

2018 – 2019 Annual Report



To Our Stakeholders

Head Start has been operated by the [School Board of Brevard County](#) since 2012. Head Start affords eligible children ages three to five the opportunity to participate in a locally designed, high quality preschool program that provides a comprehensive school readiness program.

Through the ongoing efforts of our Board, Policy Council, dedicated staff and invaluable community members that work tirelessly, the needs of our program and families have been met. It is truly due to each of you that the Head Start vision comes to life in Brevard. In 2017, these efforts made it possible for the program to enter the second five year grant cycle without the requirement to compete against other grantees. This “non-compete renewal” status is a major accomplishment in an era of new accountability requirements for Head Start. Through the use of program data and story sharing, this comprehensive report demonstrates the **impact** program activities and financial resources provide your community during the 2019 fiscal year.



Our mission is to create a safe and nurturing environment for each child that promotes successful and appropriate learning experiences in all areas of a child’s development. Children participate in a variety of activities guided by school readiness goals. Comprehensive program services are delivered with a focus on family engagement. Staff members partner with families to ensure children progress and to assist families. Additional services are offered to meet the special needs of children with disabilities.

Our 35 Head Start classrooms are staffed with certified teachers who have earned a bachelor’s degree or higher and state certification in preschool education. At least one highly qualified instructional assistant also supports classroom learning. In addition to classroom staff, a family advocate is located at each site to support communication between home and school and to offer support in family goal setting.

Each day, our teaching teams, family advocates, principals and other staff open the doors of their classrooms and schools to provide high-quality, comprehensive services to eligible children and families. Many thanks to all our stakeholders for their continued support.

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Program Goals

Program goals, established in collaboration with the Board and Policy Council, include measurable objectives which ensure our program remains responsive to community needs and promotes the school readiness of enrolled children. The program oversees progress towards program goals through the self-assessment process and the use of program data, including aggregated child assessment data.



- ❖ Implement Practice Based Coaching (PBC), a research-based coaching plan, to support teachers' use of effective teaching practices that lead to positive outcomes for all children.
- ❖ Partner with the school district transportation department to deliver enhanced bus safety throughout the boarding/de-boarding process, while on field trips and during emergency evacuations.
- ❖ Work collaboratively with teaching teams to analyze GOLD student-level checkpoint data three times each year to ensure continuous improvement in teaching practices, professional development and other program decisions.
- ❖ Develop a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction.
- ❖ Increase the number of dental screenings and examinations provided to children.



Program Overview

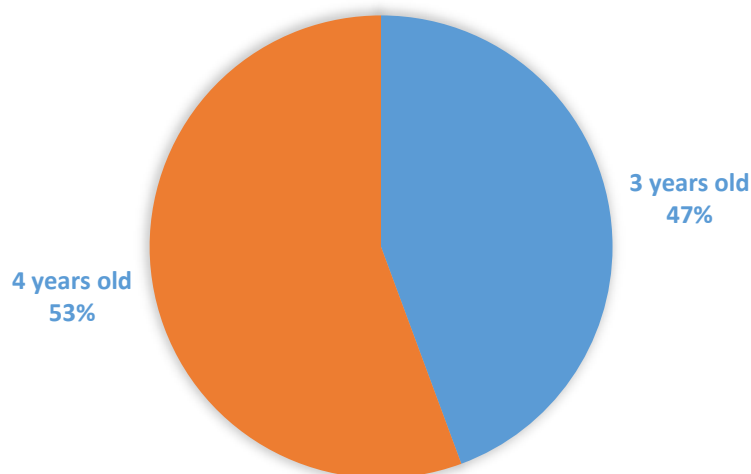
Head Start is a federally-funded, high quality child and family development program that promotes school readiness of low-income children 3-5 years of age by enhancing their cognitive, social, and emotional development in learning environments that support children's growth in language, literacy, math, science, social and emotional functioning, creative arts, physical skills and approaches to learning. Head Start also provides educational, health, nutritional, social and other services that are determined based on the family needs assessments.



