

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
FEB 2022**

ENROLLMENT				
Month	Head Start Enrollment	Funded Enrollment	Attendance	IEP
July 2021	<i>The program is not operational during the month of July.</i>			
August 2021	495	624	84.07%	6.57%
September 2021	529	624	87.00%	6.57%
October 2021	536	624	88.14%	7.02%
November 2021	553	624	88.77%	7.03%
December 2021	549	624	90.39%	8.03%
January 2022	562	624	86.16%	8.25%
February 2022	572	624	88.82%	10.30%
March 2022		624		
April 2022		624		
May 2022		624		

TOTAL MEALS SERVED			
Month	Breakfasts	Lunches	Snacks
July 2021	<i>The program is not operational during the month of July.</i>		
August 2021	3733	3772	4727
September 2021	7884	7885	9931
October 2021	8424	10584	8470
November 2021	6852	6858	8591
December 2021	6359	6553	8274
January 2022	7038	7231	9091
February 2022	7313	7834	9858
March 2022			
April 2022			
May 2022			

FISCAL YEAR 2022 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 5 - Project 422xxx - Base Grant				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		FEB-22	YTD	
Payroll	\$3,272,741.49	\$280,500.43	\$1,831,211.73	\$1,441,529.76
Fringe	\$1,290,577.56	\$107,341.69	\$675,450.59	\$615,126.97
Supplies	\$132,076.60	\$5,710.66	\$46,312.64	\$85,763.96
Contractual	\$333,408.00	\$12,462.85	\$160,032.98	\$173,375.02
Other	\$70,036.35	\$3,654.86	\$25,691.34	\$44,345.01
Indirect Cost	\$248,467.00	\$11,477.41	\$113,894.71	\$134,572.29
TTA (includes Travel)	\$59,010.00	\$4,606.17	\$31,953.12	\$27,056.88
Total Base Grant	\$5,406,317.00	\$425,754.07	\$2,884,547.11	\$2,521,769.89

FISCAL YEAR 2022 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 5 - Project 421024 ARP				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		FEB-22	YTD	
Payroll	\$0.00	\$0.00	\$0.00	\$0.00
Fringe	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$46,700.00	\$4,360.68	\$15,489.62	\$31,210.38
Contractual	\$176,000.00	\$0.00	\$28,838.00	\$147,162.00
Other	\$486,063.00	\$0.00	\$0.00	\$486,063.00
Indirect Cost	\$37,853.00	\$4.16	\$1,453.54	\$36,399.46
TTA (includes Travel)	\$0.00	\$0.00	\$0.00	\$0.00
Total- American Rescue	\$746,616.00	\$4,364.84	\$45,781.16	\$700,834.84

FISCAL YEAR 2022 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 5 - Project 421029 CRRSA				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		FEB-22	YTD	
Payroll	\$27,105.34	\$254.37	\$4,331.13	\$22,774.21
Fringe	\$12,401.10	\$0.00	\$775.75	\$11,625.35
Supplies	\$50,000.00	(\$369.58)	\$20,308.35	\$29,691.65
Equipment	\$47,805.00	\$0.00	\$4,907.70	\$42,897.30
Contractual	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$43,182.00	\$0.00	\$0.00	\$43,182.00
Indirect Cost	\$6,792.98	\$0.00	\$1,063.43	\$5,729.55
TTA (includes Travel)	\$0.00	\$0.00	\$0.00	\$0.00
Total - CRSSA	\$187,286.42	(\$115.21)	\$31,386.36	\$155,900.06

421029 -Supplies string currently has a credit in the amount of (369.58) due to a draw down request reversal

CONTENT AREA SPECIALIST REPORT: FEBRUARY 2022

EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING

Leadership team members:

- Provided a differentiated discussion with each school team on what CLASS dimensions should be strengthened based on their most recent scores.
- Discussed strategies with teaching teams to improve their practice and help each other improve.
- Participated in professional development with select teachers for the implementation of a new curriculum in the 2022-2023 school year.
- Analyzed and reviewed coaching Action plans and discussed next steps.

EARLY CHILDHOOD HEALTH AND WELLNESS

The environmental health and safety specialist (EH&S) visits classroom monthly, or more if needed, to ensure all classrooms are following health and safety regulations and meets regularly with the Head Start director.

The dental hygienist provided resources and support to families with children who required follow up oral health care.

ERSEA/PARENT FAMILY AND COMMUNITY ENGAGEMENT (PFCE)

The program is currently accepting pre-applications for the 2022 -2023 school year. [Pre-applications](#) are available to all interested families via the [Head Start website](#), email or by U.S mail. *(1302.13 Recruitment)*

Families participated in Brevard Zoo Nature Play Day at their child's school.

