

Broward County

Public Schools

Email: headstart@browardschools.com

Website: browardschools.com/headstart-vpk

Head Start/ Early Head Start March 2024 Monthly Report



February 2024



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

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

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

February 2024



2024 Fiscal Year – February Early Head Start			
	Allotment	Expenditures	Balance
Personnel	\$927,012	\$348,034	\$578,978
Fringe	\$485,754	\$189,813	\$295,941
Purchased Services	\$15,652	\$727	\$14,925
Supplies	\$51,777	\$2,130	\$49,647
Capital Outlay	\$0	\$0	\$0
Other	\$6,467	\$0	\$6,467
Indirect Cost	\$57,874	\$20,312	\$37,562
TTA	\$25,251	\$0	\$25,251
In-Kind			
Totals	\$1,569,787	\$561,017	\$1,008,770

2024 Fiscal Year – February Head Start			
	Allotment	Expenditures	Balance
Personnel	\$12,815,548	\$4,870,336	\$7,945,212
Fringe	\$5,813,109	\$2,271,748	\$3,541,361
Purchased Services	\$588,437	\$134,229	\$454,208
Supplies	\$461,817	\$156,362	\$305,455
Capital Outlay	\$33,376	\$1,489	\$31,887
Other	\$18,471	\$0	\$18,471
Indirect Cost	\$824,041	\$295,170	\$528,871
TTA	\$165,497	\$12,803	\$152,694
In-Kind			
Total	\$20,720,296	\$7,742,138	\$12,978,158



Content Area Specialist Reports

Eligibility Recruitment Selection Enrollment and Attendance (ERSEA)

- The cumulative enrollment for Head Start (HS) and Early Head Start (EHS) for February 2024 was two thousand and forty (2040).
- The application window for the 2024-2025 school year began February 5, 2024. Families interested in applying were prompted to schedule an appointment at one of the six (6) application sites located in the Central, South, and North areas. Application sites were also posted on the website to allow walk-ins.
- Intake staff conducted eight hundred and seventeen (817) interviews across six (6) application sites.
- Staff continued taking applications for the 2023-2024 school year simultaneously with 2024-2025 applications.
- Applications were sent to the Data Management Specialist for processing. Once completed, families were notified via email about their application status. Accepted families were sent an email with registration steps and required documents needed for enrollment prior to their child attending school for the 2023-2024 school year.
- The HS Director and HS Key Management Team held an application debriefing meeting every Friday in February to obtain feedback from intake staff taking HS/EHS applications.
- The HS Director and HS Key Management Team supported intake personnel and provided feedback on questions regarding applications.
- The ERSEA Specialist maintained the appointment schedule and updated the opening and closing times of sites using the Acuity Appointment Scheduling Software.
- Applications were reviewed for children enrolled in the HS3 program and transitioning to the HS4 program for the 2024-2025 school year. Eight hundred and forty-seven (847) transition applications were processed for HS3 children returning for the 2024-2025 school year.
- The monthly attendance average for February 2024 was 87.28%.
- Attendance for the month of February increased by 0.52%. The fluctuation in attendance was caused by an increase in reported children returning to school from illness.

Health and Nutrition

- The Health Team continued to review all enrolled children's health records and ensured that all medical conditions were addressed by contacting parents. The plan of care was discussed and reviewed with the parents and all questions and concerns were addressed.
- The HS Nurse collaborated with school nurses to obtain and/or create Care Plans. Care Plans were uploaded to ChildPlus, and school staff/teachers were notified.
- The EHS/HS Nurse reviewed health requirement reports to ensure hearing/vision/height and weight screenings were performed in a timely manner. Reminders regarding pending/past due 45-day health screenings were sent to each teacher.



- Notifications were sent to parents for vision screenings that required referrals.
- The HS Nurse initiated follow-up with parents for vision and hearing referrals sent out during the past months.
- The HS/EHS Nurse collaborated with the nutritionist to create individualized nutrition plans that promote healthy growth and wellness for newly accepted children.
- The HS/EHS Nurse collaborated with Parent Educators, Teachers, and Teacher Specialists to address any questions or concerns from parents.
- The clinical nurse contacted District audiologists to obtain outstanding hearing referral reports.
- The Health Team participated in training courses regarding child abuse and active supervision.
- The EHS Nurse collaborated with all EHS teachers and staff to ensure that the safe sleep policy was followed.
- The HS/EHS Nurse communicated with the primary parent regarding all medical conditions of children including those being treated or not treated by a professional and obtained relevant documentation to support such conditions. Upon receipt, all documentation was uploaded to ChildPlus in a timely manner and relevant members of the team were informed.
- The HS/EHS Nurse continued to communicate with school-based nurses for the development of individual Care Plans.
- The HS/EHS Nurse communicated with school-based nurses to relay pertinent information regarding the health of the children enrolled in the program.

