



2022-2023 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.

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 the final year 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 supports communication between home and school and provides 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.



- 1 Implement core strategies to promote school readiness.
- 2 Retain a high-quality workforce to ensure consistency of care, settings, and experiences for children by using a systematic approach to professional development and Practice Based Coaching.
- 3 Strengthen parent engagement in all aspects of the program to ensure families gain knowledge to enhance their skills to support their children with kindergarten readiness.
- 4 Utilize a data-informed, systematic year-round process that reaches out to eligible families in our program service area.
- 5 Continually improve management systems that foster accountability, consistency, and efficiency across all service areas.

Program Overview

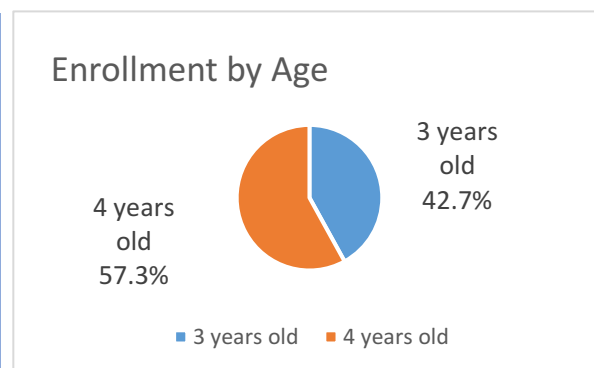
Head Start is a federally funded, high quality child and family development program that promotes school readiness of low-income children 3-5 years of age by enhancing their cognitive, social, and emotional development in learning environments that support children's growth in language, literacy, math, 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

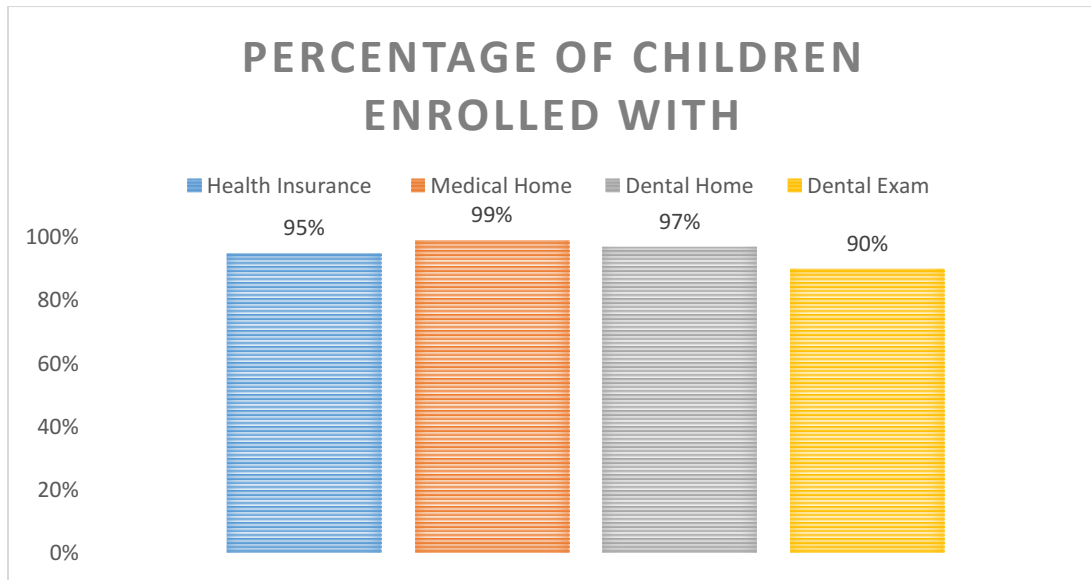
BPS Head Start is funded to serve 624 children in Brevard County at any one time. However, as families come and go out of the program, we can serve others. The cumulative enrollment (total number of children served) was 660. The average monthly enrollment was 603 or 97% of the funded enrollment. Special education services were provided to 80 children with disabilities, 12.82% of our funded enrollment, exceeding the Head Start Performance Standard requirement.

Eligibility Type	Percent of Families
Below 100%	44.84%
Public Assistance	38.18%
Foster Care	1.06%
Homeless	8.63%
Over Income	2.57%
Income between 100% and 130% of the FPL	4.69%



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.

