

# ***Head Start/Early Head Start Annual Report 2020-2021***

***Head Start/Early Intervention Department***

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***Providing high-quality early childhood services since 1966***

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## 2020-2021 HEAD START SITES

Atlantic West Elementary  
 (Mary M.) Bethune Elementary  
 Boulevard Heights Elementary  
 Broadview Elementary  
 Castle Hill Elementary  
 Colbert Elementary  
 Collins Elementary  
 Coral Springs PreK-8  
 Cresthaven Elementary  
 Cypress Elementary  
 Davie Elementary  
 Deerfield Park Elementary  
 Dillard Elementary  
 Drew Resource Center  
 Driftwood Elementary  
 Dr. Martin Luther King Jr. Montessori Academy  
 Endeavour Primary Learning Center  
 Fairway Elementary  
 Gulfstream Early Learning Center  
 Lake Forest Elementary  
 Larkdale Elementary  
 Lauderdale Paul Turner Elementary  
 (C. Robert) Markham Elementary  
 McNab Elementary  
 Meadowbrook Elementary

Miramar Elementary  
 Morrow Elementary  
 North Fork Elementary  
 North Lauderdale PreK-8  
 North Side Elementary  
 Oakland Park Elementary  
 Oriole Elementary  
 Park Ridge Elementary  
 Peters Elementary  
 Plantation Elementary  
 Pompano Beach Elementary  
 Quiet Waters Elementary  
 Riverland Elementary  
 Rock Island Elementary  
 Royal Palm Elementary  
 Sanders Park Elementary  
 Sheridan Hills Elementary  
 Sunland Park Academy  
 Tamarac Elementary  
 Tedder Elementary  
 Thurgood Marshall Elementary  
 Village Elementary  
 Walker Elementary  
 West Hollywood Elementary  
 Westwood Heights Elementary  
 Wilton Manors Elementary

### 2020-2021 EARLY HEAD START SITES

Bethune Elementary  
 Gulfstream Early Learning Center  
 Drew Resource Center  
 Peters Elementary  
 Westwood Heights Elementary

## **Mission**

Broward County Public Schools is committed to educating all students to reach their highest potential.

## **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. Each Head Start (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 Child Development Associate or an Associates Degree or higher.

Infants, toddlers, and pregnant women receive services through the Early Head Start (EHS) program. 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, support services for health, nutrition, education and social services for young children and their families. Center-based caregivers in EHS hold either a Child Development Associate credential with an Infant/Toddler Endorsement, or an Associates Degree or higher with course work with an emphasis in Early Childhood Education. EHS services are provided year-round, with children enrolled in the center-based option receiving services following the school year calendar with additional services offered during the summer months. Due to the Coronavirus (COVID-19) outbreak, Broward County Public Schools provided virtual instruction from the beginning of the school year until October 12, 2020. During this time, the Head Start/ Early Head Start Program continued to provide children and families with quality support by adapting service areas to meet the needs of the community. All Head Start children were provided with iPads in order to access learning from home. After October 12, 2020, the Head Start/Early Intervention Department continued to support schools with face to face instruction and at home learning. Families who chose to keep children home were able to keep the iPads in order to continue learning from home.

## **Program Governance/Policy Council**

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 twelve alternates. The membership includes parents of children currently enrolled in HS, parents of children currently enrolled in EHS, a past officer from the previous year, and two community representatives to include Healthy Mothers Healthy Babies and Broward Health. Parents elected to Policy Council meet monthly and participate in shaping the Head Start program and policies by making decisions related to policy making, 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.

## Family Engagement

Parent Orientation meetings and beginning of the year Open House meetings are held at the school sites where parents can learn about the Head Start Program, the school, 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. During the 2020-2021 school year, Parent Educators communicated with families weekly via phone, email or virtual platform and also conducted weekly teacher contacts through a virtual platform which were documented in the Head Start database. Parent Educators also assisted families in obtaining free internet through Comcast to be able to connect with virtual learning. Parent Education Workshops and Policy Council meetings were conducted through a virtual platform and the Family Service Specialist continued to work with the Parent Educators on providing remote support services to Head Start families to ensure continuity.

