

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
JAN 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	493	624	84.07%	6.57%
September 2021	534	624	87.00%	6.57%
October 2021	539	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%	8.56%
February 2022		624		
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			
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
		JAN-22	YTD	
Payroll	\$3,308,149.86	\$264,333.13	\$1,550,711.30	\$1,757,438.56
Fringe	\$1,264,170.14	\$104,335.30	\$568,108.90	\$696,061.24
Supplies	\$133,076.60	\$6,037.90	\$40,601.98	\$92,474.62
Contractual	\$299,408.00	\$51,577.09	\$147,570.13	\$151,837.87
Other	\$94,035.40	\$7,468.72	\$22,036.48	\$71,998.92
Indirect Cost	\$248,467.00	\$28,078.78	\$102,417.30	\$146,049.70
TTA (includes Travel)	\$59,010.00	\$3,470.00	\$27,346.95	\$31,663.05
Total Base Grant	\$5,406,317.00	\$465,300.92	\$2,458,793.04	\$2,947,523.96

FISCAL YEAR 2022 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 5 - Project 421024 ARP				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		JAN-22	YTD	
Payroll	\$0.00	\$0.00	\$0.00	\$0.00
Fringe	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$46,700.00	\$8,803.71	\$11,128.94	\$35,571.06
Contractual	\$46,000.00	\$0.00	\$28,838.00	\$17,162.00
Other	\$616,063.00	\$0.00	\$0.00	\$616,063.00
Indirect Cost	\$37,853.00	\$482.53	\$1,449.38	\$36,403.62
TTA (includes Travel)	\$0.00	\$0.00	\$0.00	\$0.00
Total- American Rescue	\$746,616.00	\$9,286.24	\$41,416.32	\$705,199.68

FISCAL YEAR 2022 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 5 - Project 421029 CRRSA				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		JAN-22	YTD	
Payroll	\$27,435.34	\$0.00	\$4,076.76	\$23,358.58
Fringe	\$12,071.10	\$0.00	\$775.75	\$11,295.35
Supplies	\$50,000.00	\$2,420.62	\$20,677.93	\$29,322.07
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	\$53.20	\$1,063.43	\$5,729.55
TTA (includes Travel)	\$0.00	\$0.00	\$0.00	\$0.00
Total - CRSSA	\$187,286.42	\$2,473.82	\$31,501.57	\$155,784.85

CONTENT AREA SPECIALIST REPORT: JANUARY 2021

EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING

Leadership team members:

- analyzed and reviewed coaching Action plans and discussed next steps
- are participating in curriculum reviews in collaboration with BPS early childhood programs
- continue developing school readiness goals and alignment to the Head Start Early Learning Outcomes Framework (HELOF)
- continue to provide weekly Practice Based Coaching observations, to include feedback and data chats with teachers, instructional assistants, and family advocates.

EARLY CHILDHOOD HEALTH AND WELLNESS

New students are screened when they enroll in the program. Rescreening is being conducted on children who did not pass the initial screening.

New this year! With parent permission, children are eligible to receive a free dental exam at their school site, from our dental hygienist.

Kinder Konsulting is currently providing mental health services to ten students, while 8 families are in the process of completing initial meetings. *(1302.45 Child Mental Health and Social and Emotional Well-Being)*

The Environmental Health and Safety Specialist, conducts regular site visits, to ensure the program maintains healthy and safe learning environments. Support and corrections are provided when needed.

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)*

Vacant seats are reviewed on a weekly basis. Selections are made from the waiting list that ranks children according to the program selection criteria. *(1302.14 Selection Process)*

This report includes proposed selection criteria for Board and policy council approval. Criteria for agency considerations is established utilizing data from the 2021 community assessment. Selection criteria prioritizes income eligible families, homelessness, children in foster care, age, eligibility for special education and includes a scoring mechanism for over-income families.

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

On January 21, 2022, a Program Instruction (PI) was issued regarding the [Final Rule on Flexibility for Head Start Designation Renewals in Certain Emergencies](#).

BPS Head Start Selection Criteria

Parent/Guardian Status (select all that apply)	
Grandparent or other non-parent is the primary caregiver of apply child (Documentation)	45
Single parent family	25
Foster parent (Proper Documentation)	80
Homeless (McKinney-Vento Act)	80
Public Assistance (TANF – Cash Assistance Supplemental Security Income (SSI))	10
Disabilities (Children with disabilities can participate in Head Start unless determined not to be an appropriate placement by the IEP team)	
Applying child has a current, signed IEP (Documentation)	80
Child does not have an IEP but has a suspected disability or has been tested/evaluated	30
Income	
0% - 100% of Federal Poverty Guidelines (FPL) – Includes foster, homeless, SSI and TANF)	70
101% - 130% of FPL	50
Other Family Factors (Agency Considerations)	
Child previously attended a Head Start/Early Head Start program during the <i>current or previous year</i> (Documentation)	20
Child has significant dental needs (Documentation)	20
Child or immediate family member in the home without health or dental insurance/coverage	15
English is not the primary language in the home	15
Child receives WIC or has a chronic health condition such as asthma, diabetes, heart disease or sickle cell disease, weight concerns or iron deficiency (Documentation)	10
Both parents/guardians in a two-parent home or single parent without a high school diploma or GED	15
One parent in a two-parent home without a high school diploma or GED	10
Apply child is currently living with a teenage parent or parent was a teenage parent at time of birth (cross-reference the mother's DOB)	15
Family has experienced trauma in the last 12 months such as homelessness, divorce/separation, parent or close family member death/life threatening illness, alcohol/drug abuse, domestic violence, incarceration, convicted felon living in the home or an open investigation for suspected child abuse or neglect (Documentation or case notes from eligibility meeting) INCLUDING LOSS OF JOB LOSS OR HOUSEHOLD MEMBER DUE TO THE PANDEMIC	10
Family has received a referral from a community agency for the applicant (i.e., Child Find, DCF, FDLRS, etc...) (Documentation)	10

