementary school site. Speech/Language disabilities (serviced by the school-based speech/language pathologist), continues to rank the highest in incidence of recorded disabilities for the 2017-2018 school year. Other disabilities such as Developmental Delay, Other Health Impairment, Vision Impairment, Hearing Impairment, Autism Spectrum Disorder, as well as Emotional/Behavior disorders contribute to the overall disabilities count. All disabilities are addressed in the classroom through individualization of lesson plans in accordance with Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), health care plans, and specific needs. The HS/EHS Disabilities Specialist and the Head Start teams work closely with the school-based ESE Specialist to ensure that services are rendered and provide follow-up assistance and support to the classroom teacher. All ESE students are identified in TSG so that progress can be tracked and monitored. The Assessment Team continues active involvement in the Collaborative Problem-Solving Process through participation in Collaborative Problem-Solving Team (CPST) meetings with teachers and teacher specialists.

The HS/EHS Program provides enrollment opportunities to children with disabilities to meet the required 10% disabilities enrollment. The recruitment period for children with disabilities begins in January for the upcoming year. Recruitment strategies include collaboration with the Florida Diagnostic and Learning Resources Center (FDLRS)/Child Find, Children's Diagnostic and Treatment Center (CDTC), and the District's Pre-K ESE program. In addition, HS/EHS application information is provided to community agencies and school-based preschool disabilities programs.

BCPS provides a variety of placement options for preschool children with disabilities ranging from most to least restrictive environment. BCPS and HS/EHS recognizes a child with disabilities can often learn more readily in a group with typically developing children rather than in a separate group for children with disabilities. The Head Start/AM-PM Intensive Speech and Language



Program is a continuing partnership that offers a half-day placement option. Under this model, Preschool ESE students with ESE eligibility, who are HS eligible receive comprehensive family services and educational support from HS staff. Additionally, several integrated placement options were offered this school year. Under this model, Pre-K ESE/Head Start Integrated classrooms consist of equal numbers of preschool students with an ESE eligibility and Head Start students without an ESE eligibility. This model provides an inclusive environment for all students to benefit from.

## Health and Nutrition

The HS/EHS program promotes the vision of wellness as it relates to the total physical and mental health of the child and family. This goal is realized in a collaborative effort among 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 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 of 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.

### Disabilities and Health Report

Type of Service	Head Start	Early Head Start
Children with Health Insurance at End of Enrollment Year	2,072	96
Children Who Received Dental and Medical Exams	2,130	98
Pregnant Women Served	NA	5
Pregnant Women who Received Dental Screening/Treatment	NA	5
Prenatal and Postpartum Education	NA	5
New children who completed routine screenings for developmental, sensory or behavioral concerns	1,385	25
Newly identified students needing formal evaluation	383	0
Children with IEPs and IFSPs served	221	13



The HS/EHS Program receives 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 also provided nutritional counseling by the contracted HS/EHS Nutritionist.

The HS/EHS program provides dental screening, education, and follow-up care. The HS/EHS children are transported on HS buses to the local health department for dental screening and follow-up. Parents may continue to receive dental care throughout the summer months.



## Mental Health

The importance of family and child mental health is evident in the HS/EHS Performance Standards. To that end, the HS/EHS Program employs master's level Social Workers that supported each of the HS/EHS Program's teams. The Social Workers collaborate with classroom teachers, staff, parents, and children. They provide training and make referrals for ongoing services in the community for parents and children. They also assist the disabilities component of the program in the evaluation of children referred by teachers and/or parents who have concerns about a child's behavior, mental health, and/or development. In addition, Social Workers support the families and children in making transitions to other programs when needed. HS/EHS District Staff are also provided resources and information at the beginning of the year regarding District programs and departments that are available to support their mental health needs. Teachers, Teacher Assistants, and Principals were provided information throughout the year electronically as it became available.

### Mental Health Report

Type of Service	Head Start	Early Head Start
Consultations with staff about a child	213	35
3 or more consultations	115	12
Consultations with parents about a child	135	40
3 or more consultations	52	14
Individual Mental Health Assessment	43	4
Referrals facilitated for Mental Health	201	10

#### Teacher and Teacher Assistant Data

At the beginning of the 2017-2018 school year, data is collected on Teacher and Teacher Assistant. The data was aggregated as follows:

### Demographics

Head Start/Early Head Start: Ethnicity	
Hispanic or Latino Origin	59
Non-Hispanic/Non-Latino Origin	187
Head Start/Early Head Start: Race	
American Indian or Alaska Native	2
Asian	6
Black or African American	123
Native Hawaiian or Other Pacific Islander	0
White	104
Biracial/Multi-Racial	11
Other	0
Head Start/Early Head Start: Languages Spoken	
Spanish	49
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	25
Middle Eastern and Southern Asian Languages	3
East Asian Languages	3
Native North American/Alaska Native Languages	0
Pacific Islanders Languages	0
European and Slavic	13
African Languages	0
Other	0

## Staff Certification and Credentials

Area of Certification (Head Start Only)	
Pre-K/Primary	100
Preschool (Birth-4)	12
Early Childhood Education	2
Additional Degrees (Head Start Only)	
Masters	28
Specialist	0
Doctorate	1
Currently Pursuing An Advanced Degree (Head Start Only)	
Yes	12
No	102
National Infant/Toddler CDA (Early Head Start Only)	
Yes	7
No	9
Major Degrees (Early Head Start Only)	
Associates	7
Bachelors	2
Masters	1
Currently Enrolled in School for Associates or Higher (Early Head Start Only)	
Yes	3
No	12

## General Information

Former HS/EHS Parent	
Yes	8
No	100

## Program Satisfaction Survey Results

The HS/EHS Program conducts various surveys for teachers and families to elicit feedback and improvement program operations and services.