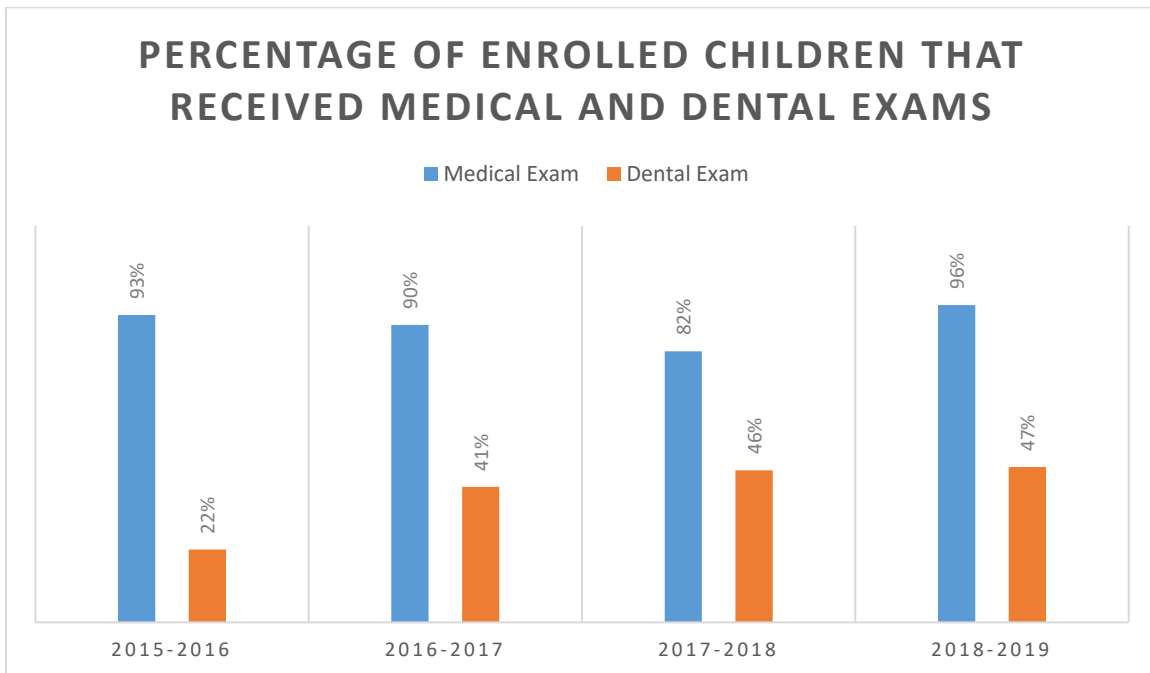
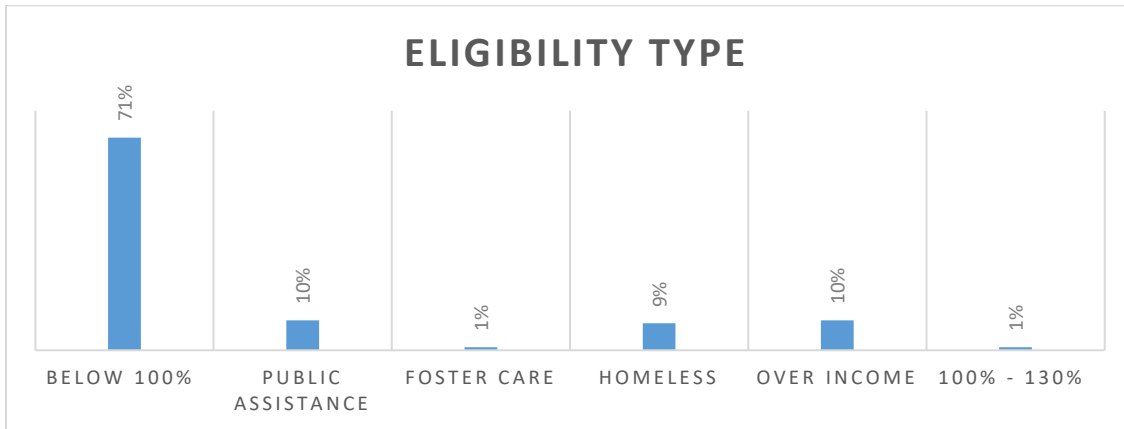
[Brevard Public Schools Head Start](#) has a funded enrollment of 624. The program calendar consists of 175 student days and each day provides a minimum of 6.5 hours of instructional time (1,950 minutes weekly). Children attend school five days each week. Our center-based model is hosted at 12 elementary schools, one high school and one stand-alone site. Children who turn four years old on or before September 1 also participate in Florida's state funded Voluntary Prekindergarten Program (VPK).

