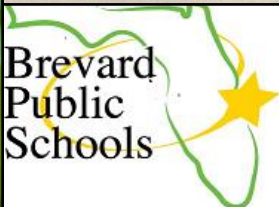




Brevard Public Schools **HEADSTART**

2019 – 2020 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.

Through the ongoing efforts of our Board, Policy Council, dedicated staff and invaluable community members who 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. Through the use of program data and story sharing, this comprehensive report demonstrates the **impact** program activities and financial resources provide your community during year three of the five year grant cycle.



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.

The spring of 2020 brought a set of challenges we have never experienced. In mid-March, BPS was forced to close its doors and transition to distance learning in order to protect the health and safety of our children, families and our staff as the COVID-19 virus spread throughout our country. Our hardworking staff rose to the occasion taking learning in the classroom to children learning from home. As we navigate through these new and unexpected challenges brought on by COVID-19, we continue to stay connected to our children and their families. Despite the changes made, we remain committed to our core mission: **To serve every prekindergarten student and family with excellence as the standard.**

Each day, our teaching teams, family advocates, principals and other staff 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
School Readiness Strategies	9
Curriculum and Assessment Materials.....	9
Staff Training	9
CLASS	10
Child Outcome Data	11
Distance Learning and Family Support During a Pandemic	12
Transitions	14
Early Head Start to Head Start	14
Kindergarten Preparation.....	14
Program Contacts	16



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.

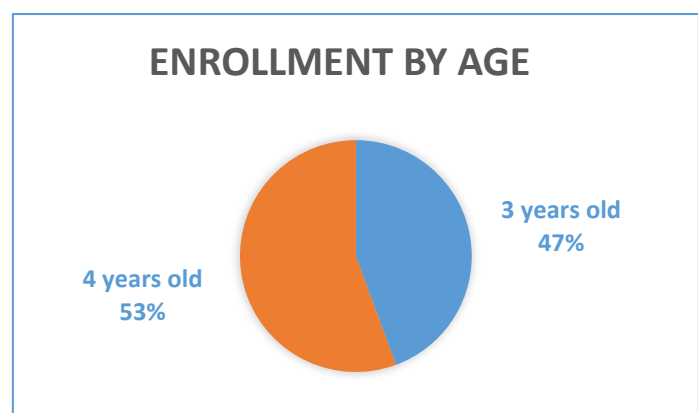


[Brevard Public Schools Head Start](#) has a funded enrollment of 624. The program calendar consists of 175 student days and each day provides a minimum of 6.5 hours of instructional time (1,950 minutes weekly). Children attend school five days each week. Our center-based model is hosted at 12 elementary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