Disabilities

- The Lead Inclusion Specialist reviewed and updated all disability spreadsheets for accuracy and/or completion.
- The Lead Inclusion Specialist conducted the monthly Speech and Language Pathologists (SLP) meeting.
- The Lead Inclusion Specialist attended the monthly Exceptional Student Education (ESE) Specialist meeting.
- The Lead Inclusion Specialist conducted monthly meetings with the Disabilities Team and Administration.
- The Lead Inclusion Specialist reviewed and updated concerns in ChildPlus.
- The Lead Inclusion Specialist contacted and emailed ESE Specialists to follow up on meetings and staffings.
- The Lead Inclusion Specialist conducted 2:1 and 1:1 meetings to follow up with open concerns and children going through the Multi-Tiered System of Supports (MTSS) process.
- The Behavior Specialists developed Functional Behavior Assessment/Positive Behavior Intervention Plans (FBA/PBIPs) with school-based teams.
- The Disabilities Team created hands-on materials for language, behavior, and sensory.
- The Disabilities Team attended school-based MTSS trainings.
- The Disabilities Team involved SLPs in MTSS observations.
- The Disabilities Team conducted school/classroom visits to provide, discuss, and model interventions



for children.

- The Disabilities Team attended initial Individual Education Plan (IEP) staffings.
- There were one hundred ninety-four (194) children in the HS/EHS Program for the month of February with an Individualized Education Plan (IEP) or Individualized Family Support Plan (IFSP).
- Year to date, there have been three hundred twenty-six (326) students who qualified for services under the Individuals with Disabilities Education Act (IDEA).

Mental Health

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



- The EHS Social Worker provided ongoing collaboration with Parent Educators, Teacher Specialists, Behavior Specialists, and Inclusion Specialists.

Parent Family and Community Engagement (PFCE)

- The Family Service Specialist and Parent Educators continued to provide updated community resources to the families.
- The Family Service Specialist met with Key Managers regarding our 2024-2025 application period.
- The Family Service Specialist met with the Social Workers and Parent Educators regarding scheduling additional Parent Curriculum Workshops for the 2023-2024 school year.
- Parent Educators continued taking Head Start applications for the 2023-2024 school year.
- Parent Educators scheduled their next Parent Workshop and Parent Committee meeting for the 2023-2024 school year.
- Head Start staff began taking applications for the 2024-2025 school year. The 2024-2025 Head Start/ Early Head Start application period runs from February 5, 2024, to March 21, 2024.
- Head Start staff met to start a Recruitment Team to increase marketing efforts in the community.
- The Family Service Specialist and Parent Educators continued to disperse Head Start flyers in the community for our 2024-2025 application period.

Family Services

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



Education

- Teacher Specialists provided one-on-one coaching support to classroom teachers. During these meetings, the Teacher Specialist and Teacher reviewed data from the Classroom Assessment Scoring System (CLASS) and identified the next steps to support learning and sustain a positive climate for children.
- Teacher Specialists conducted mini-CLASS observations to provide coaching support to the teachers to prepare them for their 2nd CLASS observation in the Spring.
- Teacher Specialists met with classroom teachers to review Active Supervision Plans and make any necessary adjustments.
- Teacher Specialists met with classroom staff to continue data chat conversations about all children enrolled in Head Start, reviewed areas of growth and areas of need, and identified next steps.
- EHS Staff worked with classroom staff to ensure accommodations for children with Individualized Family Service Plans (IFSPs) were in place and children’s individual needs are being met.
- EHS Staff worked to complete data chats with classroom staff and discussed each child’s screenings and development.
- The EHS Nurse and EHS Health Parent Educator continued to screen children who entered late or were absent on days of screenings.

Resource Links for Families

Parents with Infants and Toddlers

Zero to Three

[Aggressive Behaviors in Toddlers](#)

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

Parents with Preschoolers

First Things First

[Quality Talk Beats Quality of Words](#)

<https://www.firstthingsfirst.org/first-things/quality-talk-beats-quantity-of-words/>