



Brevard Public Schools **HEADSTART**

2020-2021 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.

EVERY STUDENT MATTERS, EVERY MOMENT COUNTS! This is our guiding principle as we strive to fulfill our mission to serve every student with excellence as the standard.

The COVID-19 pandemic presented us with extraordinary challenges. It further complicated and exacerbated social and educational inequities with its additional impact across other social systems such as health care, housing, and employment. As educators, communities and policy makers work together to respond to the pandemic equity must remain at the forefront of short- and long-term responses and supports.

Through the ongoing efforts of our Board, Policy Council, dedicated staff, and invaluable community members that work tirelessly, the needs of our children and families have been met. It is truly due to each of you that the Head Start vision comes to life in Brevard. Using program data and story sharing, this comprehensive report demonstrates the **impact** program activities and financial resources provided your community during year four of the five-year grant cycle.

Our mission is to serve every prekindergarten student and family with excellence as the standard. 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 34 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 provide 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.



Contents

To Our Stakeholders	1
Contents	2
Program Goals	3
Program Overview	4
Enrollment	4
Serving Children and Families	5
Most Recent Head Start Monitoring	5
Financial Report.....	6
Financial Audit	6
Community and Program Partnerships	7
Parent and Family Engagement	8
Goal Setting	8
School Readiness Strategies	10
Curriculum and Assessment Materials.....	10
Staff Training	10
CLASS	11
Child Outcome Data	11
Transitions	13
Early Head Start to Head Start	13
Kindergarten Preparation.....	13
Program Contacts	14



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.



1

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.

2

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.

3

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.

4

Develop a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction.

5

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.

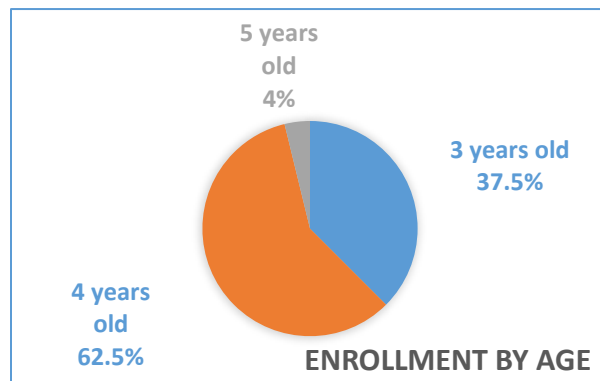


[Brevard Public Schools Head Start](#) has a funded enrollment of 624. The program calendar consists of 175 student days and each day provides a minimum of 6.5 hours of instructional time (1,950 minutes weekly). Children attend school five days each week. Our center-based model is hosted at 12 elementary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

Enrollment

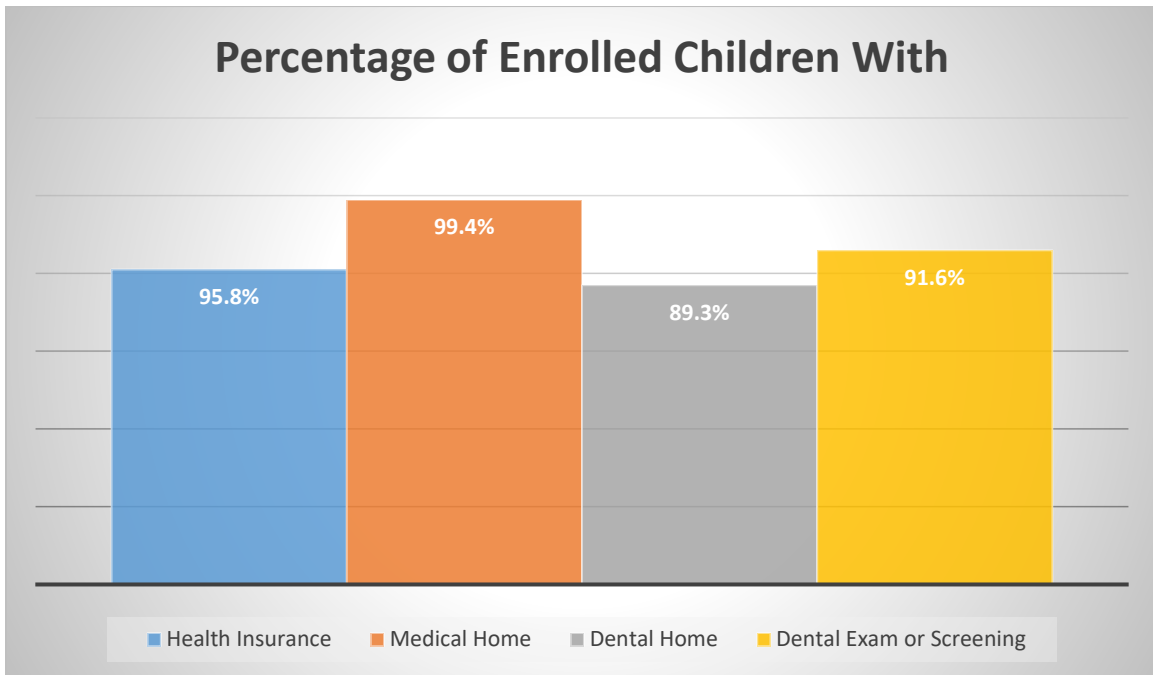
BPS Head Start is funded to serve 624 children in Brevard County at any one time. However, as families come and go out of the program, we can serve others. The cumulative enrollment (total number of children served) was 552. The average monthly enrollment was 484 or 77.56% of the funded enrollment. Special education services were provided to 68 children with disabilities, 12.32 % of our cumulative enrollment, exceeding the Head Start Performance Standard requirement.

