

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
Feb 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		624		
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			
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
		Feb-23	YTD	
Payroll	\$3,322,618.35	\$288,807.71	\$1,889,029.66	\$1,433,588.69
Fringe	\$1,416,571.60	\$114,521.64	\$743,364.37	\$673,207.23
Supplies	\$151,274.00	\$9,346.38	\$40,802.40	\$110,471.60
Contractual	\$280,269.05	\$57,523.03	\$153,095.02	\$127,174.03
Other	\$129,046.00	\$17,914.20	\$55,976.12	\$73,069.88
Indirect Cost	\$201,922.00	\$16,290.97	\$91,755.07	\$110,166.93
TTA (includes Travel)	\$59,010.00	\$4,026.22	\$20,406.71	\$38,603.29
Total Base Grant	\$5,560,711.00	\$508,430.15	\$2,994,429.35	\$2,566,281.65

**Balance of Grant Award as of 2/28/23 including encumbered expenses in the amount of \$1,634,052.40 is \$932,054.50.*

<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
		Feb-23	YTD	
Payroll	\$182,844.70	\$0.00	\$6,562.32	\$176,282.38
Fringe	\$15,774.81	\$0.00	\$557.60	\$15,217.21
Supplies	\$29,110.03	\$13,234.74	\$23,633.93	\$5,476.10
Contractual	\$273,548.71	\$23,816.54	\$91,792.02	\$181,756.69
Other	\$103,873.67	\$576.00	\$3,161.70	\$100,711.97
Indirect Cost	\$34,395.41	\$137.92	\$814.07	\$33,581.34
Total - CRSSA	\$639,547.33	\$37,765.20	\$126,521.64	\$513,025.69

**Balance of Grant Award as of 2/28/23 including encumbered expenses in the amount of \$15,944.06 is \$497,081.63.*

<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
		Feb-23	YTD	
Payroll	\$31,333.80	\$5,720.23	\$26,919.99	\$4,413.81
Fringe	\$7,187.90	\$184.99	\$2,792.68	\$4,395.22
Supplies	\$12,575.38	\$0.00	\$11,493.56	\$1,081.82
Equipment	\$73,373.29	\$0.00	\$15,455.40	\$57,917.89
Contractual	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$11,690.29	\$0.00	\$7,590.00	\$4,100.29
Indirect Cost	\$5,883.45	\$184.27	\$1,634.15	\$4,249.30
Total - CRSSA	\$142,044.11	\$6,089.49	\$65,885.78	\$76,158.33

**Balance of Grant Award as of 2/28/23 including encumbered expenses in the amount of \$53,148.66 is \$23,009.67.*

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-23-02	2. Issuance Date: 02/21/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: Consolidated Appropriations Act; Appropriations; Fiscal Year 2023; Funding Increase; Cost of Living Adjustment; Quality Improvement	

PROGRAM INSTRUCTION

SUBJECT: FY 2023 Head Start Funding Increase

INSTRUCTION:

President Biden signed the Consolidated Appropriations Act, 2023, into law on December 29, 2022. The funding level for programs under the Head Start Act (the Act) is \$11,996,820,000, an increase of \$960 million over fiscal year (FY) 2022. This increase includes \$596 million to provide all Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients a 5.6% cost-of-living adjustment (COLA), \$262 million for quality improvement, and \$100 million for expansion of Head Start, Early Head Start, and EHS-CC Partnership programs. The total appropriation also includes \$8 million for Tribal College and University Head Start (TCU-HS) Partnership programs, of which \$2 million is an increase over the FY 2022 funding level.

This Program Instruction (PI) primarily provides information about COLA and quality improvement funds available to all Head Start, Early Head Start, and EHS-CC Partnership grant recipients. Grant recipients subject to competition for continued funding through the Designation Renewal System (DRS) are entitled to COLA funds through the end of their current award. However, the Administration for Children and Families reserves the right to delay decisions on quality improvement funding until DRS competition decisions are final. State collaboration grants are not eligible for COLA or quality improvement funding due to the statutory cap on their funding in the Head Start Act.

FY 2023 Quality Improvement

Each grant recipient will be allocated an amount of quality improvement funding proportionate to their federal funded enrollment — approximately \$280 for each Head Start funded enrollment slot and \$420 for each Early Head Start funded enrollment slot. There will be a minimum floor established to ensure all recipients are able to make a meaningful investment in quality, consistent with [Sec. 640\(a\)\(4\)\(C\)](#) of the Act.