### Financial Report

	Head Start	Early Head Start
Federal Funds	\$16,124,676	\$1,222,748
Non-Federal Funds	\$4,026,877	\$308,761
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
<b>Grand Total</b>	<b>\$20,328,734</b>	<b>\$1,558,543</b>

### Breakdown of Budgetary Expenditures

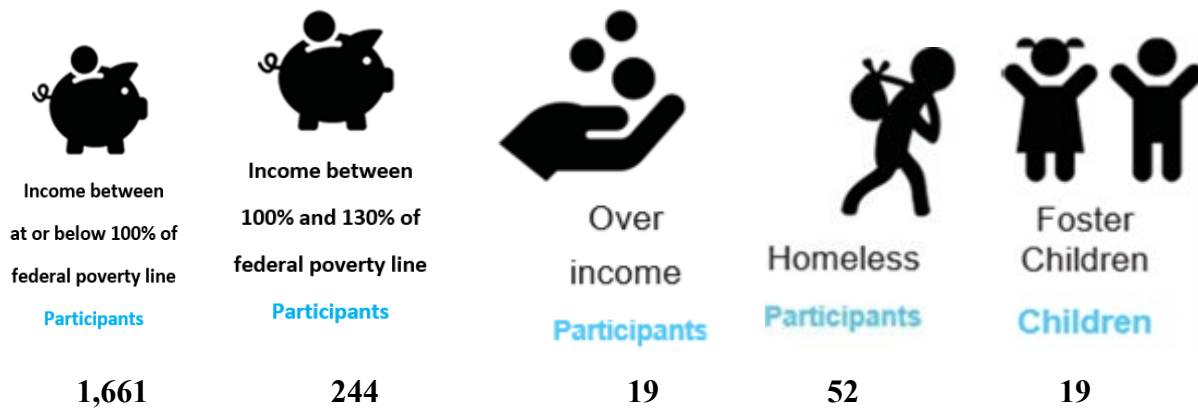
Personnel	\$11,381,732	\$904,834
Fringe	\$3,130,482	\$203,350
Supplies	\$191,114	\$53,949
Contractual	\$330,950	\$5,850
Other	\$376,150	0
Indirect	\$714,248	\$54,765
Total Federal Allocation	\$16,124,676	\$1,222,748
Training and Technical Assistance (T/TA)	\$177,181	\$27,034
Non-Federal Funds	\$4,026,877	\$308,761
<b>Grand Total</b>	<b>\$20,328,734</b>	<b>\$1,558,543</b>

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

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 2020-2021 school year. These were processed to determine a family’s need. Attendance was encouraged and monitored closely by staff to ensure that children benefit from the HS/ EHS Program and services. Eligible children, enrollment by ethnicity, and average monthly attendance can be found below.

	Head Start	Early Head Start
Funded Enrollment	2040	80
Actual Eligible Children Served	1945	93
Average Monthly Attendance	76%	81%
Hispanic or Latino Origin	336	12
Non-Hispanic or Latino Origin	1609	85

### Primary Type of Eligibility



*\*Please note that the number of participants served may exceed the allotted seats due to children entering and withdrawing from the program throughout the year. Numbers include participants of HS/EHS.*

### 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. 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.

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.

Early Head Start classrooms use The Creative Curriculum for Infants, Toddlers and Twos. This framework is rooted in the concept of learning through relationships and routines, including building trusting relationships, promoting individualized care, and environments that support and encourage exploration. The Creative Curriculum 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 the Head Start Early Learning Outcomes Framework.

### **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**

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 where families need additional support. 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.

#### **SOCIAL WORKERS**

HS/EHS Social Workers assist families during times of crisis. Families can access their Social Workers within the home, on campus, via phone or email. Social Workers are contacted to assist families and staff with homelessness, foster care, abuse, domestic violence, bereavement, child behavior concerns, and counseling.

#### **EDUCATION PROFESSIONALS**

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 Behavior Specialist worked to support classroom teachers with classroom behavior management as well.

<b>Types of Services</b>	<b>Head Start</b>	<b>Early Head Start</b>
Emergency/Crisis Intervention	744	29
Housing Assistance	301	1
Mental Health Services	367	19
English as a Second Language Training	215	3
Enrollment Assistance for Education/Job Training Program	244	3
Substance Abuse Prevention and Treatment	7	0
Education on Nutrition	344	0
Preventative Medical and Oral Health Education	758	1
Assistance to Families of Incarcerated Individuals	15	0
Parenting Education	675	2
Relationship/Marriage Education Services	93	0
Asset Building Services	163	1

### **Quality Teaching and Learning Environment**

The main goal for the program 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 and a teacher assistant implement the activities.

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 children's ages, individual interests, 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 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 support for teachers. An Action Plan is developed with each classroom teacher that focuses on identifying indicators of strength and indicators of growth that create an optimal learning environment for all children. Additionally, professional development titles are suggested in the action plan for teachers to participate in during the school year. The HS/EI department has a research-based coaching model that is implemented when meeting with teachers. This model



focuses on providing non-evaluative feedback to teachers regarding the quality of teaching and the classroom environment.

