

School Board of Brevard County Head Start



Annual Report 2016-2017



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To Our Stakeholders

Brevard Public Schools 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 that work tirelessly, the challenges of our program and families have been met. It is truly due to each of you that the Head Start vision comes to life in Brevard. These efforts have made it possible for the program to enter the next five year grant cycle without the requirement to compete against other grantees. This “non-compete renewal” status is a major accomplishment in an era of new accountability requirements for Head Start.

Our mission is to create a safe and nurturing environment for each child that promotes successful and appropriate learning experiences in all areas of a child’s development. 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 help children progress and to assist families. Additional services are offered to meet the special needs of children with disabilities.

Our 35 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 to offer 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 our community and partners for their continued support.

Program Goals

- Review and revise the current coaching practices to implement a research-based coaching plan for education staff
- 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
- Develop a systematic approach to communicate and share data analysis results and health education to include parents, teachers, administrators and staff
- Develop a systematic approach to provide professional development to teachers to improve and enhance differentiated lesson planning/individualized student instruction and to improve cognitive mathematic skills of children
- Increase the number of dental screenings and examinations provided to children

Program Governance

As the Head Start grantee, the School Board of Brevard County has established a formal structure of shared governance in which parents participate in decision making and program planning. Serving as the governing body, the school board solicits guidance from the Head Start Policy Council. The Policy Council is composed of Head Start parents elected at the school level and community representatives. This structure ensures that the governing body, Policy Council, Parent Committees, and program staff work cooperatively in the decision making process.

Program Overview

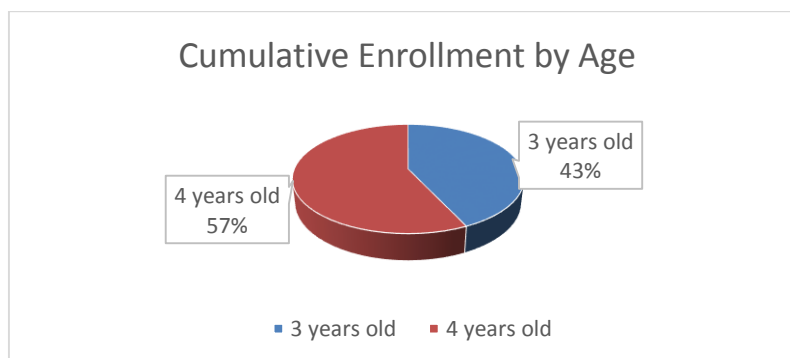
The Head Start program promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to children and families.

Head Start has a funded enrollment of 624 and offers a center-based model. The program calendar consists of 175 student days and each day provides a minimum of 6.5 hours of instructional time. Children attend school five days each week. This provides 1,950 minutes of weekly instructional time. The program is operated at public school sites throughout the county. Four year old Head Start children also participate in the Florida Voluntary Prekindergarten program (VPK). VPK is a state funded program that supports the Head Start school readiness goals.

Head Start/VPK is to four year old children determined eligible for the program.

Head Start - 3 is provided to three year-old children determined eligible for the program.