A program may apply to use quality improvement funds for activities consistent with Sec. 640(a)(5), as outlined in [Attachment A](#), except that any amount of these funds may be used on any of the activities specified in such section. In other words, programs are not bound by the requirement in Sec. 640(a)(5)(A) that at least 50% of quality improvement funds be used for staff compensation or the requirement in Sec. 640(a)(5)(B)(vii) that no more than 10% of quality improvement funds be used on transportation. However, the Office of Head Start (OHS) strongly encourages grant recipients to

prioritize quality improvement funding to increase compensation for staff (wages and benefits) to help recruit and retain a qualified Head Start workforce. OHS also strongly encourages recipients to consider investments to support and strengthen the mental health of children, families, and staff in the program.

A well-compensated staff is integral to delivering high-quality services for children and families. The Head Start workforce plays a critical role in fulfilling the Head Start mission by supporting the holistic development of children and economic stability for families. While staff qualifications have steadily increased in the last 10 years, compensation and benefits have not followed suit. Many Head Start programs have struggled to recruit and retain qualified staff with the ongoing early care and education workforce shortage. High-quality services for children and families are disrupted by high turnover rates and a shortage of frontline staff, particularly teachers, assistant teachers, home visitors, family child care providers, family service workers, transportation staff, and staff who provide mental and behavioral health services. Increasing compensation is a key strategy to promote recruitment and retention of qualified staff and ensure programs are competitive employers in their local communities. Improved retention of staff also helps to ensure high-quality classroom and home learning environments, promote healthy developmental outcomes for children, and strengthen relationships with families. In September 2022, OHS released Information Memorandum [ACF-IM-HS-22-06](#) directing Head Start grant recipients to permanently increase salaries for the purposes of recruiting and retaining staff. Head Start grant recipients are strongly encouraged to use quality funds to advance a strategy to permanently increase wages and benefits.

OHS recognizes that many Head Start grant recipients are serving children and families with enhanced mental health needs. Increased symptoms of anxiety and depression, coupled with the impact of trauma, grief, and loss during the pandemic, has elevated the importance of supporting children's social and emotional well-being, as well as the mental well-being of adults who care for them. It is essential that children, staff, and families receive necessary supports for mental health and wellness as an integral part of program services. OHS strongly encourages programs to consider ways to use quality improvement funding to invest in mental health supports at all levels of the program, including mental health consultation to support Head Start teachers in managing challenging behavior and supporting children.

Examples of investments that would reflect these OHS priorities and also align with allowable uses of quality improvement funding as specified in the Act may include, but are not limited to, the following:

- Increase compensation, particularly for positions that are not receiving competitive wages and benefits (including consideration of elementary school compensation), experiencing higher rates of turnover, challenging to fill, or preventing programs from reaching full enrollment.
- Increase career opportunities for entry level staff through support for increased credentials and commensurate compensation increases, including through scholarships, mentors, and coaches.
- Support staff wellness with regularly scheduled breaks and access to employee assistance services.
- Improve preventive mental health screening, assessment, and interventions.
- Enhance mental health consultation — including hiring of additional mental health professionals — to better support staff and improve the organizational approach to identifying mental health needs and integrating supports and services for children, families, and staff.
- Hire additional qualified classroom staff or floaters to lower ratios, enhance adult-child relationships, and ensure staff can have breaks during the day.
- Hire additional qualified family services staff or home visitors to decrease caseloads and enhance family-staff relationships and improve quality of responsive, individualized services.
- Provide ongoing coaching and support to staff to address stress, burnout, and related turnover.

- Provide training on trauma-informed approaches to all staff, governing boards, and Policy Councils, and ensure training is accompanied with coaching and opportunities for reflective practice and supervision.
- Enhance transportation services to promote more regular participation by children and families in services designed to support development and learning and address trauma.

Finally, while grant recipients should prioritize ongoing, sustained investments in quality improvements, OHS does acknowledge that one-time investments in FY 2023 may be necessary. Grant recipients encountering one-time program improvement needs that cannot be addressed with existing program funds are invited to apply for supplemental funding. See below for further discussion on one-time program improvement funding requests.

FY 2023 COLA

Each grant recipient may apply for a COLA increase of 5.6% of the FY 2022 base funding level. Base funding excludes training and technical assistance funds and any one-time funding received during FY 2022.

Programs must use COLA funds to permanently increase the salaries of Head Start staff. This includes salaries of current staff and unfilled vacancies. Programs may consider a permanent uniform percent increase to the Head Start pay scale or differential COLA increases to the pay scale across position types within the program. For instance, in some programs, higher paid positions may already be receiving wages competitive with comparable positions in the community. In these instances, programs may choose to provide a smaller COLA to these positions. Programs could also think about providing a larger COLA to lower paid positions that are not currently receiving a wage sufficient to cover costs of living, or that are very challenging to fill due to low wages. Such positions may need more of an increase to support more competitive wages that are comparable with similar jobs in the community, including the consideration of salaries paid to staff in local elementary schools. If a grant recipient chooses to apply COLA differentially across positions, they must explain this choice in their application.