Eligibility Type	Percent of Families
Below 100%	67.57%
Public Assistance	6.88%
Foster Care	1.08%
Homeless	4.71%
Over Income	9.96%
Income between 100% and 130% of the FPL	9.78%



Using community assessment data, outreach and recruitment occurred year-round throughout the service area with a focus on neighborhoods and locations where we are reaching families with the most need and were income eligible. Partnerships with our local homeless coalition and foster care agency as well as targeted outreach to homeless/transitional housing program managers ensured our program reached these specific populations of children. Due to COVID-19, many income eligible families made the choice to keep their children home. A Head Start at Home option was offered. In an effort to achieve full enrollment, our program served families who fell into the 100-130% income range.

Serving Children and Families



Most Recent Head Start Monitoring

In March 2020 our program participated in a Focus Area One (FA2). The program was found to be noncompliant as the grantee did not ensure children were up to date on the schedule of age-appropriate oral health care according to the EPDST schedule; therefore, it was not in compliance with the regulation. A correction plan was prepared and implemented; the grantee was found to be compliant by July 2020.



Financial Report

Funding Source (July 1, 2020 – June 30, 2021)

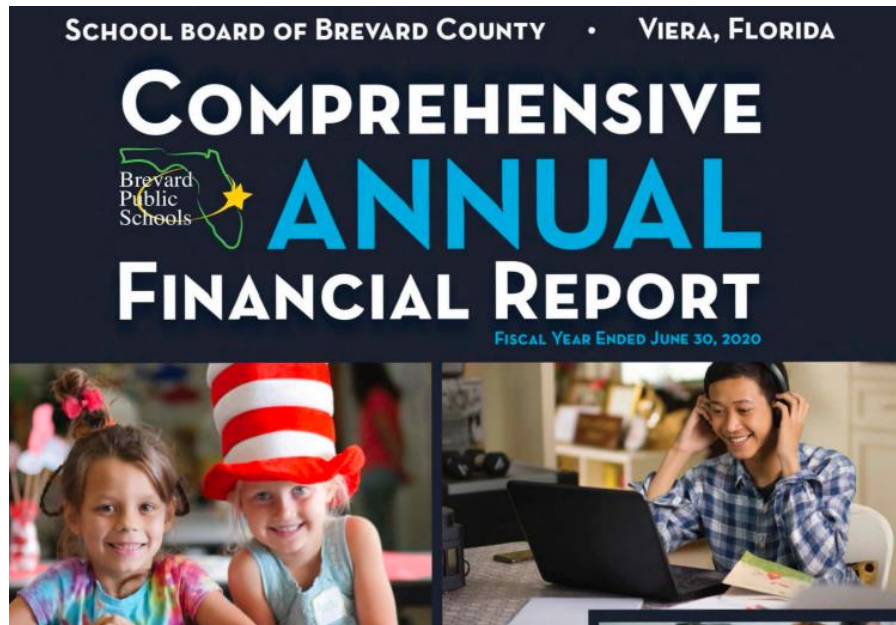
Source	Description	Amount
Federal	Administration of Children and Families (ACF) HS Grant	\$5,890,242
State	Non-Federal Match - Cash	\$853,090
Local	Non-Federal Match – In-kind	\$339,730
Private	None	\$0
Total		\$7,083,062