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 implemented 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.

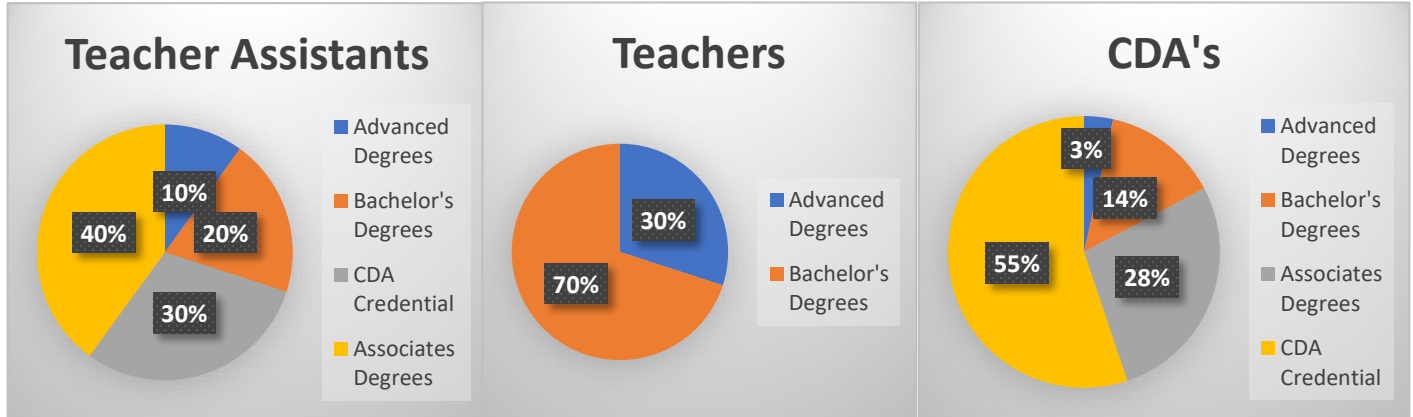
### **Classroom Staff Data**

At the beginning of the 2020-2021 school year, data was collected on Teachers, Teacher Assistants, and EHS Child Development Associates. The data was aggregated as follows:

#### **Demographics**

<b>Ethnicity</b>	
Hispanic or Latino Origin	348
Non-Hispanic/ Non-Origin	1694
<b>Race</b>	
American Indian or Alaska Native	2
Asian	6
Black or African American	1613
Native Hawaiian or Other Pacific Islander	1
White	271
Biracial/Multi- Racial	101
Other	0
Unspecified	48
<b>Languages Spoken</b>	
English	1498
Spanish	211
Native Central American, South American, or Mexican	5
Caribbean	295
Middle Eastern or Southern Asian	10
East Asian	2
Native North American/ Alaska Native	0
Pacific Islander	0
European and Slavic	19
African	0
Other	0
Unspecified	2

## Staff Certification and Credentials



### Classroom Assessment Scoring System Data

Annually, HS/EHS classrooms are monitored to ensure the quality of interactions between teachers and children and to measure emotional support, classroom organization, and instructional support. Teacher Specialists are trained in Classroom Assessment Scoring System (CLASS) Reliability in order to monitor classrooms. However, CLASS observations were suspended by the Office of Head Start (OHS) for the 2020-2021 school year due to the COVID-19 pandemic.

Tables below demonstrate the 2019-2020 CLASS data with program and national average comparisons.

#### 2019-2020 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS)	National Average	BCPS HS Average
<b>Domain</b>	<b>2020</b>	<b>End of Year 19-20</b>
Emotional Support	6.03	5.93
Classroom Organization	5.78	5.51
Instructional Support	2.94	3.66

#### 2019-2020 Classroom Assessment Scoring System Scores for Early Head Start

Classroom Assessment Scoring System (CLASS)	National Average	BCPS EHS Average
<b>Domain</b>	<b>2020</b>	<b>End of Year 19-20</b>
Toddler – Emotional & Behavior Support	NA*	5.83
Toddler – Engaged & Support for Learning	NA*	4.06
Infant – Responsive Caregiving	NA*	5.88