The cumulative enrollment (total number of children served) was 680. The average monthly enrollment was 624 or 100% of the funded enrollment. Special education services were provided to 118 children with disabilities, 18.9 % of our funded enrollment, exceeding the Head Start Performance Standard requirement by almost 9 %.

CUMULATIVE ENROLLMENT BY AGE



Serving Children and Families



EDWARD ZIGLER INNOVATION AWARD

Our program was nominated by the Region IV Head Start Association (RIVHSA) for the [National Head Start Association](#) (NHSA) Edward Ziegler Innovation Award. The *Edward Ziegler Innovation Award* is named in honor of the pioneer in early education known as the “Father of Head Start”. This award celebrates programs which have crafted community partnerships to create high impact services for children and families. These programs track the outcomes of efforts to positively shape the lives of at-risk children and families using unique and innovative strategies. Our program exemplifies this award through our unique and innovative oral health initiatives coupled with a strong commitment from our community partners.

Most Recent Head Start Monitoring

In January 2018 our program participated in a Focus Area One (FA1) Review event. Due to the new approach to monitoring, OHS is treating FA1 reviews conducted in FY2018 as a monitoring pilot. The results of FA1 Pilot Reviews were used to improve the FA1 process and overall monitoring data collection process for FY2019. Grantees participating in the FA1 review event were listed as compliant and did not receive a final report.

Financial Report

Funding Sources (July 1, 2018 – June 30, 2019)

| Source | Description | Amount |
|--------------|--|--------------------|
| Federal | Head Start Grant - Health & Human Services | \$4,659,991 |
| State | Head Start Grant - Non-Federal Match - VPK | \$786,105 |
| Local | Head Start Grant - Non-Federal Match | \$468,577 |
| Private | None | |
| Total | | \$5,914,673 |

Expenditures

| Description | Budget | Actual | Variance | Percentage |
|-------------------------------|--------------------|--------------------|------------------|-------------|
| Salaries/Fringe | \$4,069,899 | \$3,824,711 | \$245,188 | 82% |
| Supplies | \$171,792 | \$171,102 | \$690 | 4% |
| Contractual | \$246,824 | \$229,859 | \$16,965 | 5% |
| Other | \$233,654 | \$182,907 | \$50,747 | 4% |
| Training/Technical Assistance | \$59,010 | \$42,549 | \$16,461 | 1% |
| Indirect Costs | \$226,216 | \$208,863 | \$17,353 | 4% |
| Total | \$5,007,395 | \$4,659,991 | \$347,404 | 100% |

Financial Audit

Click [here](#) to view the agency annual financial report for the fiscal year ending June 30, 2019.



Community and Program Partnerships

Over 600 services were received by families through community & program partnership. Services included housing assistance, adult education, health education, dental services, mental health services and emergency/crisis intervention. Our partnerships with [Brevard C.A.R.E.S.](#), [Florida Department of Health](#), [Space Coast Health Foundation](#), [Kinder Konsulting](#) and many other affords our program the opportunity to support families.



BPS Head Start is the proud recipient of the 2019 *Child Abuse Prevention Task Force* (CAPTF) of Brevard Social Services Group Award. The anonymous nomination stated: *“The family advocates from the Head Start program encourage families to express their voice and choose decisions that affect their family’s lives, and this inspires families to continue to work and attend school to better themselves and their families.”*

Our long-standing partnership with the [Brevard Zoo](#) far exceeds any expectations one can imagine. From classroom curriculum (Growing up Wild) to free family memberships, this partnership has truly impacted families well beyond the classroom and well beyond the years a child spends in the program. With sincere gratitude we thank the Executive Director, Keith Winsten and his amazing staff for the meaningful work they do for our community.