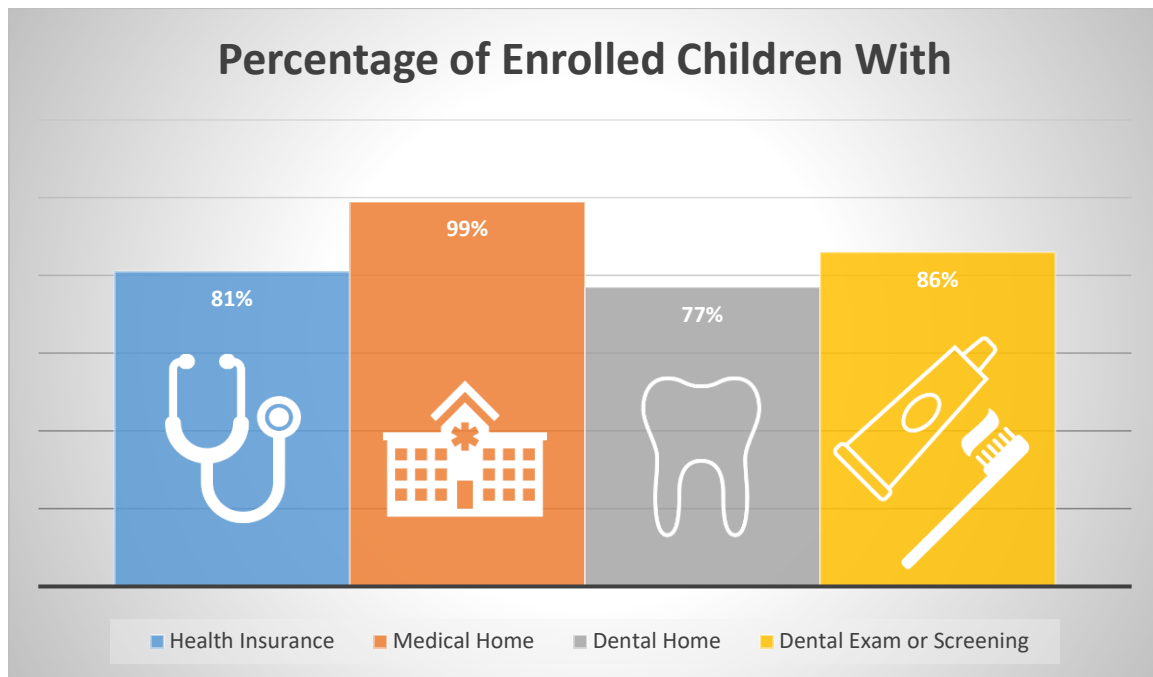
Enrollment

BPS Head Start is funded to serve 624 children in Brevard County at any one time. However, as families transition in and out of the program, vacant positions are filled from our waitlist. The cumulative enrollment (total number of children served) was 654. The average monthly enrollment was 624 or 100% of the funded enrollment. Special education services were provided to 82 children with disabilities, 12.5 % of our funded enrollment, exceeding the Head Start Performance Standard requirement.

Eligibility Type	Percent of Families
Below 100%	77%
Public Assistance	8%
Foster Care	1%
Homeless	5%
Over Income	9%



Serving Children and Families



Most Recent Head Start Monitoring

In January 2020, our program participated in a Focus Area One (FA2) Review event. Our program received highlights in two areas: Family and Community Engagement Services and Fiscal Infrastructure. Opportunities for Continuous Improvement (OCI) were noted in three areas: Program Management, Supporting Teachers in Promoting School Readiness, and Determining, Verifying, and Documenting Eligibility. An OCI is identified when the grantee is determined to be compliant in an area, however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality. Our program has taken measures in all three areas of OCI to enhance quality in these areas. An Area of Noncompliance was noted and corrected, in Child Health Status and Care. No corrective action is required at this time.

Financial Report

Funding Sources (July 1, 2019 – June 30, 2020)

Source	Description	Amount
Federal	Administration of Children and Families (ACF) – Head Start Grant	\$5,075,551
State	Non-Federal Match – Cash	\$775,123
Local	Non-Federal Match – In-Kind	\$453,607
Private	None	\$0
Total		\$6,304,281

Expenditures (July 1, 2019 – June 30, 2020)

Description	Budget	Actual	Variance
Payroll	\$3,189,358	\$3,126,236	\$63,122
Fringe	\$1,088,935	\$1,024,310	\$64,625
Supplies	\$83,683	\$59,217	\$24,466
Equipment	\$11,000	\$9,835	\$1,165
Contractual	\$222,636	\$193,307	\$29,329
Other	\$194,132	\$169,948	\$24,184
Indirect Cost	\$226,796	\$215,560	\$11,236
Training/Technical Assistance (Includes Travel)	\$59,010	\$47,091	\$11,919
Totals	\$5,075,551	\$4,845,505	\$230,046

Financial Audit

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



Community and Program Partnerships

Over 1,350 services were received by families through community & program partnerships. Services included housing assistance, adult education, asset building services, 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 affords our program the opportunity to support families.



Thanks to **Angie Lyon's** commitment and dedication to program oral health initiatives. Her work with the Space Coast Dental Task Force has been instrumental in assisting our families and the community at large with oral health needs.



"We still like playing, we never stop learning, and our precious little customers? Well, they keep on growing up." – Angie Lyon

Karen Rousseau, Clerk (aka Director of First Impressions), was nominated for two Child Abuse Prevention Task Force (CAPTF) Awards this year: *Social Services Individual/Employee* and *Social Services Volunteer*. One of the anonymous nominations stated: *"Karen has gathered food and household items and put together food bags, hygiene bags, clothing closets, and even given the last dollar in her purse to help a family in need. She presents at parent meetings and shares her skills with others to help teach families how to create a household budget and not live beyond your means. She is very connected with her church **Rockledge United Methodist** and often champions for assistance when she cannot pull together resources from the community. She always gives thanks to those who give materials of help on her mission for our families and makes sure each donor gets full credit."*



Our longstanding partnership with the Florida Department of Health, ensures our program supports families with ongoing sources of health care and keeping children up to date with medical and oral health care. This partnership proved to be invaluable not only to Head Start families, but our entire community during the pandemic. Photo, courtesy of WFTV Channel 9 News: Health Manager, **Robin Buckmaster**, supports Covid-19 testing in Brevard.