VOLUME 19 JANUARY 10, 2022



THE SCOOP

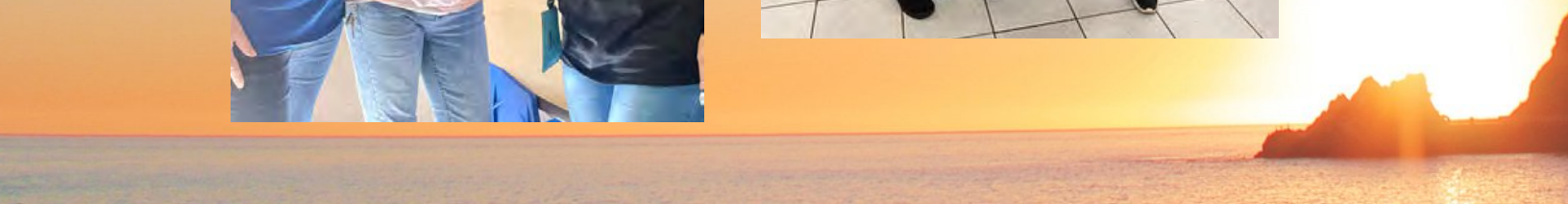
HEAD START NEWS



Reminders
January 10-24
VPK (AP2)
Assessment Window
GOLD Checkpoint #2
Window Closes
February 4th



Happy New Years to our wonderful teams. These pictures were taken throughout the year.



New Year's Resolution

Have a THICK conversation with each child at least once a week!

Turn a thin
conversation...THICK!

Thin Conversation

Adult: Do you want to play with the boat?

Child: Yes.

Adult: What color is it?

Child: Red.

Adult: Who will ride in the boat?

Child: The man.



Thick Conversation

Adult: Which toy do you like the most?

Child: The boat.

Adult: Oh, the boat is your favorite. What will you do with the boat?

Child: The man is going to ride on it.

Adult: Where is the man going?

Child: Into the bubbles.

Adult: The bubbles are thick. Watch out!

Child: Help! The man is falling out!



HAPPY
New Year

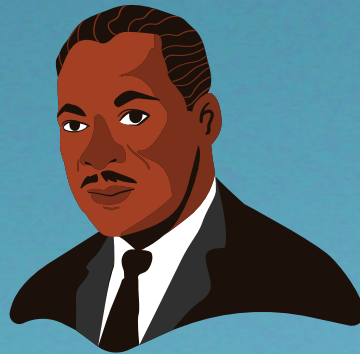
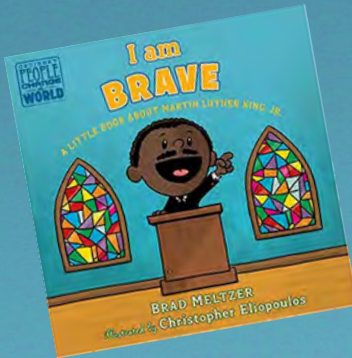


VOLUME 20 JANUARY 18, 2022



THE SCOOP

HEAD START NEWS



Martin Luther King Jr.

Monday was Martin Luther King Jr. Day. This holiday honors one of the leaders of the Civil Rights Movement of the 1960s. Dr. King chose to lead through non-violence and promoted a vision of America where all people were equal. The rippling impact of his work can still be felt today. Great deeds do not have to be celebrated on just one day. This message of braveness, equality and a vision of inclusion can be in the forefront of every Head Start classroom, every day.