Expenditures (July 1, 2020 – June 30, 2021)

Description	Budget	Actual	Variance
Payroll	\$3,156,055	\$2,989,798	\$166,258
Fringe	\$1,149,381	\$1,045,422	\$103,958
Supplies	\$169,583	\$136,274	\$33,309
Equipment	\$5,000	\$4,595	\$405.00
Contractual	\$429,990	\$304,335	\$125,655
Other	\$119,032	\$89,535	\$29,487
Indirect Cost	\$253,815	\$234,928	\$18,887
TTA	\$59,010	\$43,668	\$15,342
Cares Act Funds	\$548,376	\$511,601	\$36,775
Total	\$5,890,242	\$5,360,158	\$530,084

Financial Audit

Click [here](#) to view the agency annual financial report for the fiscal year ending June 30, 2020.



Community and Program Partnerships

Over 550 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. The COVID-19 pandemic presented us with extraordinary challenges, however through our longstanding partnerships along side our highly skilled family services staff, the needs of families continued to be met.



Food, toiletries and clothing were delivered to families' homes with the support of the [Brevard Schools Foundation Supply Zone](#). In addition to asset building and financial education, [Community Credit Union of Rockledge](#) provided insulated bags to pack food that was delivered to families. Through [Hope to Dream](#), Ashley Furniture provided twin beds complete with comforters, sheets, and pillows for five Head Start families in need. In recognition of the child's first teacher, gift baskets were provided for three mothers on Mother's Day and three fathers on Father's Day by the [Patrick AFB Chapel Friends](#).

BPS Head Start is the proud recipient of the 2021 [Child Abuse Prevention Task Force \(CAPTF\) of Brevard](#) Social Services Group Award. The nomination stated: *"Family advocates were engaged with parents and during car trunk deliveries were observant of children and family stressors that may have a cause for concern. Advocates offered counseling referrals to parents who were feeling overwhelmed dealing with the pandemic."*



Our long-standing partnership with the [Brevard Zoo](#) far exceeds any expectations one can imagine. While this partnership took a different turn during the pandemic, virtual classroom curriculum (Growing up Wild) and free family memberships continue to be a vital component of this partnership, which 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 12 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 participate in [Policy Council](#), and attend virtual parent meetings. Families also participate in establishing school readiness goals for their child during virtual parent/teacher conferences and home visits. Father engagement data reveals at least 10% 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.

Goal Setting

Parent Family Community Engagement (PFCE) and School Readiness (SR)

Individual family goals are developed with the family through the family needs assessment and family partnership process. In collaboration with the parent, advocates identify family strengths and needs related to PFCE Outcomes. Both the family partnership process as well as the family goals are aligned with the PFCE Outcomes. Individual family goals reflect strengths, needs, and aspirations and are where progress is made toward one or more of the seven PFCE outcomes.

- Goals set with an individual family support progress toward child and family outcomes
- Goals developed by staff and parents together, based on the family's strengths, interests, and needs, and apply to all types of families (e.g., pregnant woman, expectant father, parent of a child with a disability, a couple whose child is transitioning to kindergarten, etc.)
- Goals may target adult learning, economic mobility, financial stability, and/or child outcomes related to early learning, school readiness, and healthy development
- Goals and related activities taken on by staff and families relate to PFCE

EXAMPLE

During the enrollment process, Mr. Turner mentions that he needs to get his son, John into Head Start (HS) because he lost his job and needs to look for work. Early on, Ms. Smith, his family advocate, understands that Mr. Turner's first two goals are very straight forward: (1) enroll John into HS and (2) find a job. The enrollment process goes quickly. After five weeks of looking for a job and having multiple interviews, he has found employment.

In conversations with Mr. Turner, Ms. Smith also learns he wants to help John with social emotional skills. He is worried that he doesn't have the time or the knowledge to support him. He is a single dad, has recently moved to the area, and doesn't have a support network to help John with social emotional development. Mr. Turner is also worried that John may exhibit behaviors such as hitting and pushing other children to get toys or try to join their play. Ms. Smith and John's teacher consider this sensitive information.