Sections [653](#) and [640\(j\)](#) of the Act provide further guidance on the uses and limitations of COLA funds. Sec. 653 restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. Any grant recipient concerned that they cannot increase salaries for staff due to wage comparability issues should ensure public school salaries for elementary school staff are included in their considerations. Sec. 653 also prohibits any Head Start employee from being compensated at a rate that exceeds that of an Executive Schedule Level II position, including employees being paid through indirect costs. Sec. 640(j) of the Act requires that compensation of Head Start employees be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services. Head Start grant recipients must provide delegate agencies and other partners an equivalent increase to adjust salaries and wages scales. If a grant recipient proposes to apply differential COLA increases between delegates or partners, they must justify this in their application. COLA funds must be applied from the start of a recipient's FY 2023 budget period, which may need to be retroactively applied.

As specified in [45 CFR §1302.90](#), each grant recipient is required to establish written personnel policies and procedures that are approved by the governing body and Policy Council. They must be

made available to all staff. Personnel policies and procedures should be reviewed as they may contain information relevant to this COLA.

Any remaining funds may be applied to fringe benefits costs or used to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, and supplies.

Application Requirements for COLA and Quality Improvement Funding

Grant recipients must request COLA and quality improvement funds through an application in the Head Start Enterprise System. A funding guidance letter will be issued shortly to specify each funding level and additional instructions on how to apply for these funds.

Expansion of Head Start, Early Head Start, and EHS-CC Partnerships

One hundred million dollars is available to support new grants for Head Start, Early Head Start, and EHS-CC Partnership programs to increase access to high-quality early education services. Funding will be awarded by September 2024. A notice of funding opportunity is expected in fall 2023. More information on this opportunity will be available later this year.

TCU-HS Partnership Program Funding

Two million dollars is available to support TCU-HS partnership programs. Per [Sec. 648\(g\)](#) of the Head Start Act, such funding is intended to support tribal colleges and universities to implement efforts to strengthen career pathways and degree obtainment for Head Start staff, in partnership with American Indian and Alaska Native Head Start agencies. A competitive funding opportunity will be posted in spring or summer 2023. Funding will be awarded by the end of September 2023.

One-time Program Improvement Funding Requests

Grant recipients encountering program improvement needs related to health and safety should contact their Regional Office and submit supplemental applications throughout the year as needs emerge. Programs must plan for major costs and should not be reliant on supplemental requests for major maintenance and purchases. Supplemental requests are intended for pressing program improvement needs that cannot be addressed with existing operational funds through careful planning, for instance if a recipient has an unexpected facility issue due to harsh climate or unexpected loss of equipment. These applications are addressed by priority and there is no guarantee on the availability of funds for supplemental requests.

Please direct any questions regarding this PI to your regional office.

Thank you for your work on behalf of children and families.

/ Tala Hooban /

Tala Hooban
Acting Director
Office of Head Start

VOLUME 25 FEBRUARY 6, 2023



THE SCOOP



HEAD START NEWS



Amanda Willis is coming back! The second round of Head Start dental assessments will begin Monday, February 13th. It will start at Mims Elementary, and updates will be given on schools being visited. This round will target the children that did NOT participate in the Fall semester. This includes students that would not participate, late enrollment, parents who may not have agreed to the initial screening and absences.

Thank you for making the first round of dental assessments a success. We could not have completed 396 screenings without help from all of you. Amanda is looking forward to working with everyone again.

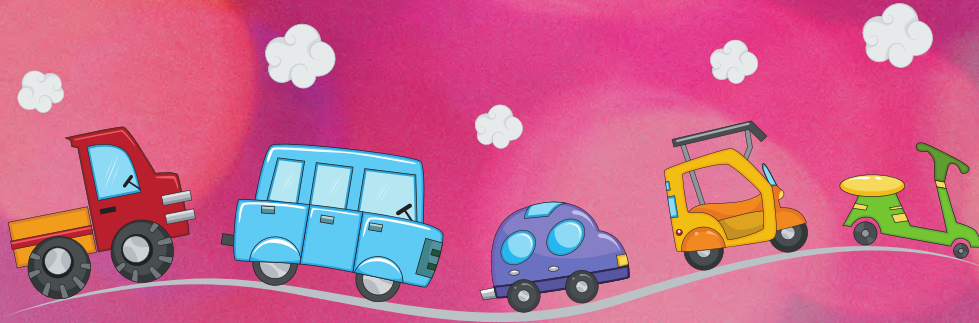
February is National Children's Dental Health Month

This is a great time to promote the benefits of good oral health to children. This gives them a jump start on good oral habits that will last them a lifetime. To celebrate National Children's Dental Health Month, Head Start is providing a dental bag to each student to help promote the prevention of tooth decay.