Cumulative Enrollment by Age



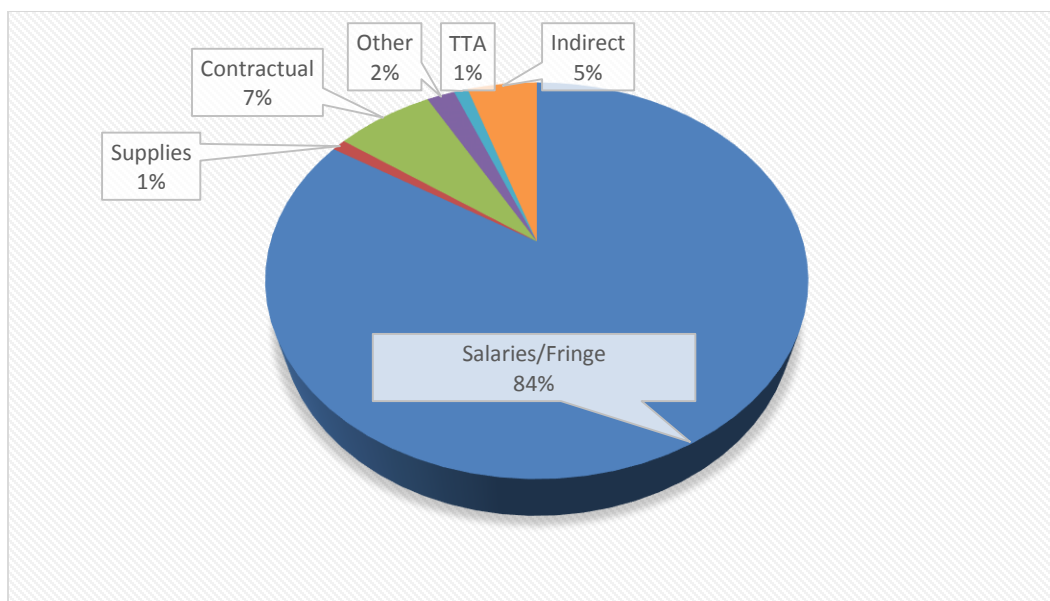
Financial Report

Funding Sources (July 1, 2016 to June 30, 2017)

Source	Description	Amount
Federal	Head Start Grant - Health & Human Services	\$ 4,769,339
State	Head Start Grant - Non-Federal Match – VPK	\$ 804,771
Local	Head Start Grant - Non-Federal Match	\$ 390,976
Private	None	
Total		\$ 5,965,086

Expenditures from Federal Head Start Grant Funds

Description	Budget	Actual	Variance
Salaries/Fringe	\$4,094,037	\$3,990,025	\$104,012
Supplies	\$59,500	\$62,219	(\$9,719)
Contractual	\$340,736	\$354,716	(\$13,980)
Other	\$68,992	\$80,550	(\$11,558)
Training/Technical Assistance	\$54,081	\$54,081	-
Indirect Costs	\$193,546	\$220,748	(\$27,202)
Total	\$4,810,892	\$4,769,339	\$41,553



Financial Audit for Year Ended June 30, 2017

SCHOOL BOARD OF BREVARD COUNTY COMPREHENSIVE ANNUAL FINANCIAL REPORT

For The Year Ended June 30, 2017

<http://finance.brevardschools.org/accounting/Financial%20Reports/2017%20CAFR/2017%20CAFR.pdf>

Most Recent Head Start Reviews

The most recent reviews by the Administration for Children & Families, Office of Head Start were conducted/reported during the timeframe indicated below:

Leadership/Governance/Management Systems

Conducted from 11/17/2015 to 11/18/2015

No area of noncompliance was found

Comprehensive Services/School Readiness Review

Conducted from 10/20/2015 to 10/23/2015

No area of noncompliance was found.

Environmental Health and Safety Review

Conducted from 5/27/2015 to 5/29/2015

No area of noncompliance was found.

CLASS Review

Conducted from 01/26/15 to 01/30/15

See report on page 13

Fiscal and ERSEA Review

Conducted from 12/8/2014 to 12/12/2014

No area of noncompliance was found.

Serving Families and Children

Enrollment Statistics

- Total number of families and children served (cumulative enrollment): 696
- Average monthly enrollment: 624 or 100% of the funded enrollment
- Total number of children with disabilities served: 119 or 17%

Eligibility Type

	# of children	percentage
Income below 100% of federal poverty line	529	76.0%
Public assistance such as TANF, SSI	25	4.0%
Foster children	1	0.5%
Homeless	83	12.0%
Over Income	58	7.0%

Medical and Dental Exams

	Enrolled Children Who Received Exams
Medical	41%
Dental	41%

Meals and Snacks Served

Breakfast	Lunch	Snacks
88,309	90,594	99,426



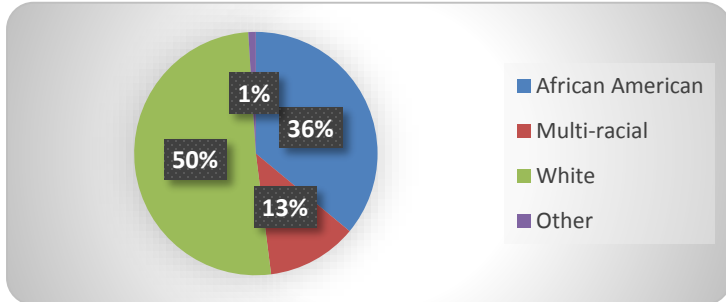
School Bus Transportation

The school district transportation services transported approximately 300 children by bus to and from their Head Start program.