Family conferences and home visits were completed during the month of February.

INFORMATION AND GUIDANCE FROM THE OFFICE OF HEAD START (OHS)

On February 1, 2022, an Information Memorandum was issued regarding [Head Start Transportation Services and Vehicles During the COVID-19 Pandemic](#).

This monthly report contains the 2021 Self-Assessment Report for Board and policy council approval.



2021

Self-Assessment Report

Key insights from the annual self-assessment, which is conducted to evaluate program progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

Section I: Introduction

Program Description

Head Start has operated under the guidance of the School Board of Brevard County since 2012 and is currently in the fifth year of the five-year federal grant cycle. The center-based program operates in 12 elementary schools with a funded enrollment of 624. Because the school district offers a continuum of services, student achievement is positively impacted in a variety of ways. The opportunity for children and families to work within the framework of the school system builds relationships that extend over time and throughout the entire academic sequence of the children and families served. Head Start classrooms are staffed with certified teachers who have earned a bachelor's degree or higher and state certification in preschool education. Two instructional assistants also support the learning environment. Head Start staff in collaboration with school-based staff prepare children for success as they transition to kindergarten equipped with the necessary school readiness skills.

Context for Self-Assessment

Self-assessment activities were conducted in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement. From September 2021 through February 2022, data was collected in targeted areas using a strengths-based approach and collaborative inquiry to analyze data. Data sources included child and family outcome data, professional development data, ongoing monitoring data gathered from My Head Start, the program data management system, and CLASS observations.

Integral to the self-assessment process, a comprehensive community assessment (CA) was conducted. The CA findings presentation was provided to governing body and policy council members, management, and program staff as well as community partners in January 2022. Followed by the finding presentation analysis and discussion occurred during management and staff meetings to ensure staff were knowledgeable of the purpose and able to utilize the information as it pertains to their role.

Actual outcomes of the five-year project were discussed. Shared discussion occurred around how actual outcomes would be used to develop program goals and objectives for the next five-year grant cycle.

With the support of the Environmental Health and Safety specialist, ongoing monitoring provided opportunities to revisit health and safety procedures. Minor corrections were addressed immediately, and major corrections were not indicated.

Additionally, the School Readiness Goals and Plan were revised. Multiple approaches were utilized to collaborate and gain input from the governing body, policy council, parents, and staff.

Section II. Methodology

Beginning in July 2021, the management team met with all principals at each Head Start site to discuss new program initiatives and gather input to enhance support provided at the school level. Ongoing monitoring data, the comprehensive community assessment as well as input from the Board, Policy Council, leadership team and staff were reviewed. This data and input were prioritized to develop the following questions/considerations:

Focus Area	Questions/Considerations
Program Management/Fiscal Infrastructure	<ul style="list-style-type: none"> • Evaluate the structure of governance for making effective decisions related to program design and implementation. • Evaluate effectiveness in developing and implementing a budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families. • Evaluate program effectiveness of control over and accountability for all funds, property, and assets.
Early Childhood Education & Development	<ul style="list-style-type: none"> • Review school readiness goals and objectives to ensure a focus on key skills to increase child outcomes and readiness for kindergarten. • Review the progress made with implementing Practice Based Coaching with fidelity. • Review progress and areas for improvement Classroom Assessment Scoring System (CLASS®) scores.
Health and Safety	<ul style="list-style-type: none"> • Has the program made progress with increasing the number of dental screenings or exams? • Review how the mental health consultant assists the program in meeting the unique needs of children and families during the pandemic. • What trends and patterns are we seeing from ongoing monitoring of <i>Environmental Health & Safety</i>, including the assessment of playgrounds?
Professional Development (<i>relative to promoting school readiness</i>)	<ul style="list-style-type: none"> • Are we ensuring transfer of learning from professional development to the classroom (PD to practice)? • How have we enhanced training and guidance provided to instructional assistants and family advocates?
Family Engagement Systems (<i>relative to promoting school readiness</i>)	<ul style="list-style-type: none"> • Review attendance data at the individual child and program level. • Are families making progress with the school readiness goals developed with family advocates and/or teachers?

Section III. Key Insights

The self-assessment process identified program strengths and success that can be built upon to support area of continuous improvement. Management will utilize this information to make decisions about program operations that will improve service delivery and close identified gaps in overall program performance.