Mr. Turner and Ms. Smith agree that he will model how to manage emotions and interact with others. At school, John's teachers will reinforce activities about following limits and expectations, making friends, and establishing positive interactions with peers. Mr. Turner identified two clear goals for himself in the enrollment process. As his partnership with Ms. Smith, he was able to share his worries and establish an additional goal to participate in our program's research based parenting curriculum, *Conscious Discipline*.



“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”

School Readiness Strategies

Each week, Cindy Kaier, Education Manager, shares school readiness tips along with other useful information, in the monthly [Head Start News](#). 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 received our 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. Most trainings were conducted virtually.

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. To further support the development of high-quality interactions, each teacher and instructional assistant are afforded the opportunity to participate in CLASS and MMCI (Making the Most of Classroom Interactions) training.

CLASS is the most evidence-based and widely used assessment of teaching quality. Over 200 research studies have demonstrated that children in classrooms with more effective teacher-student interactions, as measured by CLASS, make gains in areas critical for success in school and life. Click [here](#) to learn what the research shows.

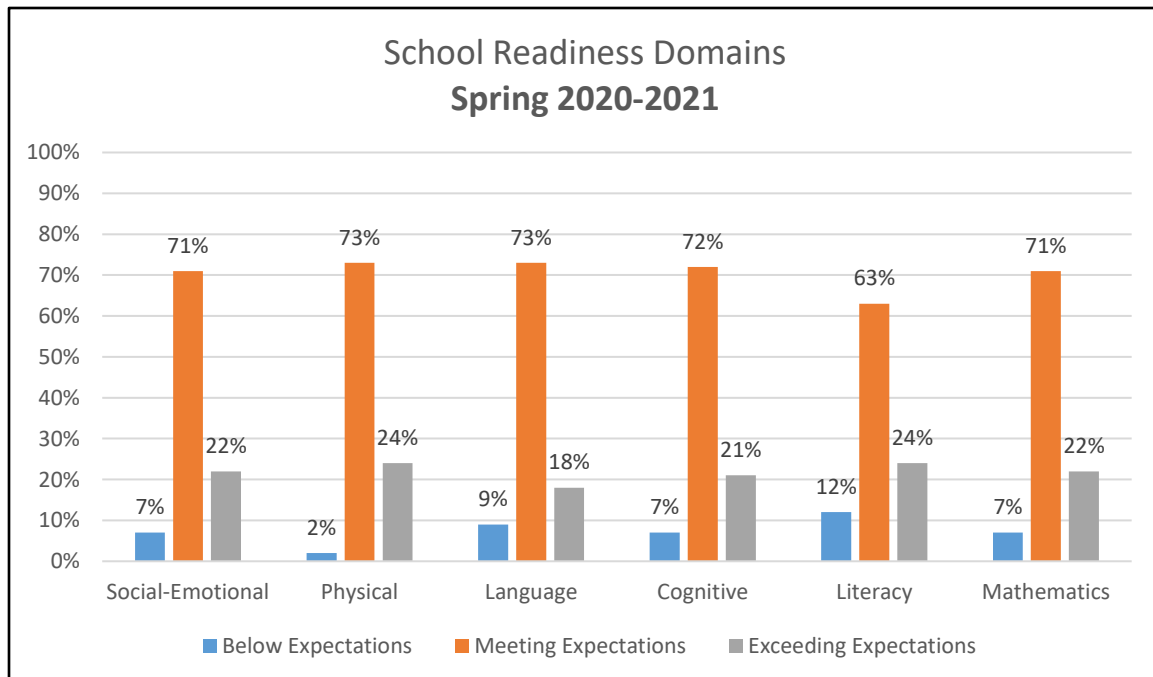
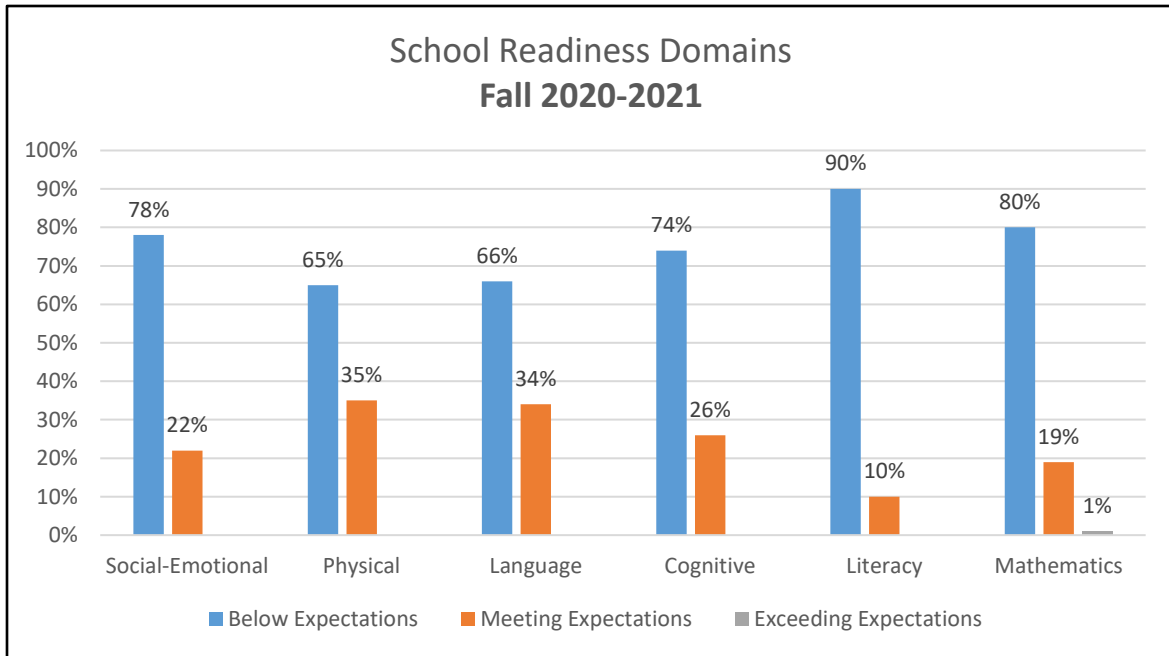
CLASS Domain	BPS Dec 2019 Monitoring Event	OHS 2019 National Mean Scores	Quality Thresholds
Emotional Support	6.0300	6.05	6
Classroom Organization	5.7867	5.79	6
Instructional Support	3.2533	2.91	3