Partnerships with local law enforcement agencies and the [Brevard County Sheriff’s Office](#) ensure all Head Start children and families are safe at each of our 14 Head Start sites. Officers connect with students by explaining that, as a police officer, they are a community helper and friend.



Parent and Family Engagement

Our program provides unique and meaningful ways to ensure families have many opportunities to be engaged in their journey to school readiness. Parents had the opportunity to volunteer in their child's classroom, participate in [Policy Council](#), and attend monthly parent meetings. Families also participate in establishing school readiness goals for their child during parent/teacher conferences and home visits. *Donuts for Dads* and *Dads Take Your Child to School Day* are just two examples of how the program engages fathers/father figures across the program. Father engagement data reveals at least 25% of fathers/father figures were engaged in activities during the program year.

[Family advocates](#) are critical to the success of Head Start. By providing linkages to wrap around services, parent education and resources for families to achieve individual goals, their work facilitates school readiness for the entire family.



Parent committees begin working with staff early in the school year to develop and implement meaningful parent engagement opportunities. One of many examples is the **Garden Club** at [Sherwood Elementary](#). In collaboration with the school bookkeeper, the Head Start parent committee and family advocate created a plan and visited the Lowe's Garden Center to determine the items they would need to purchase. Shortly after that the school bookkeeper, school secretary and head custodian went to Lowe's to pick up the order and delivered it back to Sherwood. The family advocate stated, *"Yes, they are amazing! This was a very big team effort. Our Head Start parent committee couldn't have done it without the help and support from our Sherwood team."*



School Readiness Strategies

Throughout the school year, Angie Doucette, Education Manager, shares school readiness tips along with other useful information, in the monthly [Head Start News Report](#). These monthly reports ensure stakeholders receive ongoing information regarding school readiness goals. The reports provide examples of learning strategies used by classroom teachers to support students with mastery of school readiness goals. In addition, parents receive information they can use at home relative to school readiness goals.



School Readiness Strategies

Curriculum and Assessment Materials

The program utilizes [The Creative Curriculum for Preschool](#) to meet the needs of a wide variety of learners and [Teaching Strategies GOLD](#) as the ongoing progress monitoring tool. Teachers, working collaboratively with parents, district staff and administrators, created an alignment between Creative Curriculum, School Readiness Goals, GOLD Objectives, the [Florida Early Learning and Developmental Standards](#) and the [Head Start Early Learning Outcomes Framework](#). This alignment tool guides teacher planning and ensures accountability for program instruction. District staff provides [Conscious Discipline](#) and [Second Step](#) training to teachers to support the social/emotional growth of children. Daily classroom routines are established using the HighScope framework.

Staff Training

Staff training begins before the first day of school and continues throughout the year. All staff receive program orientation that includes curriculum and assessment updates, health and safety requirements and professional development based on the analysis of outcome data. District staff provides ongoing support to teaching teams with the implementation of the GOLD assessment so that student data is collected and documented with fidelity. Classroom teachers and instructional assistants have an opportunity to complete online training components to improve instructional practices and to support the development of literacy skills.

CLASS

Teaching teams are observed a minimum of two times each year using [CLASS](#) (Classroom Assessment Scoring System). CLASS is designed to improve the quality of teacher/child interactions. CLASS measures teacher-child interactions across three domains: emotional support, classroom organization and instructional support. All Head Start staff are CLASS certified reliable observers. To further support the development of high-quality interactions, each teacher and instructional assistant receives MMCI (Making the Most of Classroom Interactions) training.

Children who are motivated and connected to others in the early years of schooling are much more likely to establish positive trajectories of development in both social and academic domains (Hamre & Pianta, 2001; Ladd, Birch, & Buhs, 1999).