Strengths and Successes

- Effective system for reporting program operation and financial data
- A comprehensive community assessment was conducted to support program planning for the upcoming five-year project period
- Accounting specialist relocated from the central office to the administrative office which affords increased opportunities for collaboration with program staff
- Multiple stakeholders worked collaboratively to develop school readiness goals and objectives which focus on key skills to improve student outcomes
- Practice Based Coaching has been implemented with fidelity
- As a result of targeted professional development provided to staff in the Instructional Learning Format (ILF) and Regard for Student Perspective (RSP) dimensions of CLASS, observation scores increased
- Regular site visits by the environmental specialist, ensure health and safe environments

Opportunities for Continuous Improvement

- Increase the number of parents who attend policy council meetings
- Enhance utilization and oversight of the program data management system
- Strengthen collaboration among management team
- Maintain the Classroom Assessment Scoring System (CLASS) quality threshold of 6-6-3 in all classrooms
- Increase strategies to promote higher student attendance rates and reduce tardiness
- Increase participation in community outreach events and programs to support full enrollment initiative
- Enhance partnerships with mental health professionals

Innovation Findings/Discoveries

- Family advocates and instructional assistants are receiving coaching with a highly trained instructional coach; this will increase family engagement outcomes and increase staff capacity
- Continue analyzing kindergarten readiness data and begin tracking longitudinal student outcome data.

- Conscious Discipline is the research-based parenting curriculum utilized by the program; strategically increase opportunities for parents to participate in Conscious Discipline training.

Actual Outcomes of Five-Year Program Goals

GOAL 1: BPSHS will 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.

Practice Based Coaching (PBC) was implemented with fidelity. To enhance and strengthen effective teaching practices, the program placed a high priority on the professional skills and practices needed by coaches to effectively support educators in our center-based program. Utilizing the PBC Coach Competencies, an early childhood expert, with extensive knowledge in PBC, provided ongoing professional development for coaches and other program leaders. Highly trained coaching staff were deployed weekly to coach teachers, instructional assistants, and family advocates. Action Plans provided program leaders with data-informed outcomes. An analysis of Actions Plans, student outcomes and CLASS data demonstrate continuous improvement of effective teaching practices because of coaching and professional development.

GOAL 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.

The partnership with BPS transportation ensured bus safety for Head Start students during the boarding/de-boarding process. Children participated in emergency bus evacuation drills. Drills were conducted at each school two times per year and when children attended field trips. Each student who rode a bus was required to wear an easily identifiable badge to ensure the child was released to an authorized adult.

GOAL 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.

Coaches, in collaboration with teaching teams, analyzed GOLD data three times a year. These data were used to drive instruction and support in the development of Action Plans. The Needs Assessment informed goals which aligned to student outcomes. Through this process, teachers gained a higher level of confidence and understanding in utilizing data to differentiate instruction.

GOAL 4: Develop a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction.

ACTUAL OUTCOMES
Using highly trained instructional coaches, a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction was developed. Through Practice Based Coaching and onsite professional development teachers and instructional assistants are provided the opportunity to improve instructional practices based on data driven, coaching Action Plans.

GOAL 5: Increase the number of dental screenings and examinations provided to children.

ACTUAL OUTCOMES
Through partnerships with local dentists, and in collaboration with the Florida Department of Health Dental program, the number of dental screenings and examinations provided to children increased over the five-year grant cycle.
2020 – 2021 – 91 percent of children received a dental screening or examination
2019 – 2020 – 86 percent of children received a dental screening or examination
2018 – 2019 – 47 percent of children received a dental screening or examination
2017 – 2018 – 46 percent of children received a dental screening or examination

Section IV: Recommendations

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and innovations.

- Develop a new program goal to retain a high-quality workforce
- Develop a systematic strategy to support instructional assistants to become state certified prekindergarten teachers
- Enhance strategies to improve individual child attendance
- Enhance partnerships with mental health professionals to strengthen mental health supports that children, families and staff receive
- Strategically increase opportunities for families to participate in research-based parenting curriculum training (Conscious Discipline)

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THE SCOOP



HEAD START NEWS

Black History Month

Below is a link to some fun activities to celebrate with young children. Play It, Make It, Read It, Move It and Eat It. All fun ways to celebrate the month.