Pacing Guide Update

WE BEGIN A NEW UNIT TODAY
Unit 7 -Transportation begins with
Second Step Week #16



Everyone was busy working on building animal habitats and painting trees where animals live in Ms. Hile's class at Jupiter. "We introduce in circle, we reinforce at small group, WE TEACH during centers."

Third Grade Book Buddies at Enterprise



Ms. Smith's
3 year old class



IMPORTANT DATES REMINDERS

- Family Conferences and Home Visit #2 due by February 17



Valentine's Day is coming!





Saule's 3 year old room at Coquina.
Baby Doll Circle Time is part of the 3 year old
curriculum. Teaching empathy and love!



Ten Little Fish



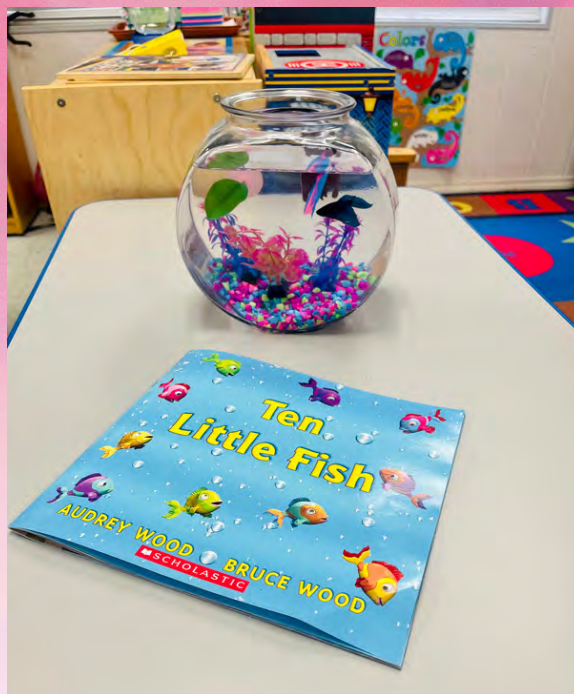
Ms. Veal's class at Sherwood enjoying 10 Little Fish



Ms. Smith at Uni Park reading 10 Little Fish



Hiles class at Jupiter



Ms. Rush 3 year old class at Cambridge has a NEW class pet



Ms. Rich the IA in Ms. Hiles class at Jupiter got creative and made a big octopus and fun jelly fish decorations for the animal unit! That octopus was made out of bubble wrap and a milk jug. How creative!!



Creative



Zoo Field Trip
Ms. Smith's class
at Uni Park



Partnering with iPads
in Ms. Fuller's
classroom at Coquina.



VOLUME 26 FEBRUARY 13, 2023



THE SCOOP



HEAD START NEWS

Family Conferences
and Home Visit #2
should be completed
by February 17



Happy
Valentine's Day



**Sticking your tongue out at the Zoo
Ms. Drone's class from Cambridge**

**All of our schools met
90% attendance last month!!**



Attendance for January

Cambridge	91%
Coquina	91%
Discovery	94%
Endeavour	92%
Enterprise	94%
Jupiter	93%
Mims	92%
Palm Bay	92%
Port Malabar	90%
Saturn	90%
Sherwood	93%
Uni Park	93%

Planning Ahead
Mark Your Calendars
Week of The Young Child
March 27-31
We have some fun things planned!