Reminder

January 10-24

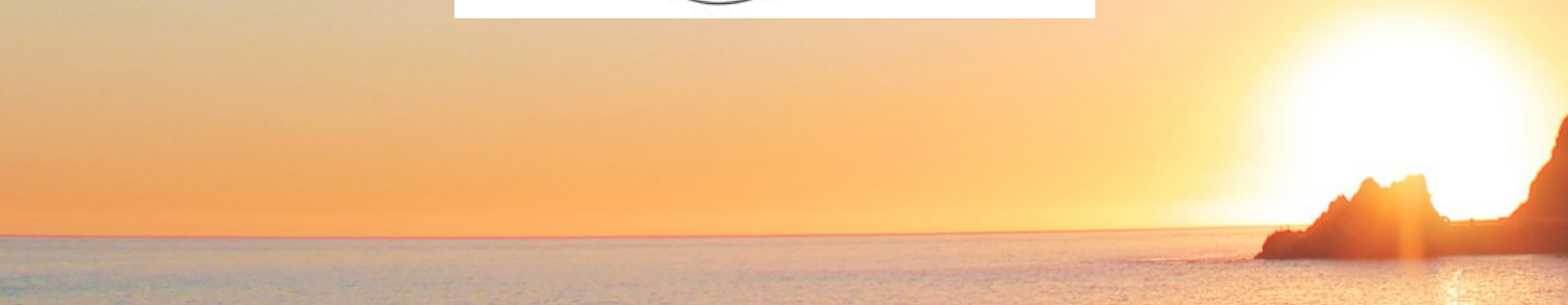
VPK (AP2) Assessment Window

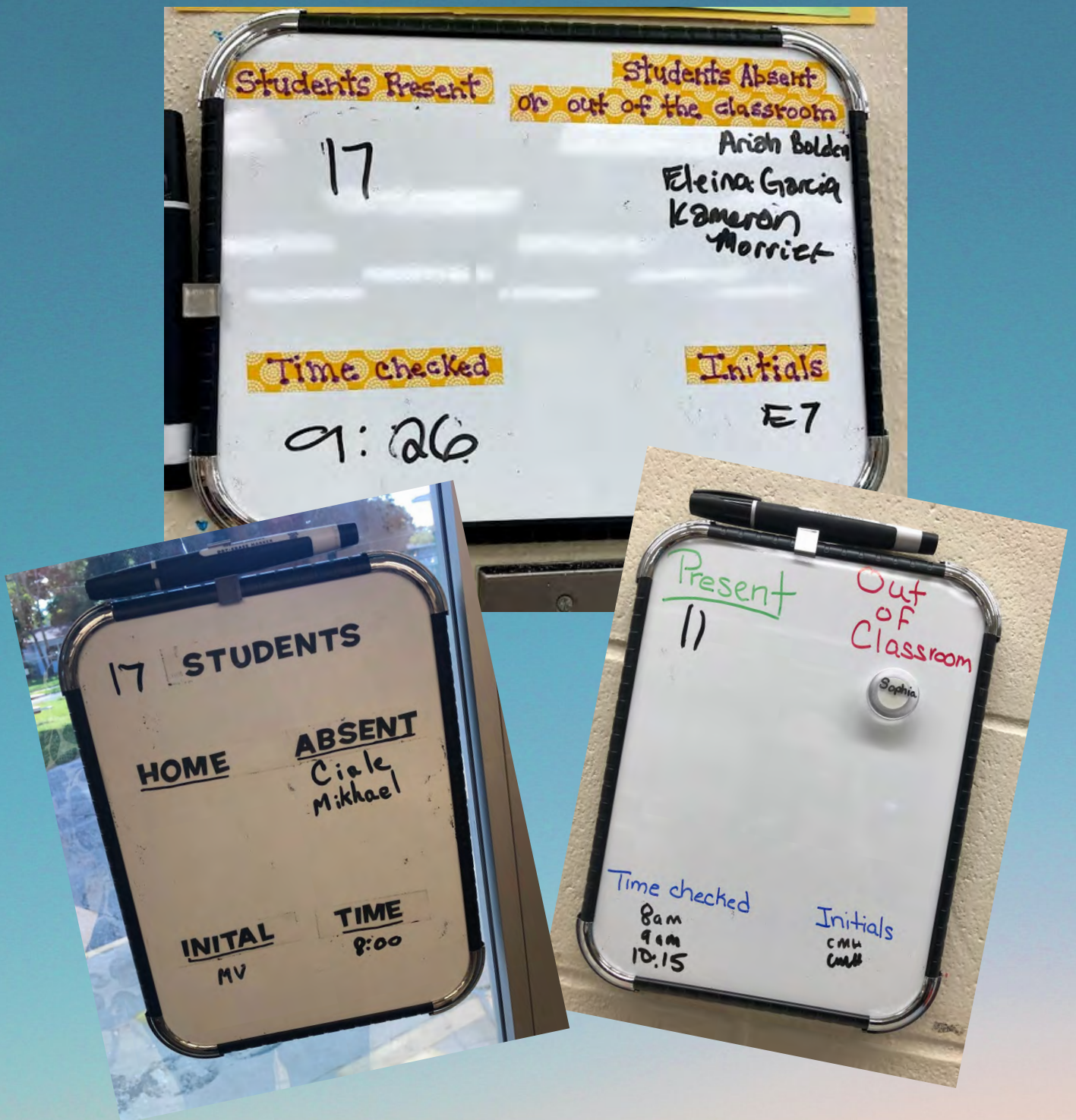


**Baby Doll Circle
Time in Ms.
Dunwoody's 3-
year-old
classroom at Port
Malabar. Thank
you, Lynn and
Michele.**

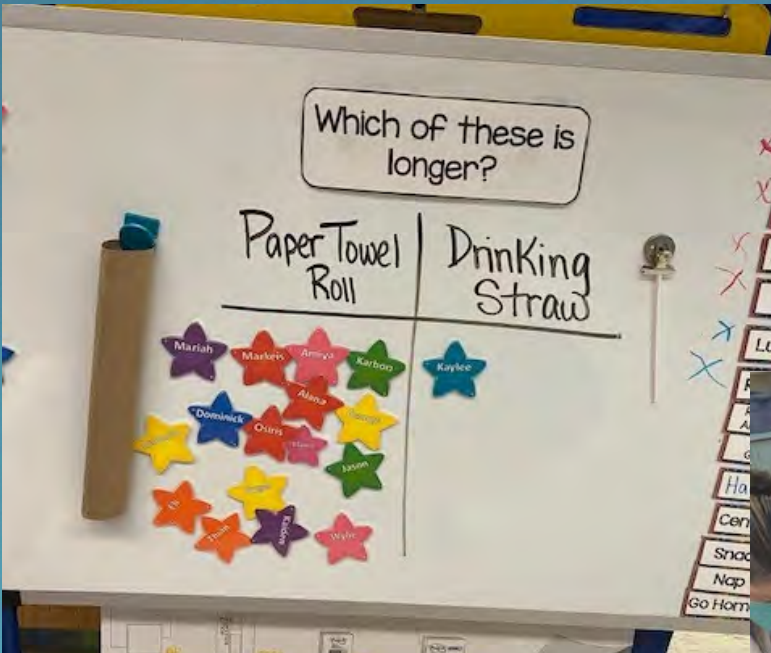


I wanted to give a quick shout out to Discovery's Head Start Advocate, Ms. Jessi Cepeda. Like many schools we have been short staffed a lot this year. Ms. Jessi has been a rockstar and has helped our class in so many ways. She has helped us in our classrooms, with lunch breaks, taking students to the clinic, and so much more. We all are so thankful for her and appreciate everything she's helped us with this year! Mrs. Landis





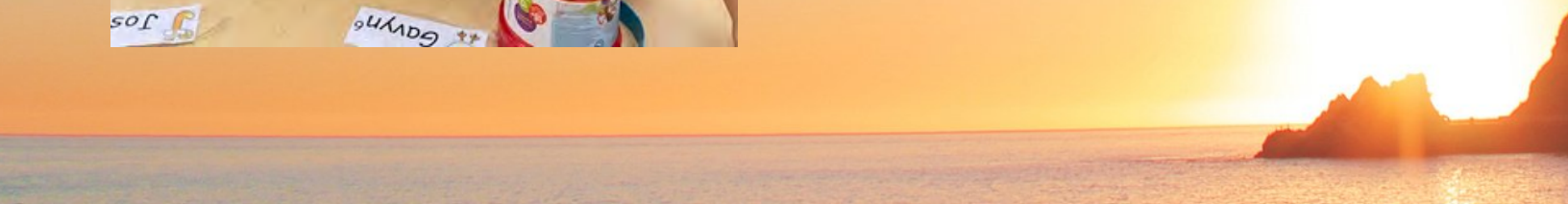