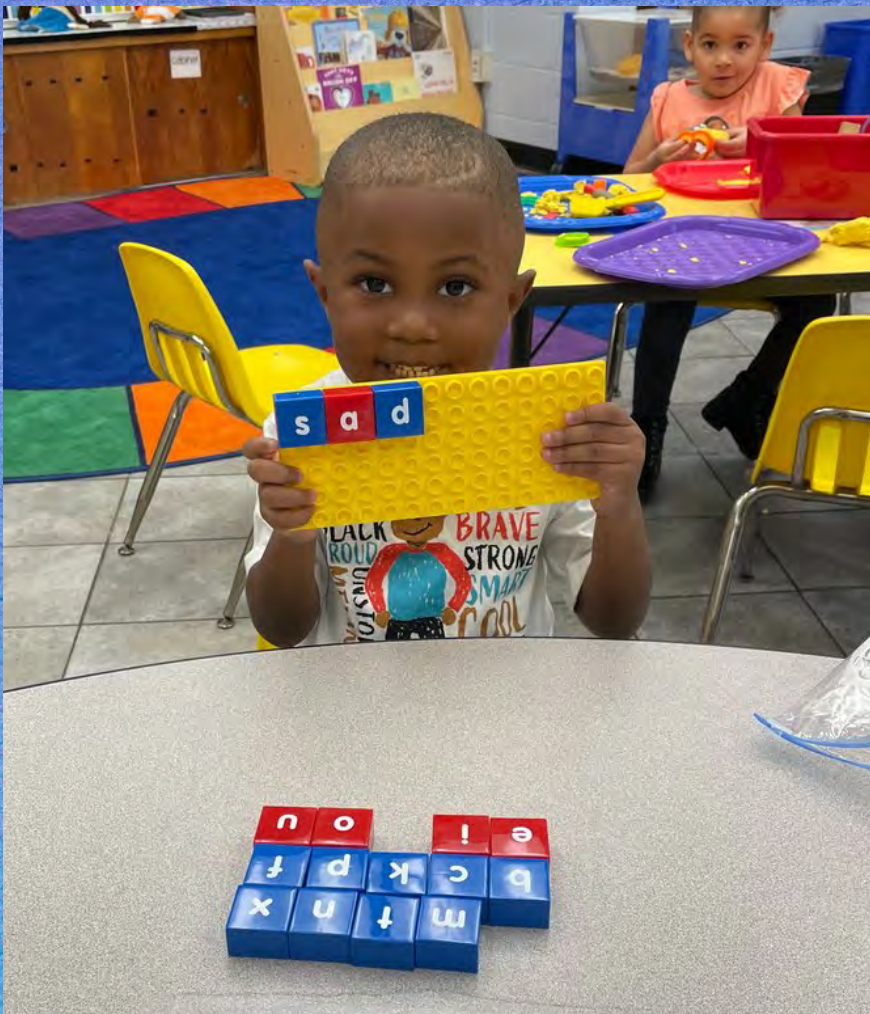
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Reminder: February 25 - Family Conference #2 and Home Visit #2 due. These should be done together and will be virtual. Please file in Salmon Folder. Review GOLD Report Card #2 and send home to parent.

Sherwood Book Fair Celebrating Literacy Week





**Ms. Saule's
class at
Coquina
making
words.**



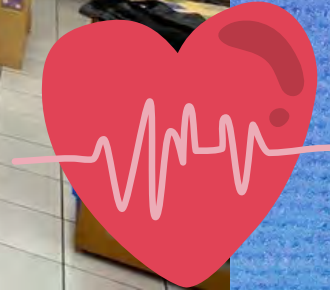


Process Art Ideas



Zoo Nature Play Fun





**Getting in our exercise!
Ms. Collado's 3-year-old
classroom at Saturn.**



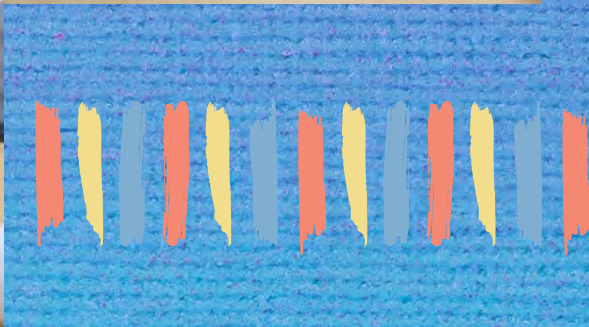


Mrs. Smith's 3-year old classroom at Enterprise. The children were marking what they wanted on their sandwiches then finding the "ingredients" to create the sandwich. Great pre-reading experiences!



**New overhang
being put in at
Cambridge to
keep our little
ones dry!
Thank you.**





Patterning
with tubes at
Discovery



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THE SCOOP

HEAD START NEWS



Reminder: February 25 - Family Conference #2 and Home Visit #2 due. These should be done together and will be virtual. Please file in Salmon Folder. Review GOLD Report Card #2 and send home to parent.

