

Broward County

Public Schools

Email: headstart@browardschools.com

Website: browardschools.com/headstart-vpk

Head Start Preschool/ Early Head Start May 2025 Monthly Report



April 2025



Enrollment						
Month	Funded Enrollment	Enrolled	Accepted	Vacancies	Total Enrollment	Attendance
June 2024	2,120	2,033	0	87	2,033	66.27%
July 2024	80	73	0	7	73	N/A
August 2024	2,120	1,885	69	235	1,885	91.30%
September 2024	2,120	1,967	58	153	1,967	88.98%
October 2024	2,120	2,014	32	106	2,014	87.39%
November 2024	2,120	2,027	24	93	2,027	88.38%
December 2024	2,120	2,025	22	95	2,025	87.51%
January 2025	2,120	2030	15	90	2,030	87.40%
February 2025	2,120	2027	20	93	2,027	87.54%
March 2025	2,120	2035	13	85	2,035	86.54%
April 2025	2120	2028	8	92	2,028	87.84%
May 2025						

Meals						
Month	EHS Breakfast	EHS Lunch	EHS Total	HS Breakfast	HS Lunch	HS Total
June 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
July 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
August 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
September 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
October 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
November 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
December 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
January 2025	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
February 2025	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
March 2025	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
April 2025	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
May 2025						

*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.

April 2025



2025 Fiscal Year – April Early Head Start

	Allotment	Expenditures	Balance
Personnel	\$667,003	\$643,334	\$23,669
Fringe	\$386,010	\$365,881	\$20,129
Purchased Services	\$9,425	\$880	\$8,545
Supplies	\$14,089	\$12,430	\$1,659
Capital Outlay	\$0	\$0	\$0
Other	\$0	\$0	\$0
Indirect Cost	\$43,970	\$43,970	\$0
TTA	\$17,366	\$3,171	\$14,195
In-Kind			
Totals	\$1,137,863	\$1,069,666	\$68,197

2025 Fiscal Year – April Head Start Preschool

	Allotment	Expenditures	Balance
Personnel	\$8,625,837	\$7,949,772	\$676,065
Fringe	\$4,650,705	\$4,126,382	\$524,323
Purchased Services	\$458,500	\$234,253	\$224,247
Supplies	\$611,000	\$443,775	\$167,225
Capital Outlay	\$1,000	\$397	\$603
Other	\$0	\$0	\$0
Indirect Cost	\$573,757	\$573,757	\$0
TTA	\$113,686	\$92,089	\$21,597
In-Kind			
Totals	\$15,034,485	\$13,420,426	\$1,614,059

April 2025



New Head Start Staff

HEAD START PRESCHOOL

District Staff

Name	Position
Cameron Bass	Parent Educator

Teachers

Name	School
N/A	N/A

Teacher Assistants

Name	School
N/A	N/A

Relief Staff

Name	School
Natalie Borges	Plantation

EARLY HEAD START

Child Development Associates

Name	School
N/A	N/A



Content Area Specialist Reports

Eligibility Recruitment Selection Enrollment and Attendance (ERSEA)

- The cumulative enrollment for Head Start Preschool (HSP) and Early Head Start (EHS) for March 2025 was two thousand and twenty-eight (2,028).
- The 2025-2026 application window was placed on pause based on the directive from the Office of Head Start.
- The Data Management Specialist continued to process applications and placed eligible children in open seats for the 2024-2025 school year. Once applications were processed, parents were notified of their status via email.
- Accepted families were provided with registration steps and a list of required documents needed for enrollment prior to their child attending school for the 2024-2025 school year.
- Parents completed school registration and Head Start enrollment forms online and uploaded the required documents into ChildPlus using their individual upload link.
- The monthly attendance average for April 2025 was 87.84 %. Attendance increased by 1.3% due to the increase in children returning to school from illnesses.

Health and Nutrition

- The Health Team continued to prepare health supplies for distribution to teachers.
- The Health Team continued to work with the Food & Nutrition Department, school staff, and parents to identify any medical concerns and dietary accommodations needed for children in the program.
- Referrals for height and weight, hearing, and vision continued to be sent to the appropriate parties (nutritionist, district audiologists, and parents).
- The Health Team Nurses continued preparing care plans for individual children as needed. Care Plans were shared with school staff, including teachers and school nurses.
- Parents were contacted for updated health documents and the updated documents were uploaded into ChildPlus.
- The Health Team followed up with parents regarding children who had extended absences due to illness.
- Training was conducted for school staff by the EHS Nurse for seizures and food allergies.
- Emails were sent to parents with children under 2 years of age with information about the Shots by Two program.



