

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
March 2023**

ENROLLMENT				
Month	Head Start Enrollment	Funded Enrollment	Attendance	IEP
July 2022	<i>The program is not operational during the month of July.</i>			
August 2022	624	624	91.97%	6.87%
September 2022	603	624	89.11%	7.20%
October 2022	600	624	90.75%	7.65%
November 2022	593	624	90.11%	7.33%
December 2022	593	624	88.80%	7.47%
January 2023	602	624	91.29%	9.48%
February 2023	601	624	90.65%	9.64%
March 2023	594	624	83.92%	9.85%
April 2023		624		
May 2023		624		

TOTAL MEALS SERVED			
Month	Breakfasts	Lunches	Snacks
July 2022	<i>The program is not operational during the month of July.</i>		
August 2022	4995	4460	6137
September 2022	8758	8759	10556
October 2022	9629	9912	11962
November 2022	6919	6971	8417
December 2022	7051	7190	8743
January 2023	8906	9047	11193
February 2023	10054	9986	12148
March 2023	8550	8472	10468
April 2023			
May 2023			

FY 2023 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 1 - Project 423xxx - Base Grant				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Mar-23	YTD	
Payroll	\$3,322,619.88	\$267,788.87	\$2,156,818.53	\$1,165,801.35
Fringe	\$1,413,461.90	\$106,267.62	\$849,631.99	\$563,829.91
Supplies	\$151,274.00	\$7,197.96	\$48,000.36	\$103,273.64
Contractual	\$280,269.05	\$4,209.13	\$157,304.15	\$122,964.90
Other	\$132,154.17	\$4,803.49	\$60,779.61	\$71,374.56
Indirect Cost	\$201,922.00	\$18,077.89	\$109,832.96	\$92,089.04
TTA (includes Travel)	\$59,010.00	\$2,327.26	\$22,733.97	\$36,276.03
Total Base Grant	\$5,560,711.00	\$410,672.22	\$3,405,101.57	\$2,155,609.43

**Balance of Grant Award as of 3/31/23 including \$1,277,064.37 in encumbered expenses is \$878,545.06.*

<i>Head Start Grant - Project 421024 ARP (04/01/21-03/31/23) (Includes P-Card Expenses)</i>				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Mar-23	YTD	
Payroll	\$240,044.70	\$150.00	\$6,712.32	\$233,332.38
Fringe	\$19,913.88	\$30.18	\$587.78	\$19,326.10
Supplies	\$29,110.03	(\$125.24)	\$23,508.69	\$5,601.34
Contractual	\$273,548.71	\$12,284.18	\$104,076.20	\$169,472.51
Other	\$42,534.60	\$0.00	\$3,161.70	\$39,372.90
Indirect Cost	\$34,395.41	\$27.07	\$841.14	\$33,554.27
Total - CRSSA	\$639,547.33	\$12,366.19	\$138,887.83	\$500,659.50

**Balance of Grant Award as of 3/31/23 including \$86,141.01 in encumbered expenses is \$414,518.49.*

<i>Head Start Grant - Project 421029 CRRSA (04/01/21-03/31/23) (Includes P-Card Expenses)</i>				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Mar-23	YTD	
Payroll	\$36,613.88	\$7,926.75	\$34,846.74	\$1,767.14
Fringe	\$7,187.90	\$206.73	\$2,999.41	\$4,188.49
Supplies	\$9,791.29	\$225.09	\$11,718.65	(\$1,927.36)
Equipment	\$73,373.29	\$6,608.79	\$22,064.19	\$51,309.10
Contractual	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$9,194.30	\$0.00	\$7,590.00	\$1,604.30
Indirect Cost	\$5,883.45	\$224.99	\$1,859.14	\$4,024.31
Total - CRSSA	\$142,044.11	\$15,192.35	\$81,078.13	\$60,965.98

**Balance of Grant Award as of 3/31/23 including \$45,606.60 in encumbered expenses is \$15,359.38.*

Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-23-01	2. Issuance Date: 03/28/2023
	3. Originating Office: Office of Head Start	
	4. Key Word: Lead Poisoning Prevention; Drinking Water; Testing and Screening for Lead; Effects of Lead Exposure; Funding Support	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Grant Recipients