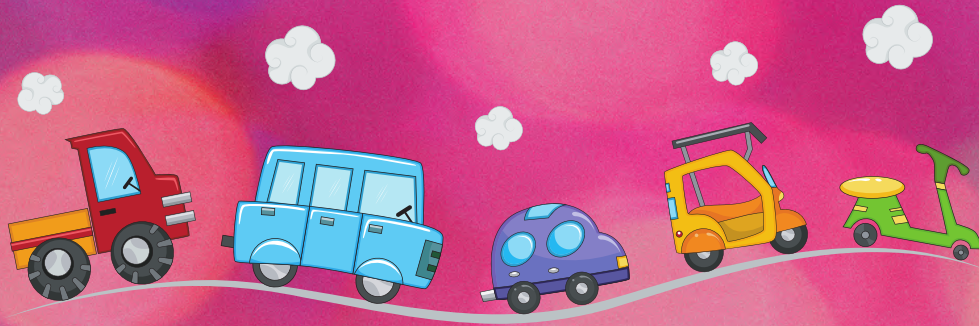


Worms in Ms. Drone's class at Cambridge



Pacing Guide

Unit 7 -Transportation Second Step Week #16

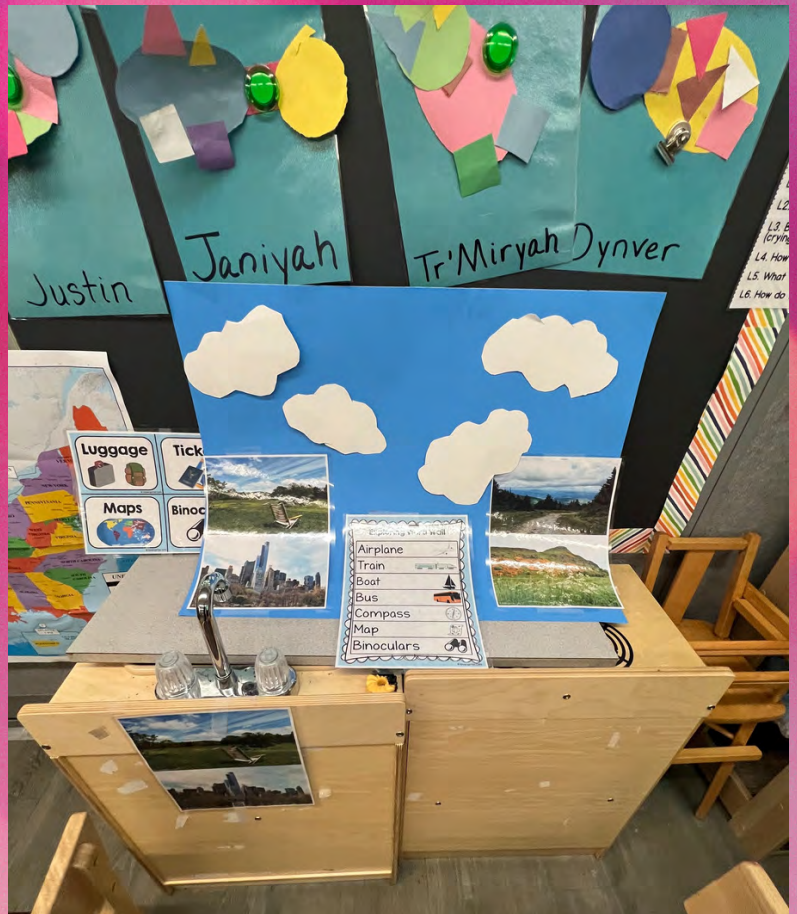


Transportation Unit
in Action
Ms. Woodberry at
Endeavour



Transportation Unit in Action











Ms. Rodriguez class at Saturn



healthy

10 WAYS

to Deal With **ANGER** for kids!

1. Walk away and cool down. 
2. Take Steady Breaths and focus on exhaling slowly. 
3. Count to 20 or more until you feel calmer. 
4. Stretch or do yoga. 
5. Use I-Statements & say how you feel, what you need & how you want to be treated. 
6. Take a break and use a calming tool like a stress ball. 
7. Exercise or play a sport. 
8. Squeeze then relax your muscles. 
9. Push against the wall or floor and then relax. 
10. Scribble on paper or write about what's bugging you. 



wholeheartedschoolcounseling.com



"What you focus on,
you get **more** of."