Serving Children and Families



Most Recent Head Start Monitoring

In March 2020, our program participated in the Focus Area Two (FA2) monitoring event. 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, 2022 – June 30, 2023)

Source	Description	Amount
Federal	Administration of Children and Families (ACF) HS Grant	\$5,560,711
State	Non-Federal Match - Cash	\$982,487
Local	Non-Federal Match – In-kind	\$407,691
Private	None	\$0
Total		\$6,950,889

Expenditures (July 1, 2022 – June 30, 2023)

Description	Budget	Actual	Variance
Payroll	\$3,303,778.50	\$3,061,622.99	\$242,155.51
Fringe	\$1,357,927.34	\$1,194,255.93	\$163,671.41
Supplies	\$135,529.90	\$114,097.34	\$21,432.56
Contractual	\$325,506.25	\$317,964.22	\$7,542.03
Other	\$177,037.01	\$149,343.10	\$27,693.91
Indirect Cost	\$201,922.00	\$185,675.69	\$16,246.31
TTA	\$59,010.00	\$58,036.99	\$973.01
Total	\$5,560,711.00	\$5,080,996.26	\$479,714.74

Funding Source (April 1, 2021 – March 31, 2023)

Source	Description	Amount
Federal	Administration of Children and Families (ACF) HS Grant - CRSSA	\$187,805
Federal	Administration of Children and Families (ACF) HS Grant - ARP	\$746,616
Total		\$934,421

Expenditures (April 1, 2021 – March 31, 2023)

Description	Budget	Actual	Variance
Payroll	\$324,855.55	\$83,118.12	\$241,737.43
Fringe	\$27,750.74	\$6,586.60	\$21,164.14
Supplies	\$143,895.61	\$70,229.59	\$73,666.02
Equipment	\$71,956.17	\$36,960.17	\$34,996.00
Contractual	\$301,968.01	\$152,158.78	\$149,809.23
Other	\$21,054.90	\$18,341.70	\$2,713.20
Indirect Cost	\$42,940.02	\$5,400.56	\$37,539.46
Total	\$934,421.00	\$372,795.52	\$561,625.48

Financial Audit

Click [here](#) to view the agency annual financial report for the fiscal year ending June 30, 2023.

Community and Program Partnerships

Over 618 or 94% of families served received services through community and program partnerships. 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 others afford our program the opportunity to support families. Through our longstanding partnerships, alongside our highly skilled family services staff, the needs of families continue to be met.



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 meaningful ways to ensure families have opportunities to be engaged in their journey to school readiness. Parents had the opportunity to participate in Policy Council and attend parent meetings. Families also participate in establishing school readiness goals for their child during parent/teacher conferences and home visits. Father engagement is an area our program strives to continuously improve. As a result, an objective was developed to increase father/father figure engagement (participation in planned activities and/or the monthly parent meeting) by 10% each year as measured by data captured on the locally designed PFCE Tracker. Family advocates are critical to the success of Head Start. By providing connections to wrap around services, parent education and resources for families to achieve individual goals, their work facilitates school readiness for the entire family.

School Readiness Strategies

Each week our 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.

Curriculum and Assessment Materials

Beginning in the 2022-2023 school year, the program began using the Ready to Advance (RTA) Early Learning curriculum. RTA is a comprehensive early learning and development program aligned to the Head Start Early Learning Outcomes Framework. RTA includes support for behavior management, whole group and small-group instruction, choice options for productive collaboration and play, and flexible guidelines for multifaceted progress monitoring. After receiving training from the RTA consultant in February 2022, a group of six teachers are piloting two units of the curriculum through the remainder of the 2021-2022 school year. These teachers, along with the instructional coaches, will work together to determine key aspects needed to adequately prepare teachers for full implementation in the fall of 2022. Two days of implementation training is scheduled during preservice for all teachers in August 2022. Also used by the program is the Second Step early learning program to enhance social-emotional learning. The Second Step program is evidence-based and teaches self-regulation and social-emotional skills, ensuring that children are leaving the Head Start program ready for kindergarten.