SUBJECT: The Role of Head Start Programs in Addressing Lead in Water

INFORMATION:

Lead is a toxic metal and there is no safe blood lead level for children.¹ Because their bodies are still developing, children under the age of 6 are at greatest risk for significant and potentially lifelong health problems as a result of exposure. They are more likely to come into contact with lead through paint or dust since young children often put their hands or objects in their mouths. However, lead in drinking water can also be a significant contributor to overall exposure to lead. This is particularly true for infants whose diet consists of food and liquids made with water, such as baby food or formula. The adverse health effects of lead exposure can be both physical and behavioral. Even low levels of lead in children can lead to anemia, behavior and learning problems, and other concerns.

Head Start programs have a critical role to play in [preventing lead poisoning in children](#). Programs are required to maintain a facility that is free from pollutants, hazards, and toxins that are accessible to children and could endanger their safety — and that includes lead in water and paint. As part of Head Start monitoring, programs can expect to be asked about their processes to identify lead hazards and mitigate them. This Information Memorandum highlights available resources for programs to address lead in water specifically.

Testing for and Addressing Lead in Water

The [U.S. Environmental Protection Agency \(EPA\)](#) has developed a number of resources to guide programs to test and remediate for lead in water.

There are no specific funds designated for the purpose of lead assessments in Head Start programs. However, grant recipients may budget program funds to address lead in water, including necessary minor renovations to facilities. Allowable uses of program funds may include:

- Testing for lead in water
- Remediation actions such as purchasing, installing, and maintaining point-of-use devices for lead removal, such as water filters
- Replacing water fixtures and plumbing, including lead service linesⁱⁱ

As programs consider their needs related to addressing lead in water in Head Start facilities, the Administration for Children and Families encourages grant recipients to submit one-time funding applications for facility needs not supported by operations funding. Note these one-time requests are addressed by priority and subject to availability of funds.

Other Federal Funding Sources

Head Start programs may be able to leverage [EPA funding](#) to eliminate lead in their facilities. The Bipartisan Infrastructure Law, 2022, authorized increased funding of \$700 million over 5-years across two grant programs:

- [Voluntary School and Child Care Lead Testing and Reduction Grant Program](#)
- [Reducing Lead in Drinking Water Grant Program](#)

These programs aim to address lead in water through testing, remediation, and infrastructure improvements, including in child care and school settings. Grant recipients should reach out to their respective [state agency](#) to learn more about the EPA programs and other available resources.

Partnering with Families to Promote Children’s Healthy Development

Head Start programs are already working closely with families and health care providers to make sure children are [screened](#) for lead poisoning ([45 CFR §1302.46](#)). These screenings align with the Centers for Medicare and Medicaid Services’ (CMS) universal blood lead screening requirement for all Medicaid-eligible children, under their states’ [Early and Periodic Screening, Diagnostic and Testing](#) schedule.ⁱⁱⁱ The Office of Head Start (OHS) applauds programs’ ongoing efforts to partner with [parents and caregivers](#) to make sure all enrolled children receive required blood screening.

OHS continues to encourage programs to leverage [available resources](#) in discussing with families how to prevent and address lead exposure in the home, such as through:

- Testing for lead in paint hazards and in water
- Minimizing children and pregnant persons’ exposure to paint hazards, especially in homes built before 1978
- Creating barriers between living or play areas and possible lead hazards
- Cleaning and hygiene practices, such as regularly mopping and washing hands and toys

To learn more about the role Head Start programs play in keeping children safe and supporting families to prevent lead poisoning, visit the [Early Childhood Learning and Knowledge Center](#) and [Office of Early Childhood Development](#) websites.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

ⁱ The Centers for Disease Control and Prevention has established a blood lead “reference value” that serves as a screening tool to identify children with higher levels of lead in their blood compared with most children. However, no safe blood lead level in children has been identified: <https://www.cdc.gov/nceh/features/leadpoisoning/index.html>

ⁱⁱ As long as total costs for any proposed plumbing improvements, such as replacing water fixtures and lead service lines, are less than \$250,000, they would be considered minor renovations and allowable expenditures with program funds. If costs are anticipated to exceed \$250,000, programs should contact their regional office to determine appropriate next steps.