Reminder that these are vital in every Head Start classroom. This tool helps us to account for every child. When we have new people/subs in our classrooms it is important that they be told how to use these and to update it often.



EVERY STUDENT
MATTERS, EVERY
MOMENT COUNTS!



Creativity in
Head Start
classrooms



New Year's Resolution

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Thin Conversation

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Thick Conversation

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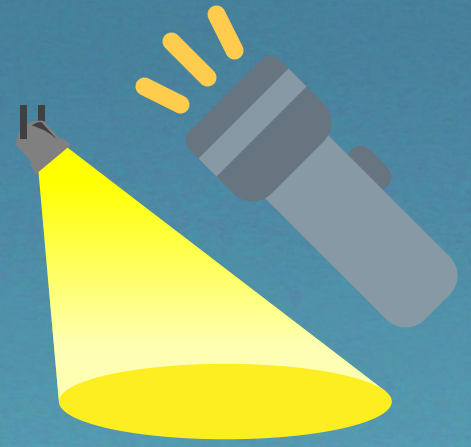
Child: The man is going to ride on it.

Adult: Where is the man going?

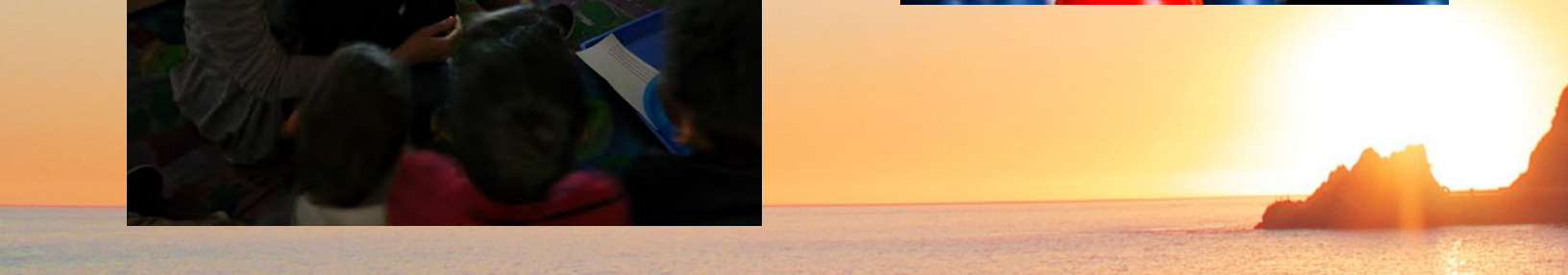
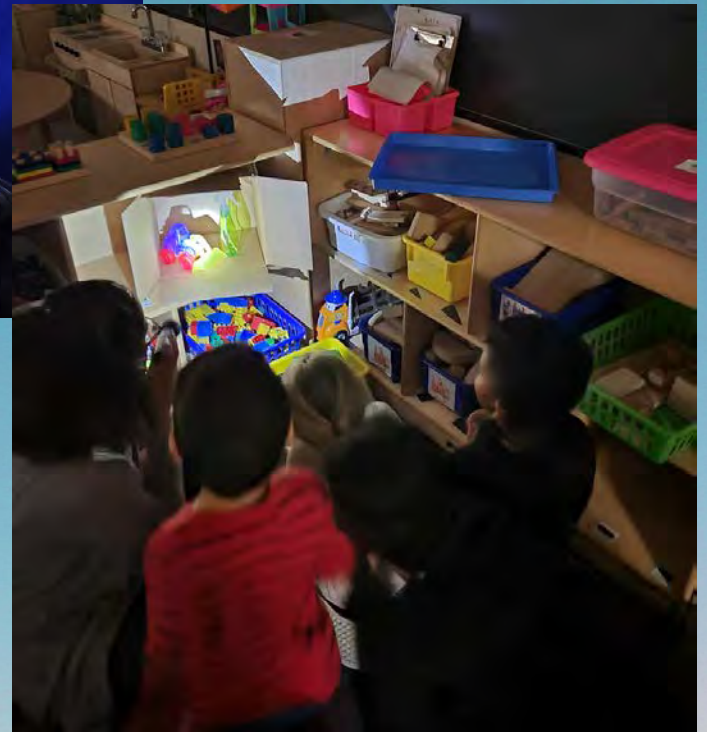
Child: Into the bubbles.