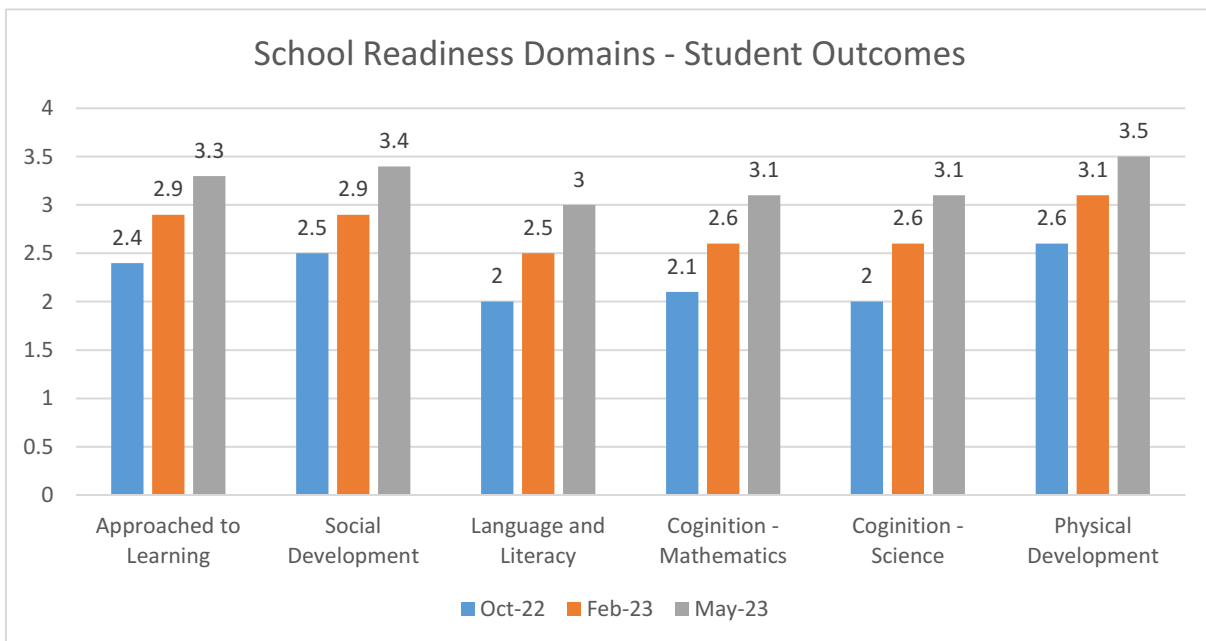
Staff Training and Coaching

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 provided ongoing support to teaching teams with the results of student assessments to drive future instructions. 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. Utilizing Practice Based Coaching, four coaches provide quality staff development, monitoring of each classroom, and ensure implementation of curriculum with fidelity. All teaching staff are monitored using goals and Action Plans. Within the coaching model, intensive coaching is provided based on the individual needs of each teaching team. If more intensive coaching is needed, additional time has been scheduled. Coaches provided a data-driven approach to training and professional development for all staff. CLASS, curriculum, social emotional, and behavior management have been at the forefront of topics. Individualized professional development is provided to each teaching team monthly.

Student 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. A locally designed Head Start Assessment and the Star Early Literacy Assessment are the primary data collection tools. 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 look at the distribution of scores to examine the variability of children's progress. Instructional coaches and teachers work collaboratively to identify where additional support is needed 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 chart below shows the growth children made for the five School Readiness domains starting from October 2022 through May 2023.

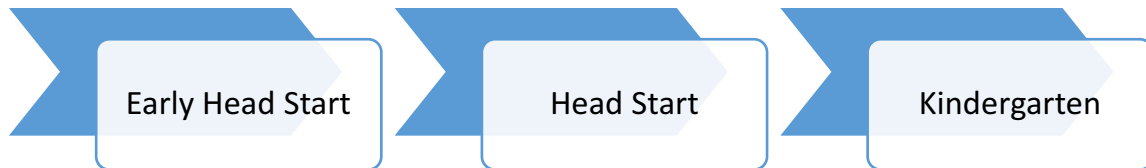


Scoring Rubric	
Points	Description
1	No Evidence - Not introduced/not observed
2	Emerging - Performs some skills with prompting
3	Progressing - Performs most skills with minimal prompting
4	Confident - Consistently performs all skills

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

All Head Start classrooms are located within BPS 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. Opportunities were available for families to participate in school tours, classroom visits and meeting kindergarten teachers. Activities that target this effort included 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.



2022 – 2023 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 Coordinator
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