ⁱⁱⁱ Arizona is currently the only state approved by CMS to implement a targeted lead screening program.

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THE SCOOP

HEAD START NEWS



SUMMER INTERVENTION

Teachers and instructional assistants interested in applying for Head Start Summer Intervention positions must be included in the Head Start Summer Intervention Pool. Qualified candidates willing to teach at Endeavour (2 classes), Jupiter or Sherwood Elementary will be considered for summer employment. Teachers and instructional assistants will work Monday through Friday, May 31 – June 30 from 7:30 to 12:30.

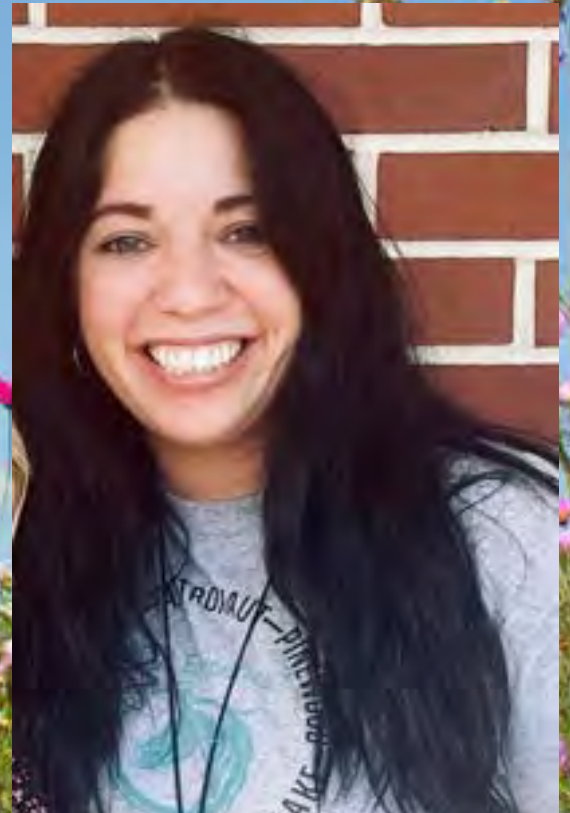
Head Start Summer Intervention staff must be Brevard Public Schools employees, appointed for the 2023-24 school year and have an effective or higher evaluation.

Teachers and Instructional Assistants interested in applying for the Head Start Summer Intervention Pool should complete the Google Application by March 24, 2023. This will be sent to all staff from Terri Barlow in the next few days. Questions regarding Head Start Summer Intervention may be directed to Kendra Wolford, Head Start Instructional Coach at 321-617-7786 ext. 31389.

TWO HEAD START TEACHERS ARE RECOGNIZED

T'keyia Woodberry, Rookie
Teacher of the Year
Endeavour Elementary
3-Year-Old Teacher

Rebecca Tijerina, Rookie
Teacher of the Year
Mims Elementary
VPK Teacher



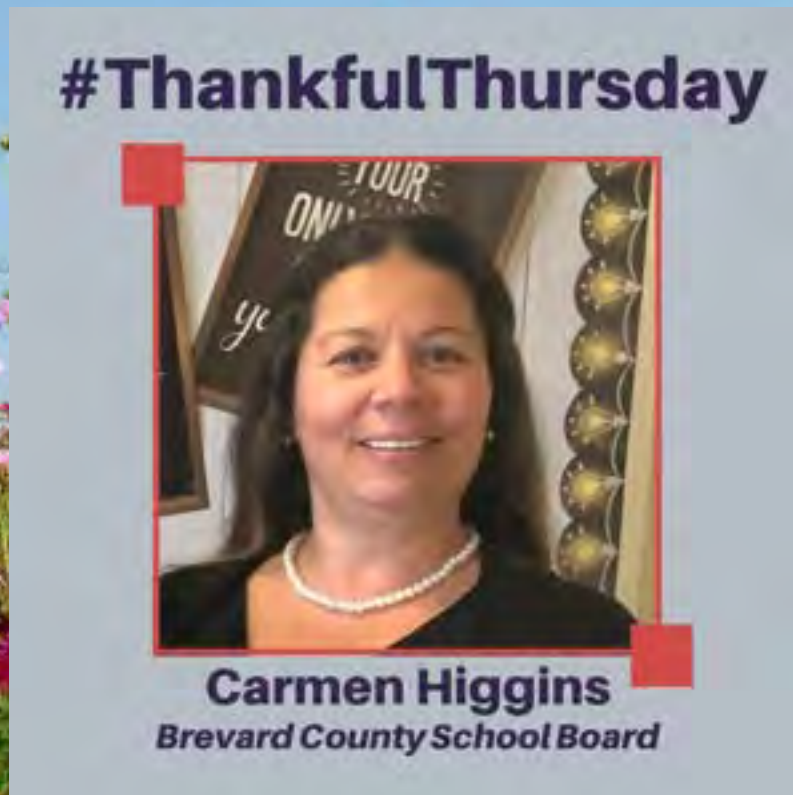
Congrats!