Did you know that February is Dental Health Month?

Below is a link to activities of ways to teach children about oral health. Read the book: **Alan's Big Scary Teeth**. It is a fun way to talk about our teeth AND how to be a friend.



<https://www.americastoothfairy.org/news/30-ways-to-teach-kids-about-oral-health#:~:text=%E2%80%8D%20Fun%20activities%20to%20encourage%20brushing%3A%201%20Conduct,bottom%20off%20of%20a%20plastic%20soda%20bottle.%20>



**Zoo Nature
Play - Ms. Bonessi's
classroom at
Saturn**





Ms. Landis



Coquina: Ms. Saule and Ms. Fuller's classes learning about Community Helpers.





**Hello! Do
you
hear me?**



Learning in
Ms. Rotan's
classroom
at Saturn

Letters



Rhyming



**Mrs. Gaines
classroom at
Enterprise worked
together to problem
solve how to get the
cars to the other
side without
throwing them.**

**Building
Building
Building**





Ms. Saule's class at Coquina



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THE SCOOP

HEAD START NEWS



Family Conference #2 and Home Visit #2 should be completed by this Friday, February 25th. (These may be held virtually.) Please file Family Contact Record in the Salmon Folder. GOLD Report card #2 should be reviewed with parent and sent home. Thank you all for your communication with parents and celebrating the successes of their children.



**Instructional Assistant to Teacher
Informational Night is February 24 at
the ESF Board Room starting at 5:30.**

The University of Central Florida and Eastern Florida State College will be in attendance to share with our employees the various programs they offer in order to earn an AA or BA/BS degree. They will provide our IAs the certification requirements for them to apply for their teaching certificate once their educational requirements have been met.

teachers



We would like to encourage our wonderful IAs to participate in this next step in their career!

iPads are
being utilized
with such
success!



Collado's 3 year
olds in small
group time
utilizing their
iPads.



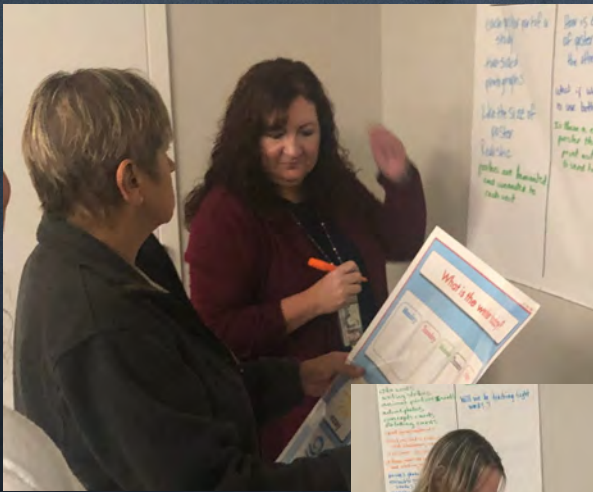


Clare's class at Sherwood utilizing their iPads





Thank you to the Implementation Team who participated in the Ready to Advance training on Feb PD day. Their knowledge will be invaluable as we look at this new curriculum for our Head Start classrooms.



IMPLEMENTATION TEAM

Celeste Rotan and Chris Collado from
Saturn

Heather Saule and Myesha Fuller from
Coquina

Janice Smith from Enterprise

Anchalee Kauffmann from Jupiter



Coaches: Melissa Hardy, Tarra Bertram,
Michelle Webb-Dale and Kendra Wolford

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THE SCOOP

HEAD START NEWS



Thank you for working with parents during your Parent/Teacher Conferences. Your partnership with parents is such an important part of Head Start's mission.



Parental involvement in a child's educational needs at an early age has been found to equate to better outcomes for a child. A partnership with parents helps early childhood teachers tailor the educational outcomes around the specific needs of each child in their classroom. Thank you to our teaching staff and advocates.



Supporting Literacy Standard G - Emergent Writing

Every morning children in Ms. Landis PK classroom "sign in". They practice writing their name every day.





iPads are
being utilized
with such
success!

Ms. Thomas class at
Palm Bay



Valentine Christmas Tree



Nature Play at Discovery



Nature Play at Discovery

The children loved the worms so much from the Zoo visit that Mrs. Drone from Cambridge brought more worms into the classroom. She is making a worm house to have as their classroom pet!





Planning Ahead for St. Patrick's Day. Process Art is always our focus.



ST. PATRICK'S DAY
PROCESS ART WITH KIDS