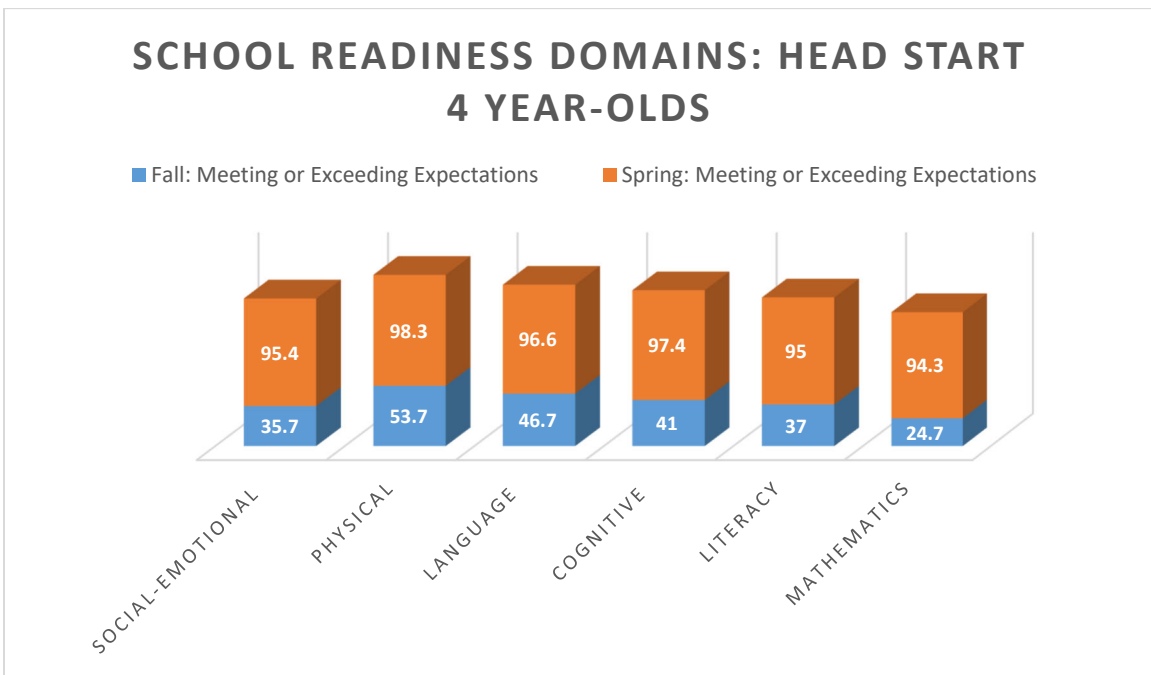
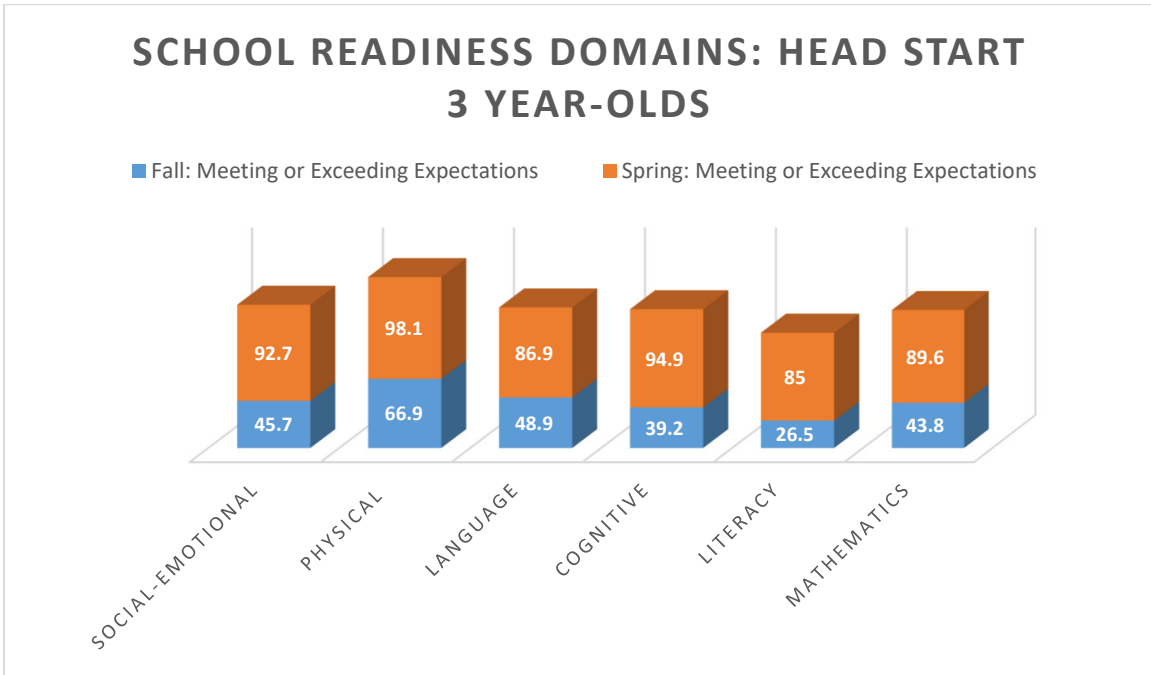
| CLASS Domain | BPSHS 2018-19 | 2018 OHS National Lowest 10% | OHS Benchmark Score |
|------------------------|---------------|------------------------------|---------------------|
| Emotional Support | 5.9577 | 5.6641 | 4 |
| Classroom Organization | 5.6309 | 5.2803 | 3 |
| Instructional Support | 2.5974 | 2.3125 | 2 |