Adult: The bubbles are thick. Watch out!

Child: Help! The man is falling out!



Experiment with light in Ms. Turner's classroom





**Yoga in Ms. Allen's
class
at Jupiter**



**Ms. Hardy this doll
looks like you!**



VOLUME 21 JANUARY 24, 2022



THE SCOOP



HEAD START NEWS

Literacy Week(s)

Please mark your calendars for the simultaneous reading activity on Wednesday, January 26, at 9 a.m. Early Learning providers will spread the love of literacy in their homes, centers, and schools by reading *Man in the Moon*. The Youtube link below also has an engaging read aloud of this book. This book will arrive at your school by the end of the week so feel free to have TWO weeks to highlight this great book.



[HTTPS://M.YOUTUBE.COM/WATCH?V=ISEGPMNIFTU](https://m.youtube.com/watch?v=ISEGPMNIFTU)

Regards to the Man in the Moon

by Ezra Jack Keats

Optional Expansion Activities

Following the simultaneous reading, teachers may want to provide one or more of these activities for the children.

1. "Out of This World" Planetarium Adventure: Transform your dramatic play area into a planetarium and encourage the children to use their imagination to go "Out of This World!"
2. The teacher will emphasize on the page that references "junk" how, by recycling items, new worlds can be created if they try using their imagination.

Supplies: tent or cardboard box, glow in the dark stars, glue, planets (or you can create your own planets with foam balls or paper balls and paint), string, stapler, paper towel cardboard tubes as telescopes, vocabulary word cards: planets, planetarium, telescope, astronaut, stars, rocket (or you can make your own words).



Head Start teaching teams/advocates please send pictures of any creative spaces or activities you do with the children. We want to celebrate your creativity in the newsletter for the next 3 weeks.

Head Start Creativity



Nature ice in Ms. Bonessi's
room at Saturn

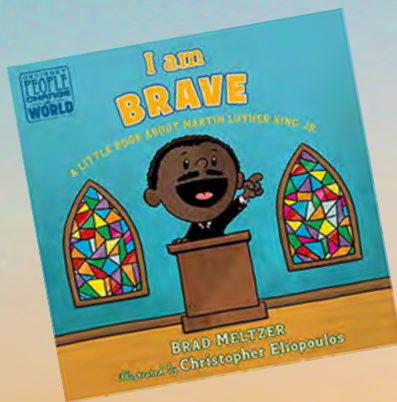




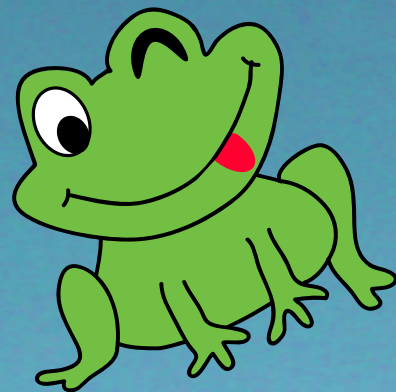
Ms. Hiles at Jupiter doing a fabulous job reading “Bounce” a book in the ball study. All the children had an imaginary ball and they bounced it in their space, behind them, next to them and even on their head! So engaging.



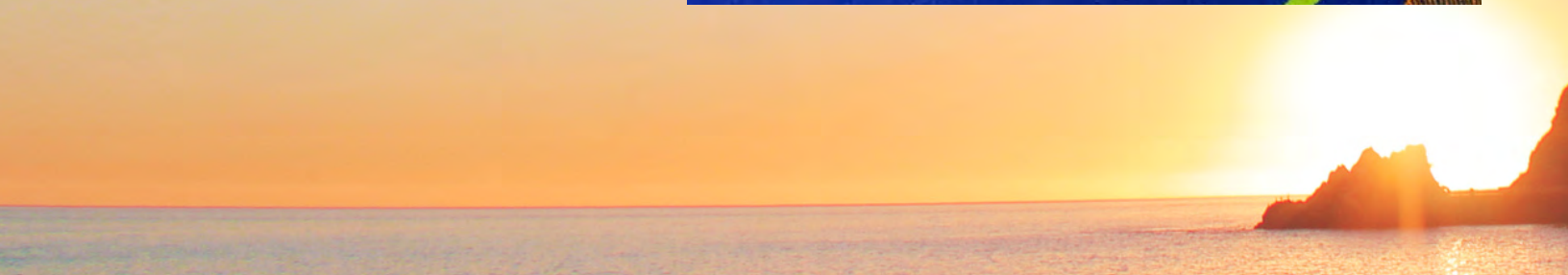
Wanted to THANK Mrs. Tucker and Mrs. Morant for all their support of the 3-year-old classroom at Discovery. They have taken on additional duties and do it so effortlessly, with no complains and with nothing but love for their little ones. I truly love and respect the hard work that the IA's put in every day at Discovery. Even when we are short staffed, they get the job done. It is a pleasure working with this team. Jessie - Family Advocate



Celebrate Martin Luther King all year!