Highlighted in the Florida Head Start Newsletter

This week's Thankful Thursday is Carmen Higgins from School Board of Brevard County. "Carmen is an accounting Specialist and is an integral part of the team. She goes above and beyond our expectations to support our team, our customers and our mission. While juggling multiple federal budgets and reporting responsibilities, she is always willing to set aside what she is doing to help a family who is visiting our office or needing assistance by phone with Head Start, most notably our Spanish speaking families. Carmen is very proactive and completes projects in advance of the due date, she is always one step ahead! One of her greatest strengths is knowing who to contact when support is needed and deals directly with a variety of staff members from many district departments. In addition to her job responsibilities, Carmen frequently surprises our staff with goodies. From National Donut Day and National Pizza Day to homemade dishes and desserts she keeps us well fed and for some, expands our pallets to things we might not have otherwise tried. BPS Head Start is thankful for Carmen's dedication and accomplishments in support of children and families!"

She was nominated by Terri Barlow, School Board of Brevard County Head Start

We are thankful for you, Carmen



Mrs. Fuller's class participates in "wind down" time daily after outdoor time or lunch. They practice self-regulation strategies such as breathing techniques and meditation. Self-regulation is essential for our students' social and emotional development. Head start assessment #8 Standard: Managing Emotions- Demonstrates ability to self-regulate



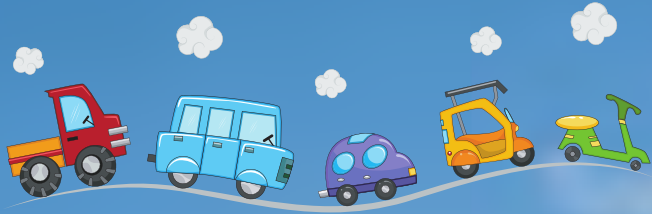


Pacing Guide

NEW UNIT 8 STARTS TODAY
SPRING AND GROWING THINGS
Second Step Week #19



Finishing up our Transportation Unit



Ms. Rivera at Palm Bay -
"I am a mechanic!"