 Conscious Discipline®

VOLUME 27 FEBRUARY 20, 2023

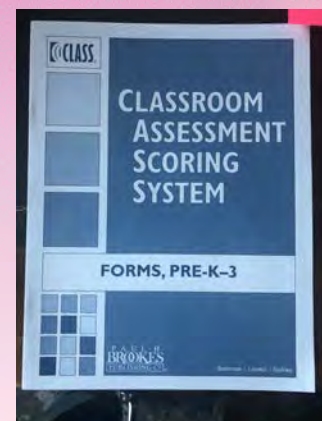
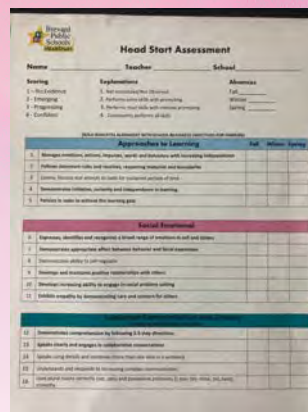
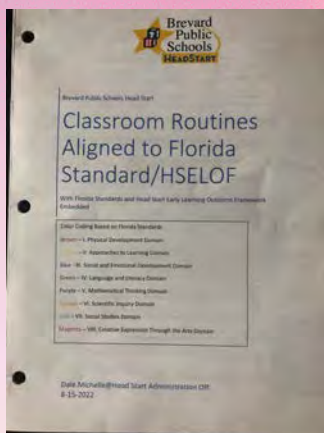
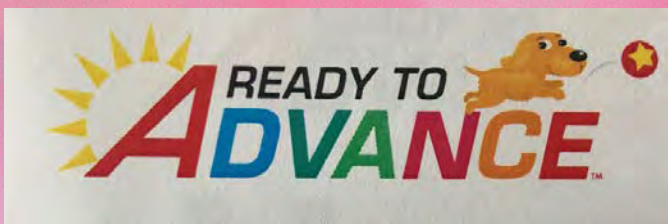


THE SCOOP



HEAD START NEWS

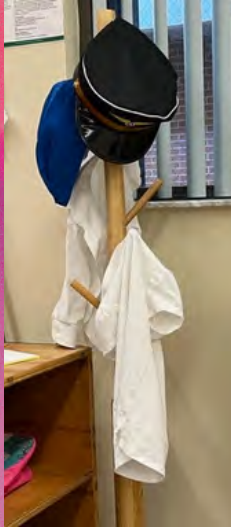
The focus of our newsletter this week is to show how the activities you see in our classrooms support HIGH LEVEL LEARNING. We utilize Ready to Advance units and learning through centers. CLASS dimensions are intertwined in all of our teaching, environments and interactions. These are ALL aligned to our Performance Standards and the state standards which align to our assessment.