2018-19 program data compared to OHS national distribution of scores

Child Outcome Data

The program has established a school readiness plan that includes school readiness goals aligned with the Early Learning Outcomes Framework (ELOF). Program staff collects data on an ongoing basis to determine how well children are progressing across all domains. Teaching Strategies GOLD is the primary data collection tool. GOLD is based on 38 objectives that include predictors of school success. Data is aggregated at the classroom and program level three times per year. At each Checkpoint, staff analyzes outcomes across domains to identify strengths and areas for growth relative to the school readiness goals. Next, the staff looks at the distribution of scores to examine the variability of children's progress. Working collaboratively with teachers, district staff identify the most appropriate placement of additional support to positively impact student learning.

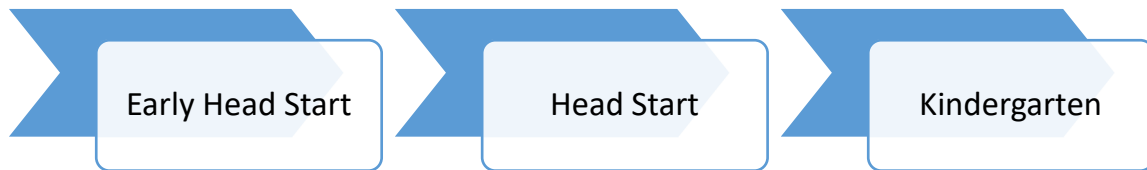
Student outcome data is shared with teachers, parents, school administrators, district personnel, school board, and Policy Council members. The progress of children with suspected or identified disabilities is monitored by recording observations and assessment results on documentation that is specific to each IEP. The charts below show the percentage of children meeting or exceeding the five school readiness domains from fall 2018 through spring 2019.



Transitions

Early Head Start to Head Start

A Memorandum of Understanding is in place to provide seamless services for eligible children and families transitioning from [Early Head Start](#) to Head Start.



Head Start children proudly show off their ***Class of 2027*** t-shirts. Our program strives for successful transitions all the way to graduation!

Kindergarten Preparation

The transition from Head Start into kindergarten is seamless because the grantee is Brevard Public Schools. All Head Start classrooms, with the exception of two sites, are located within elementary schools. Head Start children ride the same buses, eat in the same cafeterias, and participate in many of the same activities as the elementary children. This ensures the transition is smooth and effective.

Parents are encouraged to be fully involved in the transition process between Head Start and kindergarten while being actively involved in establishing school readiness goals for their child. Teachers conduct two home visits and two parent conferences a year. Families mingle with kindergarten teachers, visit classrooms, and become familiar with routines through daily involvement in the elementary school experience. Activities that target this effort include kindergarten open houses and family orientations.



A transition plan is in place to extend learning into the summer months. The plan includes summer backpacks designed through a collaborative effort between family advocates and teachers. The backpacks contain a variety of learning materials and books that are age specific. Families receive the backpacks after participating in a parent education meeting during which they learn how to use the materials at home. Head Start student health and education files, maintained with other school records, are easily transferred in a timely manner during the transition process.

Program Contacts

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