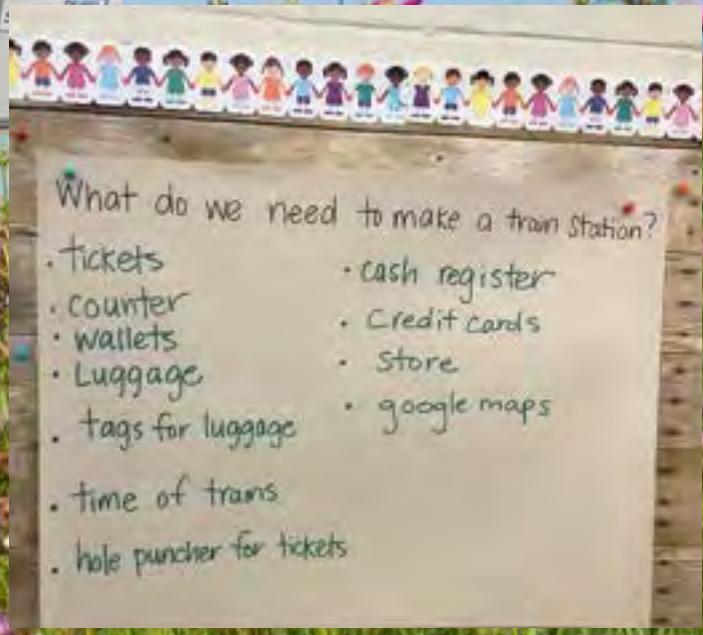
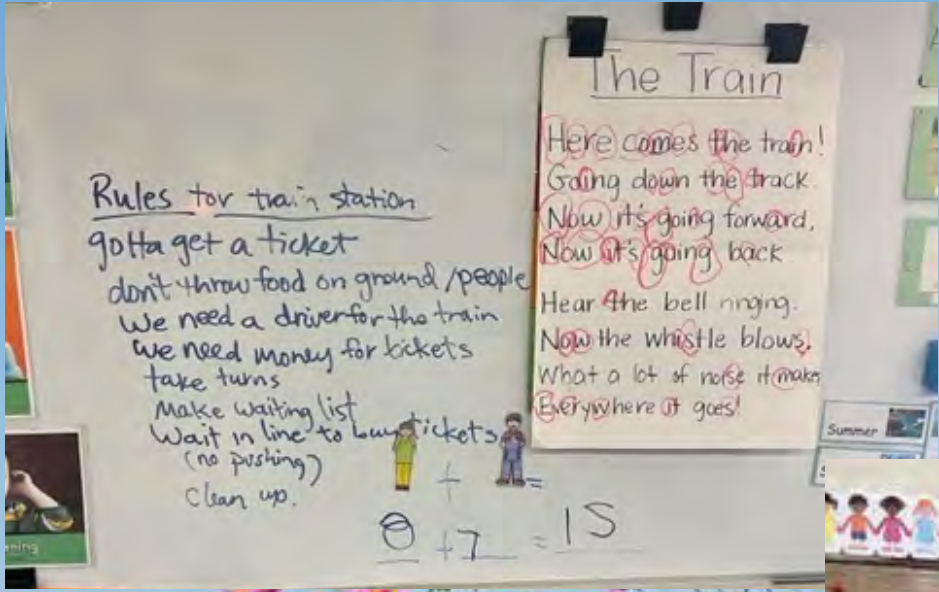
Kat Thomas, 3-year-old teacher at Palm Bay Elementary, is practicing positional words of front, back, top & bottom using parts of a bus in the transportation unit. The children received as many window pieces to spell their name to glue on "behind" the front of the bus. The back of the bus is put on at the end. This is a two-part activity where they will be adding letters of their names in the window for day two!

(Head Start Assessment #3,4,5,12,25,27,39,46)



Through pretend play children learn about themselves and the world around them. In Mr. Rotan's class at Saturn the children created a pretend train, train station, and ticket booth to go along with the Transportation unit in RTA. The children worked cooperatively to create this fun and engaging play area which included: planning, painting, setting it up, brainstorming needed materials and also, brainstorming what the expectations for using the train would be. Their hard work paid off because they sure learned a lot and had fun throughout the process. This activity aligns with numbers 1-5, 10, 12, 39, 41,42, 43, 44, 46, 47, 49, 57,58,61,62,63 on the Head Start Assessment

Beginning the Process



See next page

Train built by the children



Five minutes to board



Week of The Young Child

March 27-31

WE MOVE AND SHAKE IN HEAD START

Coaches will be giving each teacher our plan for this week. It will be full of activities and our hope is that every classroom will participate in many if not all of these activities. For one of the days we have purchased each classroom a parachute. We would like to have a “Parachute with the Principal” time. Coaches would help the teaching team invite the principal (working around their schedule) to have them participate for just 10 minutes or so with our classes. We will ask each teaching team to extend their outdoor time each day to provide more outside engagement. This is not just “recess” time. Each day we will highlight an activity for teachers to plan for.



Do you know we have our own Facebook page? Thank you Michelle Dale, Instructional Coach for your work on this. Please encourage your parents to follow us.



VOLUME 30 MARCH 20, 2023



THE SCOOP

HEAD START NEWS



**NEXT WEEK IS
Week of The Young Child
March 27-31**

NOW THAT THAT YOU HAVE THE PLAN...

1. Have you emailed or talked with your principal?
2. Have you talked as a team on how you can schedule being outside either together or each class alone?
3. Are you adding additional time to your weekly lesson plan for being outside TWO times?
4. Are your materials ready?
5. Are you planning on having fun?