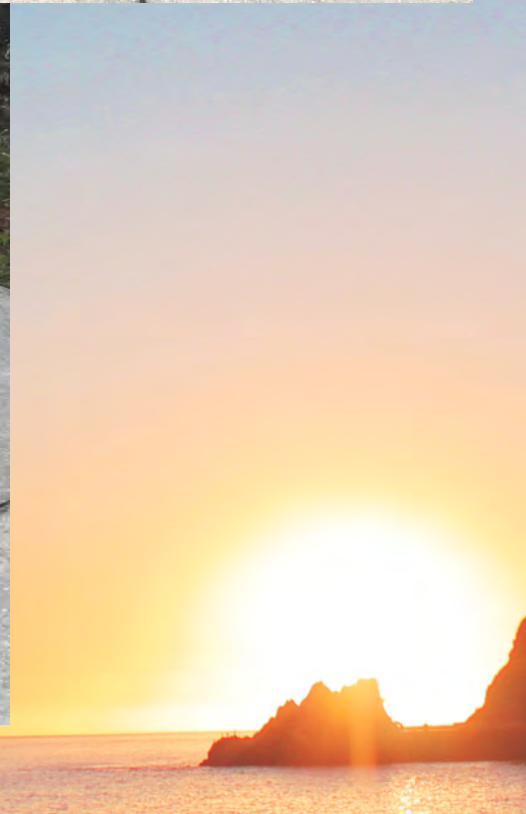
**Leaping frogs
letter sound
game in Ms.
Rotan's class
at Saturn**





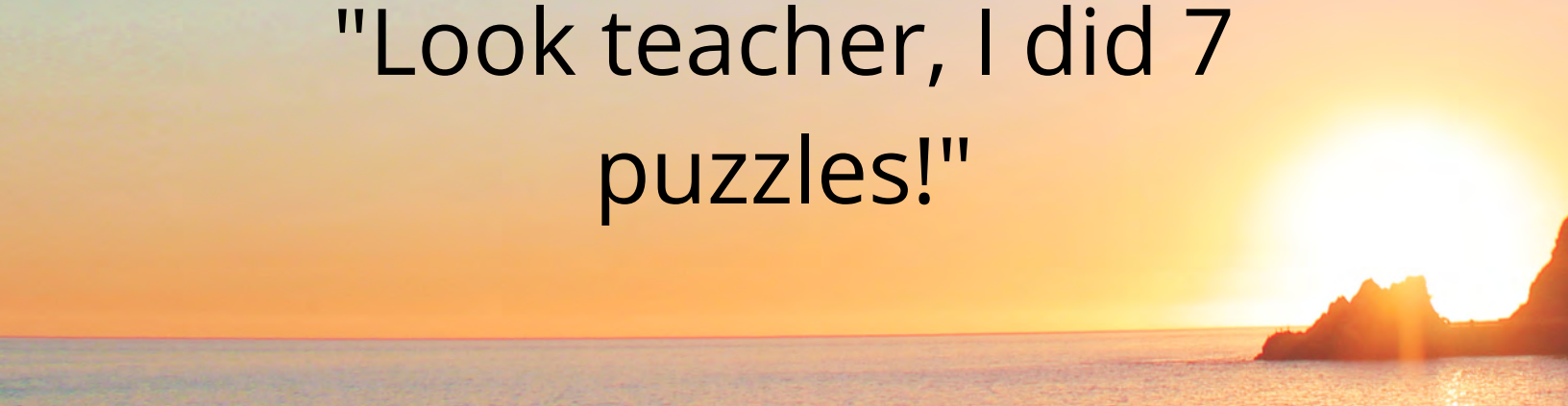
The children made their own balls. They scrunched up paper and taped it all together. They got to go outside and see how far they could throw them. Ms. Kauffman's class at Jupiter

Outside Play at Jupiter





"Look teacher, I did 7 puzzles!"



VOLUME 22 JANUARY 31, 2022



THE SCOOP

HEAD START NEWS



Jenny Thiem from Brevard Zoo Nature Play Program is sending out invitations for their Nature Play visits. She will be using calendar invites. Please look for the invites and read the information/directions she provides to be ready for the visit. Parents are allowed to attend this outdoor event but must follow the protocols for your school.