### Parent Satisfaction Survey Comments

*"What I like most about Head Start is that it gave my 3-year-old the ability to attend school, meet new friends and overall the learning process. All of my kids were able to go through Head Start and I am forever grateful for this program."*

*"My child learned new things."*

*"I felt the love of the teacher was expressed in my child."*

*"How well they worked with my child and kept me notified about important things."*

*"Helping my child communicate with other children and school setting better than daycare."*

*"I love my son's teacher she was very helpful, very intelligent, and she was there when I needed her."*

*"I like that the teachers are very good to my daughter and thanks to this program I feel she has developed faster than normal."*

*"They are learning to be more independent."*

*"My child learned a lot."*

*"The variety of things being taught to my child."*

*"My son's teacher was patient with him."*

*"My son learned and is able to read."*

*"The teacher support was amazing."*

*"The things my child learned and the goals she reached and the respect I received."*

*"My child actually learned."*

*"It prepared my child for kindergarten and taught him how to make friends."*

*"My Social Worker listened to my thoughts."*

*"Everything! My daughter's teacher is amazing. My daughter loves her. Never had any problems. And most of all, my daughter learned!"*

*"My daughter's progress, an easy transition to kindergarten."*

*"My child learned a lot and the staff was very helpful."*

*"The communication with the teacher."*

*"The development of my child."*

*"I love the fact that my son got to interact with other children and learn so many things in the process. He's already reading."*

*"My children got an early start on being in a school-based program."*

*"The school setting, teacher, and parent educator."*

*"Everything is the best program."*

*"The books they provided to my daughter."*

*"Headstart [sic] has prepared my child for the next grade. I was able to see how much my child improved from the beginning of the school year."*

*"It provided a school for my daughter because I could not send her to day care and preschool so thank you."*

*"I thought it was a great introduction and beginning to school. I am greatly thankful it was my sons homeschool."*

*"They kept my child interested in learning."*

*"It's a great start to get these kids ready for kindergarten."*

*"My daughter learned a new language."*

*"They actually take the kids to the dentist."*

*"The headstart [sic] program is wonderful"*

*"Awesome program."*

*"I love the program."*

*"The program was more than I could of imagined."*

*"I AM SO PLEASE WITH THE HS PROGRAM AND THE TEACHERS ANS THANK YOU FOR TAKING TIME OUT WORKING WITH MY CHILD."*

*"Great program for kids."*

*"Wonderful program has done a lot for my son."*

*"Very good program I'm so happy with it."*

*"I am really please with the gains my child has achieve attending this program."*

*"I am super happy my daughter attends the headstart [sic] program. Happy mom they are the best Amazing teacher's."*

*"I truly appreciate the teaching and strategies that has been provided by my child's teacher. Program much needed."*

*"I thanks God for Head Start Program and with my child's Teacher and my Parent Educator at Thurgood Marshall."*

*"The HS program has truly been a great help in my child's life, academically and socially. Most of all I would like to say a big thank you to all the staffs, especially Miss Katrina Bradshaw for recognising [sic] my child's true potential."*

*"I am grateful [sic] to have my child apart of the headstart [sic] program I'm very happy with the HS program because my child progressed academically a lot. Thank you so much."*

*"Teachers, Staff and PE were so helpful to me and my children."*

*"I am grateful to the Head Start Program. To my child teacher and my Parent Educator. The school in general is great."*

*"this experience was great for the both of us. He learned a lot this school year."*

*"Awesome program for kids to start school at an early age. The knowledge will benefit the child with the ability to advance academically in the future."*

## 2017 - 2018 Community Partners

*The following partners were integral to our program's success during the 2017-2018 school year. We thank them for their continued support.*

- 
- African American Research Library and Cultural Center
- American Red Cross
- Ann Murray PTA Clothing Back Referral
- Boys Town
- Broward 211
- Broward Center for the Performing Arts
- Broward Community Health Centers
- Broward County Health Department
- Broward County Housing and Community Development
- Broward Health
- Career Source Broward
- ChildNet
- Children's Services Council
- Chrysalis
- Early Learning Coalition
- Early Steps
- Faith Farms Donation Department
- Family Central
- Family Success Center
- Family Thrift Store
- Florida Center for Allergy and Asthma
- Florida Highway Patrol
- Florida KidCare
- GoSection8.com
- Habitat for Humanity Broward
- 
- Haitian American Consortium, Inc.
- Healthy Mothers, Healthy Babies
- Henderson Mental Health
- Hope Outreach Inc.
- Kinship Program
- Legal Aid
- LensCrafters
- Light of the World Clinic
- Life Net for Families
- Light of the World Clinic
- Living Water Care Center
- Memorial Hospital Speaker's Bureau
- Museum of Discovery and Science
- Nova Southeastern Eye Care Institute
- Nova Southeastern Counseling Services
- Opportunities Industrialization Centers (OIC) of Broward
- Respect Life
- Salvation Army
- Sight for Students
- Swim Central
- The Pantry of Broward
- Tomorrow's Rainbow
- Urban League of Broward
- Vocational Rehabilitation
- Women, Infant, and Children (WIC)
- Young at Art