WEEK OF THE YOUNG CHILD ACTIVITIES

WE MOVE AND SHAKE IN HEAD START - OUTSIDE FUN

This is a week long support of gross motor skills utilizing a variety of materials to support School Readiness goals/objectives, Ready to Advance, Head Start Assessment and Second Step.

School Readiness Goal #5 - Perceptual, Motor & Physical Development: Children will use their senses to gather and understand information, and gain an increasing awareness of their bodies to perform tasks, explore their environment, and interact with people and things to keep themselves safe and healthy.

Ready to Advance: Unit 8 - Spring and Growing Things, Week 3

Head Start Assessment questions: 4, 9, 10, 34, 36, 39, 49, 50, 51, 52, 55, 57, 58, 60, 64

Second Step: Week 21 - Objectives - will demonstrate how to use inviting language; demonstrate inviting others to play a game



Planning in Advance

Some dates to plan for:

April 18, 19, 20, 21 CLASS
Observations

May 2 VPK FAST Window
opens - see your school
administrator for exact
window to assess



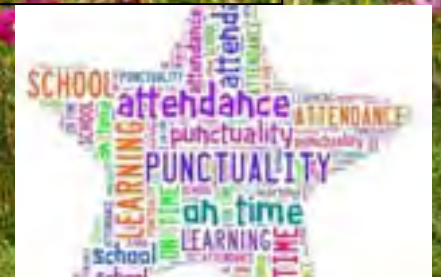
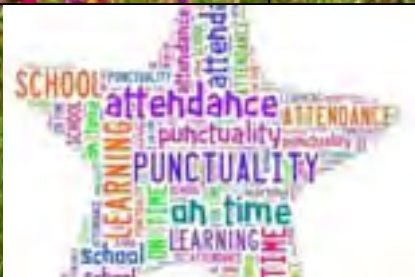
Mrs. Johnson's class at Cambridge Elementary is learning about absorption. They learned that plants don't drink like animals, they absorb water from the ground. The roots absorb the water and the stem brings the water to the leaves. The students were able to see this happen by using dye to show the celery absorbing the colored water and bringing it to the leaves. This activity correlates to questions 47, 50, 51, and 52 on the Head Start Assessment and Standard VI. Scientific Inquiry: Demonstrates knowledge related to living things and their environments.



Attendance Percentages

February

Cambridge	91%
Coquina	87%
Discovery	93%
Endeavour	85%
Enterprise	90%
Jupiter	90%
Mims	89%
Palm Bay	88%
Port Malabar	93%
Saturn	87%
Sherwood	93%
Uni Park	94%





Pacing Guide

UNIT 8

SPRING AND GROWING THINGS

Second Step Week #20



Do you know we have our own Facebook page? Thank you Michelle Dale, Instructional Coach for your work on this. Please encourage your parents to follow us.



VOLUME 31 MARCH 27, 2023



THE SCOOP

HEAD START NEWS



Celebrating the Week of The Young Child

Have a wonderful week of activities!

Set your calendars!

**Head Start CLASS observations for all
classrooms are scheduled on either
April 18, 19, 20, or 21.**

WEEK OF THE YOUNG CHILD ACTIVITIES

WE MOVE AND SHAKE IN HEAD START - OUTSIDE FUN

This is a week long support of gross motor skills utilizing a variety of materials to support School Readiness goals/objectives, Ready to Advance, Head Start Assessment and Second Step.

School Readiness Goal #5 - Perceptual, Motor & Physical Development: Children will use their senses to gather and understand information, and gain an increasing awareness of their bodies to perform tasks, explore their environment, and interact with people and things to keep themselves safe and healthy.

Ready to Advance: Unit 8 - Spring and Growing Things, Week 3

Head Start Assessment questions: 4, 9, 10, 34, 36, 39, 49, 50, 51, 52, 55, 57, 58, 60, 64

Second Step: Week 21 - Objectives - will demonstrate how to use inviting language; demonstrate inviting others to play a game



Pacing Guide

Our last week for
UNIT 8
SPRING AND
GROWING THINGS
Second Step
Week #21

Ms. Rotan's class
at Saturn



Ms. Cruz's class
at Discovery



Ms. Drone's class at
Cambridge watch the
seed grow.