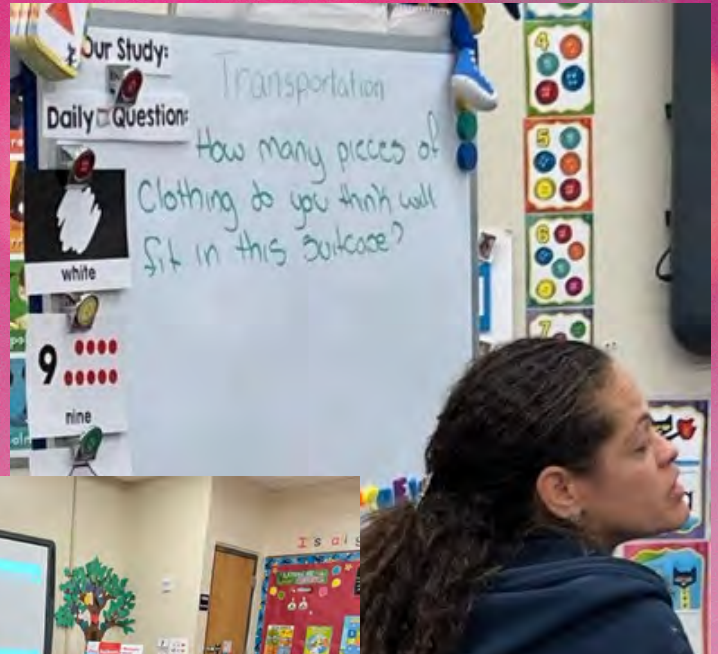
Pacing Guide

Unit 7 -Transportation

Second Step Week #17



**Transportation
Unit in Action
Ms. Collado's class
at Saturn**



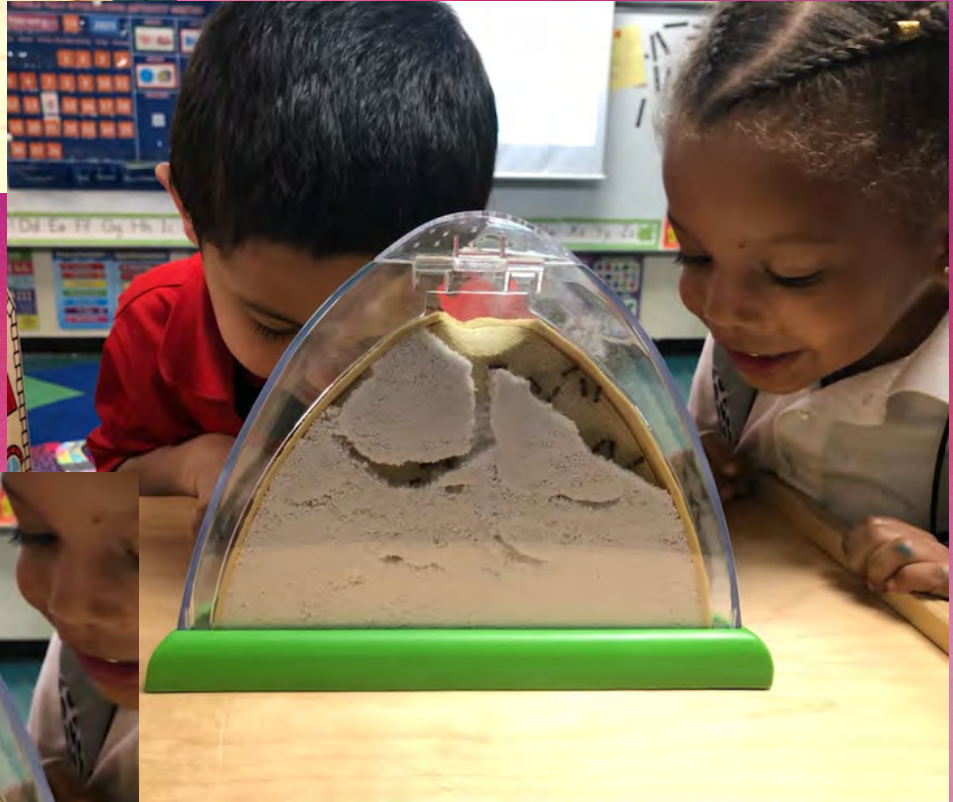
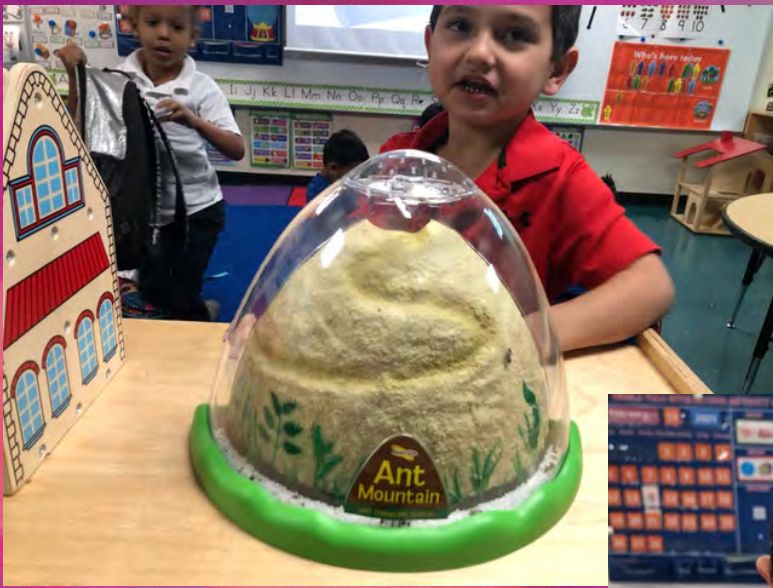
How many pieces of clothing do you think will fit in this suitcase? Developing Cognition skills with the Transportation Unit and the housekeeping center. These skills align with state standards and questions 43, 50, 51, 52 on the report card. It supports CLASS dimensions of Concept Development, Quality Feedback and even Instructional Learning formats.



Ms. Rodriguez, 3 year old teacher at Saturn is reading during lunch time. Using meal/snack time to "teach" is a way to capture more instructional time and an EXCELLENT way to provide additional learning.

Reading a book promotes a variety of literacy standards. Questions 17-21 on the report card could be reinforced.

**Ms. Johnson's VPK
class
at Endeavour.**



Center time is when learning is really TAUGHT. If adults engage children during this time many standards, report card items can be reinforced. If an adult is present WITH the children, and asking questions like, "are the ants building a home? How long will their tunnel be? Why do they build a tunnel? Do they always walk in a straight line? Why? etc. Standards are being taught and questions 50-52 on the report card can be assessed. This also supports CLASS - Concept Development, Quality of Feedback, Language Modeling and Instructional Learning Formats.

Planning Ahead
Mark Your Calendars
Week of The Young Child
March 27-31

We have some fun things planned!





Ms. Ahern's class at Sherwood

Do you know that in the Head Start Performance Standards it says "A program must implement an intentional, age-appropriate approach to accommodate children's need to rest? Also, a program must provide alternative quiet learning activities for children who do not need or want to rest..."

A teaching team should always encourage a time for rest with a mat and a blanket. If after a short period of time the child does not fall asleep or is just not a "napper" an alternative activity is provided. This too can provide additional learning time for our children.