Parent and Family Engagement

Our program provides meaningful ways to ensure families have many opportunities to be engaged in their journey to school readiness. Families participate in establishing school readiness goals for their child during parent/teacher conferences and home visits. Parents are offered the opportunity to volunteer in their child's classroom, participate in parent meetings and become members of our Policy Council.

"I wanted to say thank you from the bottom of my heart for all you do for Brevard's young children. You, along with everyone else involved with Head Start, give some of these children a chance. A chance at life, for a few even **a chance at love**. Under the care of these Head Start teachers and people like you who make everything happen these children receive love, education, and an amazing head start at life. I used to work for Head Start in Texas and I know how crucial these services are for lower income children and families. Speaking as a Head Start parent I cannot begin to tell you what Head Start did for my son. **He blossomed and was able to become the best version of himself.** I am truly humbled and understand how important these first few years are for our children's development. I cannot thank you enough for being as invested in our children just as much as we are. I hope you have a wonderful day and even better 2021!"

~ Elyse L., Sherwood Policy Council Representative

"I want to thank you from the bottom of my heart for everything you guys do as educators and always welcoming parents to be involved in their children's education. A **huge** thank you to my Family Advocate, **Roxani Estes** at Palm Bay Elementary for all her hard work, for always being a listening ear, and always showing so much love and compassion towards the families that she works with on a daily basis."

~ Emely N., PBE Policy Council Representative

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. One of many examples was facilitated by Jenifer Clarke. The article below, courtesy of Angie Lyon, tells the story.

Fifty smiling and enthusiastic students representing 3 Head Start schools were selected to be the recipients of a special gift package provided through a unique community partnership. *Hope to Dream*, an *Ashley Home Furniture* charity, provided each lucky child with a brand-new bed, sheet set, pillows, mattress protector, comforter, blankets, plush bear, water bottle and a book. *Kennedy Space Center* added a plush space shuttle to the gift items and provided a tour of the *Space Shuttle Atlantis*, refreshments for the families, face painting and portraits by a caricature artist. The beds were revealed to amazed children and families. Imagine a hotel ballroom filled with comfortable beds on which a place card, naming each child is tucked. Upon entering the room, the children were invited to find their very own bed. After a flurry of activity 50 children climbed into 50 beds. The lights were dimmed, and the ceiling was illuminated with twinkling stars. Jenifer Clarke, Head Start Family Advocate, was instrumental in guiding this process, beginning with a fabulous idea and ending with a memorable day. Eighteen of the families are currently enrolled in Head Start and many more are former Head Start students. Jenifer was moved by the outpouring of support for families, many of whom she personally knows. "Some of these kids were sleeping with family members, in cribs, and on the floor. They appreciate this with all of their hearts!" Melanie Moore said this was perfect for her two children, former Head Start students, 8-year-old Jairus and 5-year-old Kitai. "I really appreciate this, and it means a lot to me as a mother."



School Readiness Strategies

Throughout the school year, our program shares school readiness tips along with other useful information, in the monthly Head Start News Report. 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 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 receive 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.

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. Head Start Instructional Coaches are CLASS certified reliable observers. To further support the development of high-quality interactions, each teacher and instructional assistant receives MMCI (Making the Most of Classroom Interactions) training.