Disabilities

- The Behavior Specialists completed observations and follow-ups for students with behavior concerns.
- The Inclusion Specialists reviewed the Speech Language Pathologist (SLP) spreadsheet to ensure all timelines were met and followed regarding reevaluation reports.
- The Disabilities Team continued to follow up with teachers regarding interventions.
- The Disabilities Team collaborated with Exceptional Student Education (ESE) Specialists to set up meetings for individual students.
- The Disabilities Team reviewed open concerns and completed follow-ups.
- The Disabilities Team provided materials and interventions for teachers for specific students with open concerns.
- The Disabilities Team reviewed reports to monitor missing screenings and documentation and provided needed support.
- Behavior Specialists collaborated with the Head Start Social Workers to support families with aligning home and school strategies identified through the eDECA screener, with a focus on supporting students with concerns.
- Behavior Specialist and Inclusion Specialists supported school-based staff in implementing strategies and interventions, as well as collecting/tracking data to inform Multi-Tiered System of Supports (MTSS) decision making.
- Behavior Specialist and Inclusion Specialists collaborated with teachers and school-based staff to collect and analyze data in preparation for MTSS meetings and support data-driven decision-making.
- Behavior Specialists and Inclusion Specialists collaborated with Head Start Social Workers, receiving school-based staff, and families to support children transitioning to specialized programs within the school district.
- Behavior Specialists and Inclusion Specialists collaborated with teachers to monitor students' responses to interventions and adjust or fade supports as needed based on data.
- Behavior Specialists and Inclusion Specialists analyzed student data to support the Individual Education Plan (IEP) Team in developing Present Levels of Performance, Goals/Objectives, and Accommodations that align with a student's educational needs within the district's FOCUS (Special Student Services) platform.

Mental Health



- Head Start Social Workers participated in and contributed to instructional team Meetings.
- Head Start Social Workers continued classroom/site visits to assigned schools.
- Head Start Social Workers provided ongoing mental health support to staff.
- Head Start Social Workers participated and supported in Collaborative Problem-Solving Team (CPST)/Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) meetings.
- Head Start Social Workers provided Devereux (DECA) materials to classrooms to include visuals and questionnaires. They also supported teachers with identifying classroom strategies to support areas of need or concern and entered DECA classroom scores for educators awaiting access.
- Head Start Social Workers collaborated with classroom staff to complete DECA assessments and enter scores onto ChildPlus for classrooms with daily substitutes.
- Head Start Social Workers supported families and children with community, behavioral, and mental health resources.
- Head Start Social Workers provided ongoing support to Parent Educators with Sophie/Shubert/toilet training/bibliotherapy materials.
- Head Start Social Workers provided ongoing collaboration with Teacher Specialists and Disabilities Team.
- Head Start Social Workers planned and scheduled home visits for classrooms with daily substitutes.
- Head Start Social Workers planned and scheduled Social Skills presentations with assigned schools/cohorts.
- The Early Head Start School Social Worker made referrals to Early Steps as needed.
- The Early Head Start School Social Worker uploaded Individualized Family Support Plan (IFSP) reports in ChildPlus for initial IFSPs and 6-month reviews.
- The Early Head Start School Social Worker participated in EHS screening reviews.

Parent Family and Community Engagement (PFCE)

- The Parent Educators continued taking applications for the 2024-2025 school year at their school sites.
- The Family Service Supervisor and Parent Educators continued to provide updated community resources to families.
- The Parent Educators continued distributing Head Start Flyers throughout the community and at community events.
- The Family Service Supervisor and Parent Educators met with Social Workers to prepare for the 2024-2025 parent curriculum training for Head Start parents.



Family Services

- The Parent Educators continued to connect with families through emails, phone calls, and meetings to provide individual support.
- The Parent Educators continued to assist parents with uploading required application documents into ChildPlus.
- The Family Service Supervisor continued reaching out to outside agencies to provide additional social service support to Head Start families.
- The Parent Educators assisted parents with their family goals and family assessments.
- The Parent Educators continued to contact families to follow up on family goals and family assessments.
- The Social Workers and Parent Educators conducted the second parent workshop.

Education

- Teacher Specialists conducted Spring Classroom Assessment Scoring System (CLASS) observations, reviewed individual CLASS Report with each of their assigned teachers and completed mini-CLASS coaching sessions.
- Teacher Specialists completed End of Year Action Plans with teachers.
- Teacher Specialists completed Active supervision Audits for all classrooms on their caseload.
- Teacher Specialists completed Lesson Planning/Unit Study coaching.
- The CLASS/Professional Development (PD) team conducted meetings to discuss and analyze any upcoming Professional Development (PD) and 2025-2026 PD opportunities for teachers and staff.
- The CLASS/PD team attended preparation/collaboration sessions for the 2025-2026 Professional Learning Blueprint.
- The Curriculum Supervisor and the CLASS/PD Team completed the Professional Learning Blueprint for the 2025-2026 school year.
- The CLASS/PD team sent PD participants "thank-you" incentives for attending trainings.
- The CLASS/PD team provided, "Emergent Literacy" professional development session for teachers.
- The CLASS/PD team participated in the Head Start Self-Assessment Education committee meeting.
- The CLASS/PD team created Supporting Dual Language Learners professional development for teachers and teacher assistants.

April 2025



Resource Links for Families

Parents with Infants and Toddlers

Zero to Three

Toddler Biting: Finding the Right Response

<https://www.zerotothree.org/resource/toddler-biting-finding-the-right-response/>

Parents with Preschoolers

HeadStart.gov

Your Child is Going to Kindergarten: Making the Move Together

<https://headstart.gov/publication/your-child-going-kindergarten-making-move-together>