Ms. Rush's class at Cambridge. Learning
how a chrysalis are on leaves and a
butterfly emerges.



“A Success Story”

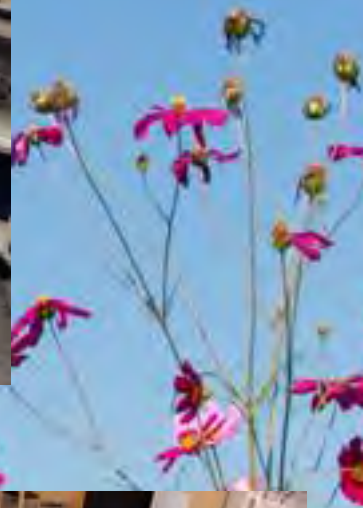
A TRUE story from Ms. O'Conner's VPK classroom at Palm Bay Steps Taken

- A student is impulsive and is exhibiting challenging behaviors in a classroom.
- The teacher reaches out for support.
- She knows that providing additional support for a student will certainly mean additional staff time and effort.
- She makes the decision to develop an ISS plan, to provide the interventions, and collect the data.
- She also decides to fill out the IPST paperwork (just in case).
- Time passes and the date of the IPST meeting arrives.
- The IPST members review the graph that shows the teacher's data and discuss the drastic improvement in the student's behaviors.
- The student is learning to recognize his emotions and is beginning to self-regulate. His peers want to play with him now, and he is making friends. He loves school.
- His aggression is on a very noticeable decreasing trend because he has learned skills to replace the aggression.
- The Teaching Team celebrate their success.

Submitted by Lynn Gourley,
Head Start Board Certified Behavior Analyst



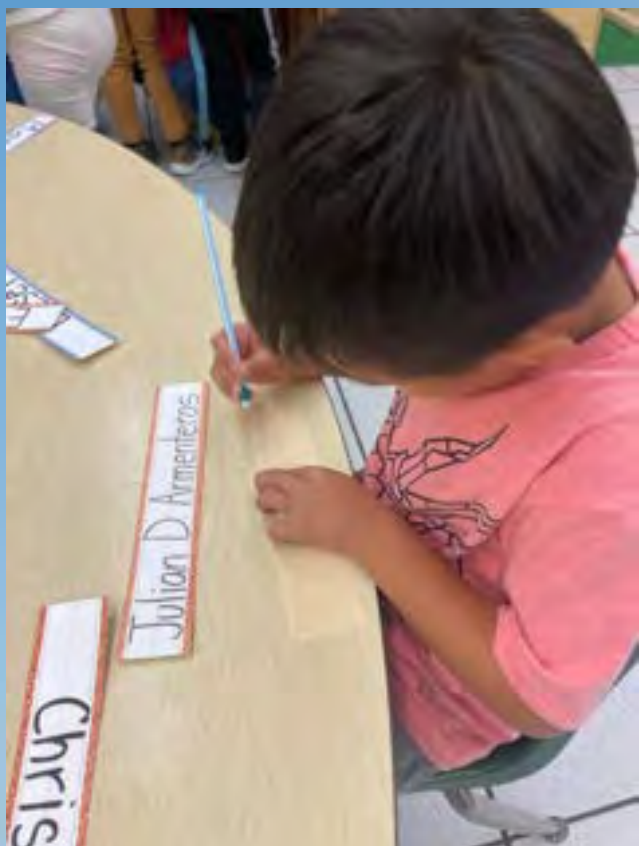
Thank you to
Ms. O'Conner's
Teaching Team!



Spring and Growing Things in Ms. Smith's class at Uni Park



Mrs. Martin's room at Jupiter Elementary makes sure each morning when the children arrive they sign in using a sheet of paper and their names tags. Some of her children are already writing their first and last name to be ready for kindergarten! This daily practice allows for the children to have writing opportunities daily that embed emergent reading and writing skills. HSA 2, 5, 12, 31, 32, 34, 35



Enterprise

Ms. Burns classroom sensory table is full of fun and learning! Using different beans, she added magnetic letters and printed words with several pots for word building fun. The children had fun finding the letters and putting them on magnetic trays to make words! This was a great emergent reading activity! (HSA 4, 9, 10, 19, 25, 26, 27, 28, 29, 30)