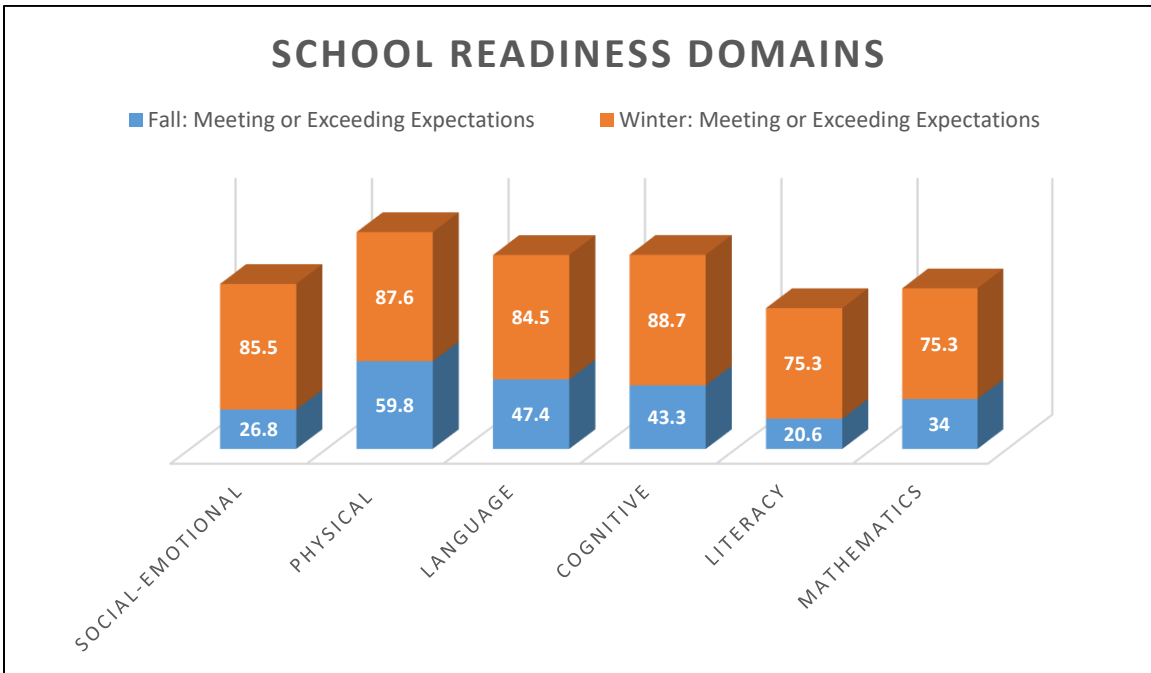
CLASS Domain	OHS Federal Review Dec 2019	Competitive Threshold (NEW)	Quality Threshold (NEW)
Emotional Support	6.0300	5	6
Classroom Organization	5.7867	5	6
Instructional Support	3.2533	2.3	3

The Office of Head Start announced a final rule updating the Designation Renewal System. For CLASS®, the final rule facilitates the use of CLASS® as a quality improvement tool and promotes greater transparency for grantees. To achieve this, the final rule removes the lowest 10% criterion, while simultaneously establishing quality thresholds and raising the competitive thresholds (formerly minimum thresholds) for each domain of the CLASS®. The quality thresholds, representing quality of the learning environment, are indicated in the chart above. These new thresholds do not relate to competition, but instead reflect a quality improvement focus in teacher-child interactions, with support from OHS. For any grantee with a score below one or more of the quality thresholds, OHS will provide support for quality improvement in those areas of teaching practices and teacher-child interactions that most need improvements. The final rule also sets more rigorous competitive thresholds for all three CLASS® domains and represents the floor for quality in terms of teacher-child interactions. Any grantee with a CLASS® score below one or more of the competitive thresholds will be designated for competition. The competitive thresholds are noted in the chart above. These competitive thresholds increase the minimum standard of quality and set the expectation for programs to work toward moving into the high-quality range.



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 collect 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 meeting or exceeding the five school readiness domains from fall 2019 through spring 2020. *(Note: Due to the pandemic, the Winter GOLD Checkpoint was the last point of data collection for the 2019-20 school year.)*



*Due to the pandemic, the Winter GOLD Checkpoint was the last point of data collection for 2019-20.

Distance Learning and Family Support During a Pandemic

In the spring of 2020, BPS Head Start was forced to physically close its doors to children and their families due to the COVID-19 virus. Early childhood services then transitioned to remote learning from home.



Ms. Rotan and Ms. Bonessi's students participate in a Flat Teacher project.



HEAD START VPK DISCOVERY

Ms. Dunwoody's students share Earth Day projects

Mrs. Clare: "My children have been playing in the treehouse, painting and cooking in our kitchen and we are keeping ourselves busy. I have also checked in on both my mother and my mother-in-law using social distancing. I am looking forward to seeing all of my students when this is over and, be prepared, I will want lots of hugs!"