Ardizone, Boukhelifi and Taramona class at Palm Bay

Regards to the Man in the Moon ACTIVITIES AT PORT MALABAR

[HTTPS://M.YOUTUBE.COM/WATCH?V=ISEGPMNIFTU](https://m.youtube.com/watch?v=ISEGPMNIFTU)

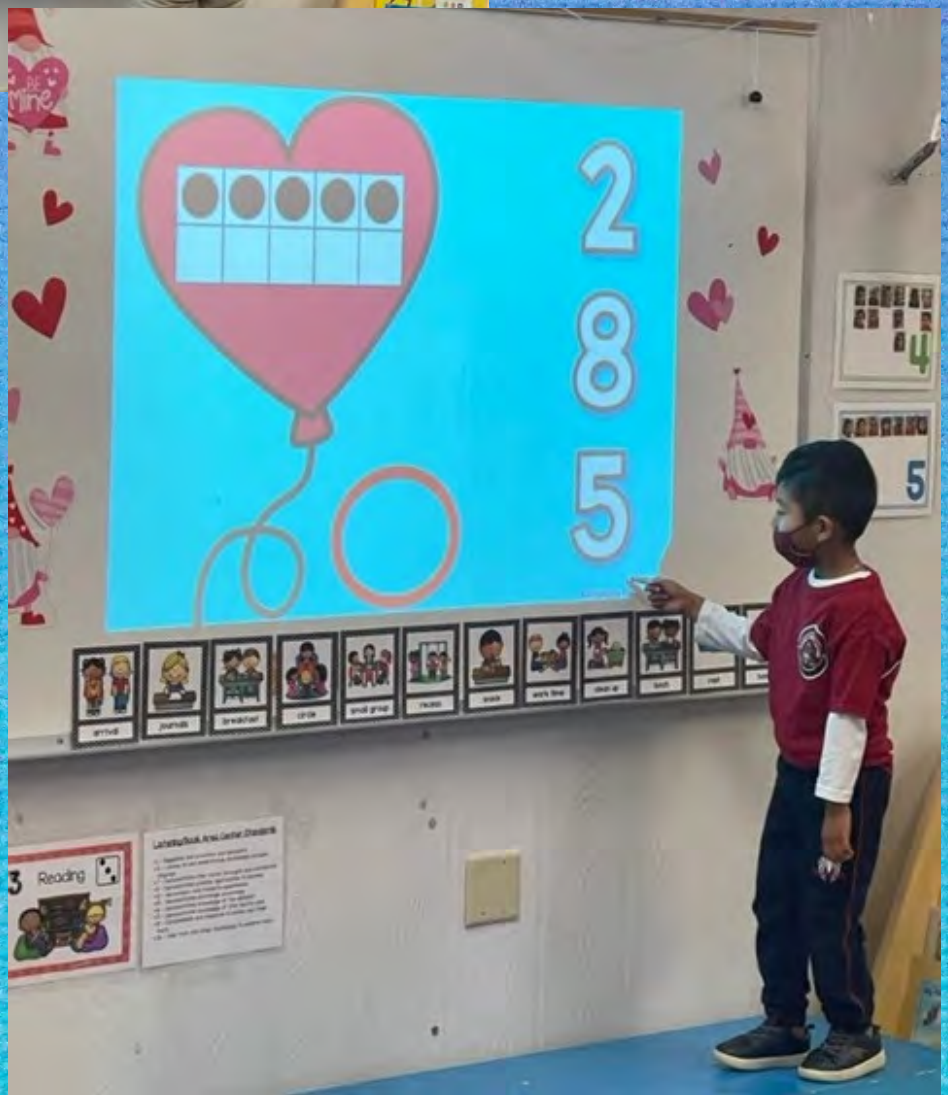
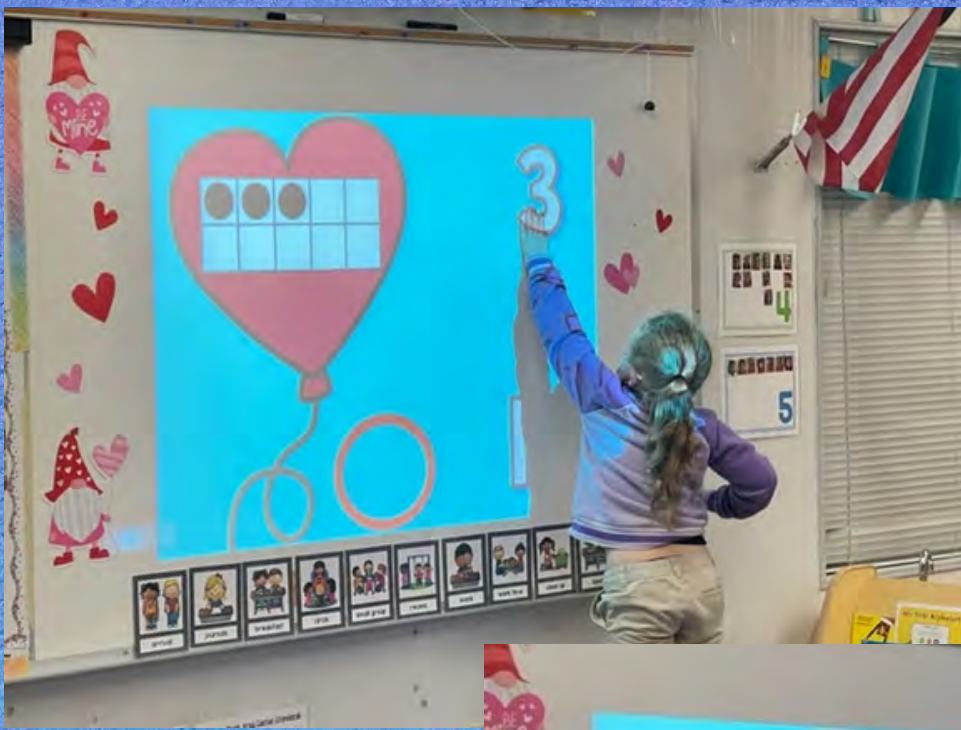