**2019 Federal Monitoring 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.

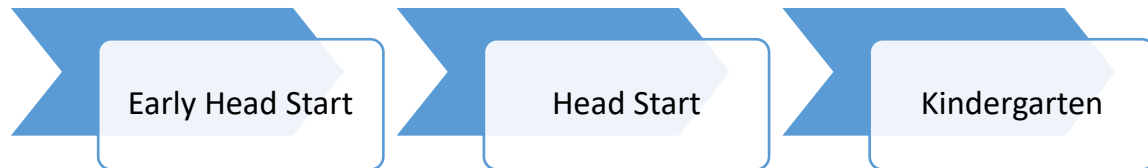
Student outcome data is shared with teachers, parents, school administrators, district personnel, school board, and Policy Council members. The progress of children with suspected or identified disabilities is monitored by recording observations and assessment results on documentation that is specific to each IEP. The charts below show the percentage of children below, meeting, or exceeding expectations for the five School Readiness domains starting in the Fall of 2020, followed by data from Spring of 2021.



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.



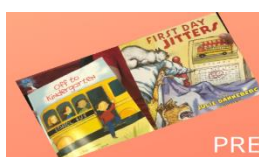
Kindergarten Preparation

The transition from Head Start into kindergarten is seamless because the grantee is Brevard Public Schools. All Head Start classrooms 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 conducted two home visits and two parent conferences (virtually, due to the pandemic). Virtual opportunities were available for families to participate in school tours, classroom visits and meeting kindergarten teachers. Activities that target this effort included Virtual 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.



PRE-K TEACHERS

Reminder to let your coach know if you have a visit planned to a kindergarten classroom. We have a book for you AND the kindergarten teacher.

Program Contacts

Dr. Wendy Smith, Director

Executive Director of Head Start
smith.wendy@brevardschools.org

Terri Barlow, Assistant Director

Director of Head Start
barlow.terri@brevardschools.org

Cindy Kaier, Education Manager

cindy.kaier56@gmail.com

Sandra Simmons, Family Services Manager

simmons.sandra@brevardschools.org

Michele McKay, ESE Specialist

Mental Health and Disabilities Manager
mckay.michele@brevardschools.org

Robin Buckmaster, Nursing Supervisor

Health Manager
buckmaster.robin@flhealth.gov

Robert Salgado, Environmental Health and Safety Specialist

salgado.roberto@brevardschools.org