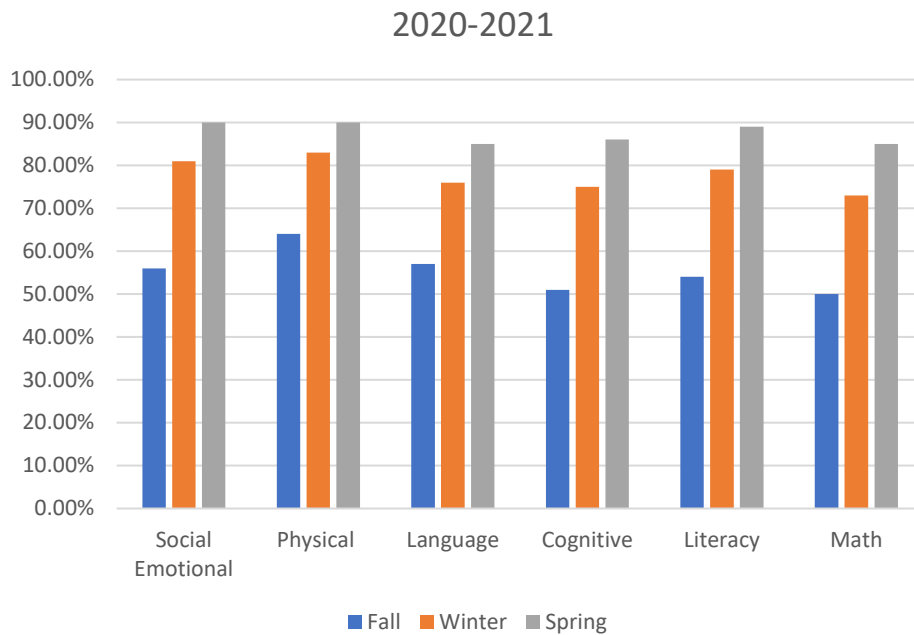
\* Early Head Start National averages were not provided by Office of Head Start.

HS/EHS Teacher Specialists support the HS Teachers, Teacher Assistants and EHS Child Development Associates through a data-driven coaching model that utilizes a strengths-based approach to improve instruction in the classroom. 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 ensure effective teaching practices are implemented throughout the year.

### School Readiness Goals and Data

Children’s development and progress is tracked across all essential domains. Data related to the goals and benchmark criteria is collected 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 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 Teaching Strategies Gold program results with the overall program performance determined by the number of children meeting or exceeding widely held expectations for their age/grade from the Fall to the Spring of 2020-2021 school year.

### 2020-2021 HS/EHS Overall Program Performance



\*Overall the number of children meeting or exceeding, widely held expectations for their age/grade at each checkpoint period.

## Health and Nutrition/Disabilities

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 by 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. The following table provides information on how many children received treatment for specific chronic conditions during the year.

<b>Chronic Condition</b>	<b>Number of Children Receiving Treatment</b>
Hearing Difficulties	5
Vision	92
Asthma	68
Diabetes	0
Seizures	9

The HS/EHS Program provides 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.

<b>Disabilities and Health Report / Type of Service</b>	<b>Head Start</b>	<b>Early Head Start</b>
Children with Health Insurance at End of Enrollment Year	1921	97
Pregnant Women Served	0	0
Pregnant Women who Received Dental Screening/Treatment	0	0
Postpartum Education	32	1
New children who completed routine screenings for developmental, sensory or behavioral concerns	53	5
Newly identified students needing formal evaluation	1	0
Children with IEPs and IFSPs served	183	15

During the Covid-19 Pandemic, the Health Team worked remotely with parents to ensure their children stayed on the recommended schedule of medical and oral health care. Continued contact was made with parents of children who were flagged in any of the health screenings to help and

answer questions. The HS/EHS Nurse delivered formula, diapers and Pull-Ups to Early Head Start parents in need and assisted parents with meal pick-up at select BCPS school sites, online ordering of groceries using their food stamps, renewing their WIC benefits online and how to access Telehealth services.

The Disabilities Team continued Individual Educational Plan (IEP) meetings and Staffings using a virtual platform (Microsoft Teams). Teachers and Speech Language Pathologist's began using a Temporary Virtual Learning Plan to provide services as well as document how those services were taking place. The Behavior Specialists contacted parents via phone and email to provide behavior strategies.

During school closures, due to Covid-19, Social Workers worked with families through virtual parent conferences and virtual home visits to make referrals to community resources and agencies. Social Workers continued outreach to parents having difficulty engaging in virtual learning and worked to contact outside agencies in an effort to verify available services and resources to meet the needs of families.

<b>Mental Health Consultations</b>	<b>Head Start</b>	<b>Early Head Start</b>
Number of classroom teachers, home visitors, and family childcare providers who received assistance from a mental health consultant through observation and consultation	89	6

In addition to service areas adjusting to the needs of families, the Head Start / Early Intervention website was updated with information on Coronavirus to include fact sheets and information on Telehealth and was linked to the Coronavirus page developed by the District which included a community resource button to include food distribution sites and how to access free resources in the community.



## **The School Board of Broward County, Florida**

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