Ms. Turner's Room



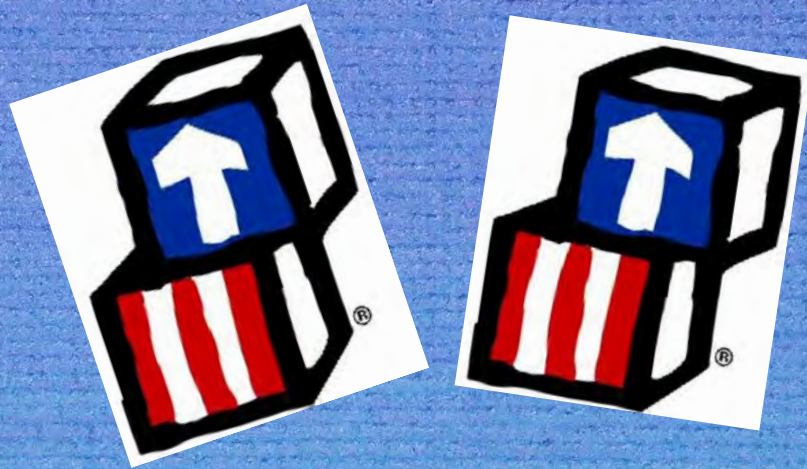
Literacy Week in Ms. Dunwoody's Room

“After reading the literacy week story we used our imagination and junk to build our own space ships to get us to outer space. They loved it!”



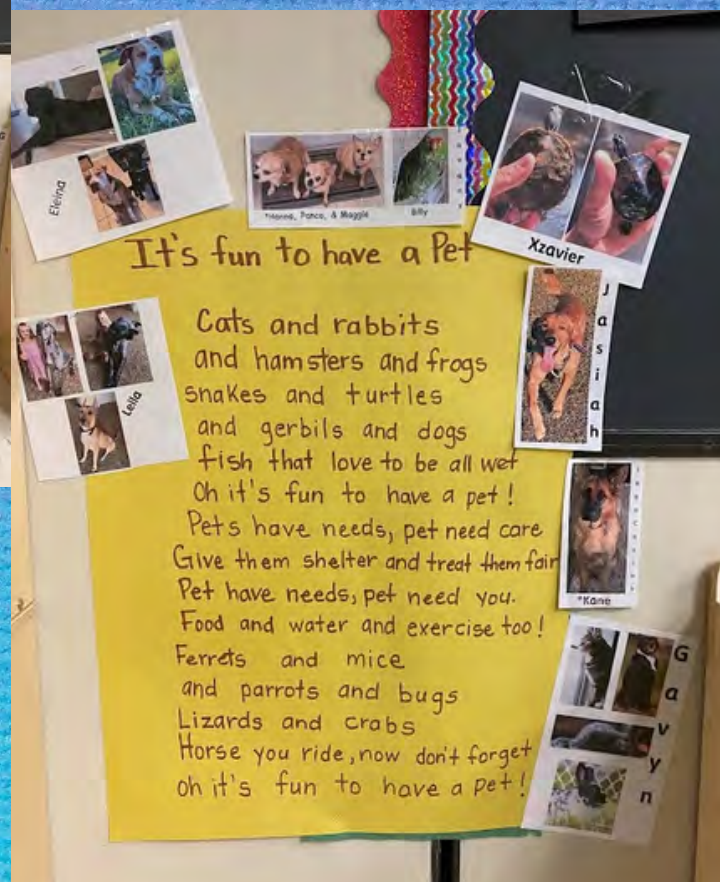
Subitizing in Ms. Drone's class at Cambridge

BELOW IS THE STORY OF THE HEAD START LOGO AND WHY IT LOOKS THE WAY IT DOES



Peter Masters conceptualized the National Head Start logo in 1965. He used building blocks (common play toys and learning tools) as a metaphor for the development and growth of children through Head Start. To reflect the fact that Head Start is a national program operated by the Government, Masters added a representation of the American flag. He chose red and white stripes and an arrow, printed in reverse on a blue background. The arrow is the common denominator of all antipoverty programs and symbolizes upward mobility.

The two squares represent early childhood by suggesting building blocks. The arrangement of the blocks represent stairs by which this can be accomplished. The vertical stripes represent the child and parent. The arrow pointing upward represents the direction out of poverty and on to the future. The colors red, white, and blue represent the United States and the many opportunities it provides for its citizens.



Turning Dramatic Play into a Pet Store is a GREAT way to increase language and writing.



Ms. Turner's class

It supports Language Scaffolding, Think Show, Tell and Talk and Interactive Writing!!



Working on fine motor skills in Rotan's class at Saturn



Ms. Taylor's 3-year old class at Cambridge learning about straight and curved lines and making letters with sticks for the Tree Study! Ms. Denise is a great teacher!



Children in Mrs. Johnson's class are learning about Creative Curriculum Simple Machines. Learned about levers, used tongs to fish out letter to make words and names, used hole punch to make holes, used a stapler, scissors, and stapler remover as these levers must use our muscles to work! Fun day of learning!