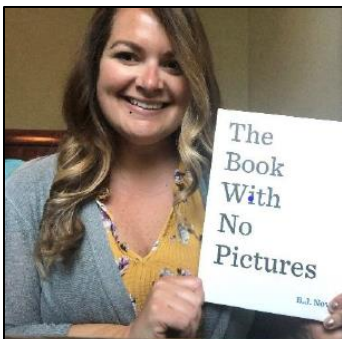
Ms. Cote's families working from home



Getting ready for Kindy



Ms. Cruz's student preparing a meal with Home Grown Veggies



Ms. Conner continues to make connections with families through story time



Ms. Rothe's student learning at home



Ms. Bertram: Daily routines are key



During program closures, employees were recognized for their commitment in supporting community outreach efforts during the pandemic. **Sue Allen, Instructional Coach**, assisted with packing over 480 meals for the Children’s Hunger Project. **Karen Rousseau, “Director of First Impressions”**, prepared bags that contained two substantial dinners plus peanut butter/jelly, canned fruits/veggies, cereal bars and a dessert. A typical meal is designed to require only two pots/pans for preparation and might include a canned ham with macaroni/cheese, canned chicken with gravy and rice, soups with extra veggies or chicken/dumplings. Generous donations from our **Community Partners** made it possible for our **Family Advocates** to offer and deliver these meals to Head Start families. Pictured below, Family Advocates, **Jocelyn Dagher** and **Ernesta Jordan** support with meal delivery.



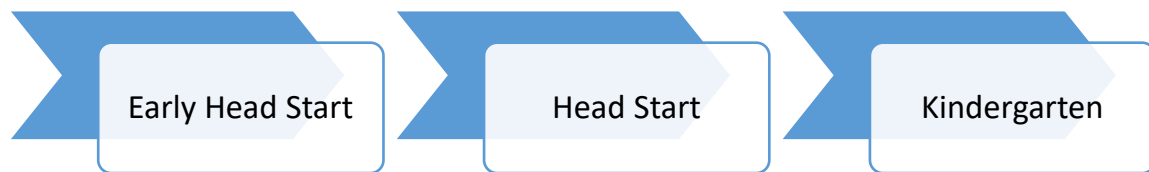
Family Services Manager, Sandra Simmons delivers supply backpacks to family advocates. “We are all staying busy to ensure that families continue to be served.”

Transitions

Preschool children make the transition into kindergarten more successfully when their schools and families prepare together, and when their preschool and kindergarten teachers connect. BPS Head Start has a system in place to help children transition from one program to the next. This includes the transition from Early Head Start to Head Start and Head Start to kindergarten.

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.



Head Start children proudly show off their *Class of 2027* t-shirts. Our program strives for successful transitions all the way to graduation!

Kindergarten Preparation

The transition from Head Start into kindergarten is seamless because all Head Start classrooms, with the exception of one site, are located in 12 BPS elementary schools. Head Start student health and education files, maintained with other school records, are easily transferred in a timely manner during the transition process. Preschool and kindergarten teachers working within the same elementary buildings are able to connect to discuss student data and individual child needs. 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 conduct two home visits and two parent conferences a year. Families mingle with kindergarten teachers, visit classrooms, and become familiar with routines through daily involvement in the elementary school experience. Activities that target this effort include kindergarten open houses and family orientations.

A transition plan is in place to extend learning into the summer months. Due to our program closure in March, learning in the summer months primarily focused on children expected to enter kindergarten in the fall of 2020 and students with disabilities. Using data from the Voluntary Prekindergarten (VPK) Assessment a Jump Start program was offered to children entering kindergarten. VPK Assessment Scores of students scoring below expectations in one or more domains between Assessment Period 1 and Assessment Period 2 were offered the Jump Start program.

In partnership with the Office of Early Learning, over 50 rising kindergarten students, who participated in **Head Start** in 19-20, attended the *Jump Start to Kindergarten Program* or *Summer VPK* ! Many thanks to the teachers, staff and principals (aka Superheroes) who welcomed children with open arms!



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

Angie Lyon

Education Manager
lyon.angie@brevardschools.org

Sandra Simmons

Family Services Manager
simmons.sandra@brevardschools.org

Michele McKay

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

Robin Buckmaster

Health Manager
buckmaster.robin@brevardschools.org

Jim Powers

Environmental Health and Safety Specialist
powers.jim@brevardschools.org