Cognition Skills - Investigates, describes properties, conducts investigations, makes predictions and draws conclusions. These skills align with our standards and questions, 47, 50, 51, 52 on the report card.

Students learning that the combination of vinegar and salt cleans pennies and makes them shiny again. Ms. Shelly and Ms. Turner at Port Malabar.



Fostering independence - letting the children do it. These skills align with questions 3, 4, 5 on the report card. It ALSO, is a direct alignment with CLASS - Regard for Student Perspective.

**All of our schools met
90% attendance last month!!**



Attendance for January

Cambridge	91%
Coquina	91%
Discovery	94%
Endeavour	92%
Enterprise	94%
Jupiter	93%
Mims	92%
Palm Bay	92%
Port Malabar	90%
Saturn	90%
Sherwood	93%
Uni Park	93%



THE SCOOP



HEAD START NEWS

“Mrs. Ahern is an exemplary educator at Sherwood Elementary, teaching the Head Start students skills, including Conscious Discipline techniques. This will have a huge impact on their ability to learn, connect, and grow not only in elementary school but throughout life. It is teachers like her that impact our youth in positive and meaningful ways!”



Coreylyn Ahern

HEAD START
SHERWOOD ELEMENTARY

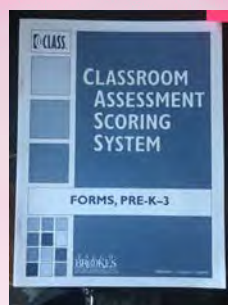
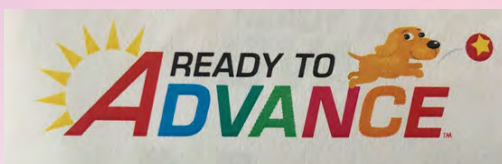


**Congratulations to
Ms. Ahern from
Sherwood!**

Ms. Clare from
Sherwood



In Head Start we create an environment that children learn **THROUGH** interactions with the materials we provide. A sand table is one of those. Sometimes people believe they are just playing. There is truth to that statement. What we know is that children do learn through play - interacting with sand, containers, working with a friend, etc. We also know that we must tie that play with what the standards need us to reinforce. When adults also interact with these children, they can take that learning to the highest level.



Amanda Willis is on round two of Dental Screenings.



**Jupiter will start on February 28
Discovery on March 1**



The PBPD K9 emotional therapy dog came out to visit our Head Start Palm Bay classrooms! The children loved the dog and were able to discuss things they learned from emotions unit from their Second Step Curriculum!

Which car will roll faster? What will float? What will sink? All aligned to the State Standards - Scientific Inquiry Domain, Cognition - Report Card questions, 50, 51, 51 and CLASS dimensions of Concept Development.



**Ms. Metott's class
at Mims**



Pacing Guide

OUR LAST WEEK IN UNIT 7

Transportation

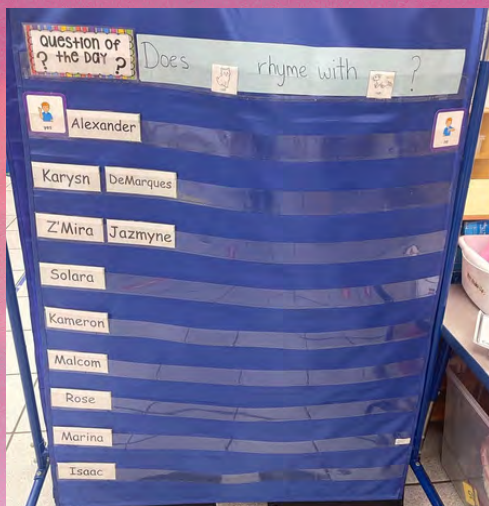
Second Step Week #18



**Transportation
Unit in Action
Ms. Burns class at
Enterprise**



**What Sensory fun! The children explored the transportation unit through sensory with what goes in the air (cotton balls for clouds), what goes in the water (blue water beads), and what travels on the road (black beans for asphalt)! It included finding letters to make transportation words! Everyone had a great time with this HANDS-ON learning.
Head Start Assessment #1,4,9,28,29**



Mrs. Rothe has a world of opportunities for children to use their independence towards learning. Her word wall allows children to write the onset to the words for each image they put on their wall (HSA #29,30,32,34,35). When they come in each morning, they answer a question of the day in regard to literacy (HSA#2,4,5,12,15,30), and her writing centers offer letter and number writing opportunities daily (HSA#4,5,34,35,42). *HSA - Head Start Assessment



Planning Ahead Mark Your Calendars Week of The Young Child March 27-31

We have some fun things planned!