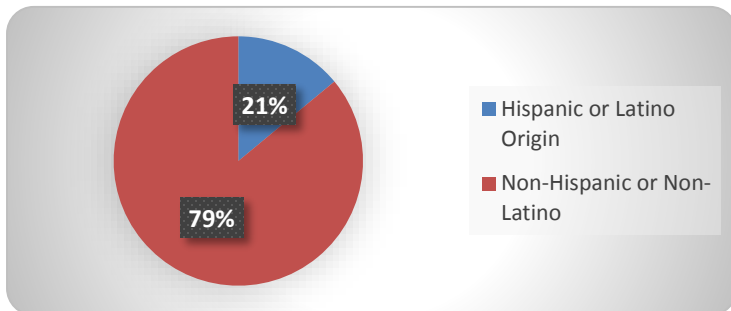


Family Demographic Information

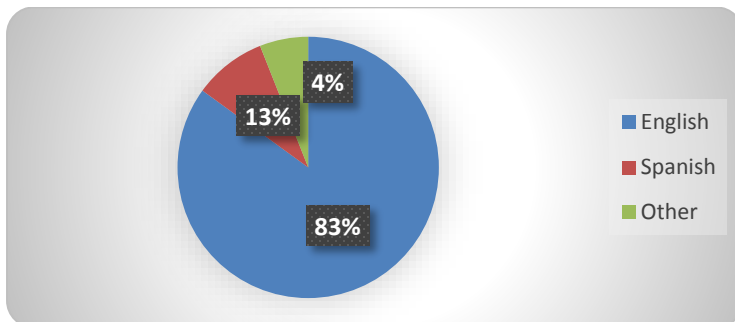
Race



Ethnicity



Language



Community and Program Partnerships

Approximately 630 services were received by families through community & program partnership. Services included housing assistance, adult education, health education, dental services and emergency/crisis intervention. Our partnerships with Brevard C.A.R.E.S, Florida Health Department, Space Coast Health Foundation and many other affords our program the opportunity to support families.

Family Engagement

In April 2017, Head Start families enjoyed a day at the Brevard Zoo that included admission, lunch, train rides, music, and Earth Day celebratory events. Attendance exceeded 1,300 and included moms, dads, grandmas, grandpas, teachers, instructional assistants, family advocates and staff.



Our partnership with the Brevard Zoo far exceeds any expectations one can imagine. From classroom curriculum (Growing up Wild) to free family memberships, this partnership 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 have done for our community.



Parents had the opportunity to participate in Policy Council Meetings, Parent Meetings, Classroom Activities, Parent/Teacher Conferences, and Home Visits. *Over 130 fathers/father figures participated.* Many topics of interest were offered to parents during monthly parent meetings. Head Start staff presented information related to:

- Child development
- School readiness
- Establishing routines
- Sleep habits
- Hygiene practices
- Self-care
- Financial/budgeting

One of the most popular presentations was “Beyond Couponing” which offered a practical way to look at household expenses and simple ways to trim them.

Parents and stakeholders supported this school year with *2,814 volunteer hours* and through their efforts enhanced each child’s learning experience. The program had *387 volunteers, with 321 of those being Head Start parents.*

School Readiness Strategies

Throughout the school year, **Angie Doucette, Education Manager**, shares school readiness tips along with other useful information, in the monthly Head Start News Report. To support dual language learners, the information below was shared in the March 2017 Head Start News:

Immigrant families bring a wealth of cultural and linguistic knowledge to the preschool community. They are vital partners in their children’s education. Listening thoughtfully, carefully considering ideas, and developing collaborative relationships all benefit and support immigrant

families and enhance their children's learning. While most teachers won't be fluent in every home language, learning a few key words is an excellent way to show support to families.

Curriculum and Assessment Materials

The program utilizes The 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 assistant have an opportunity to complete a sequence of online training components to improve instructional practices and to support the development of literacy skills.

CLASS

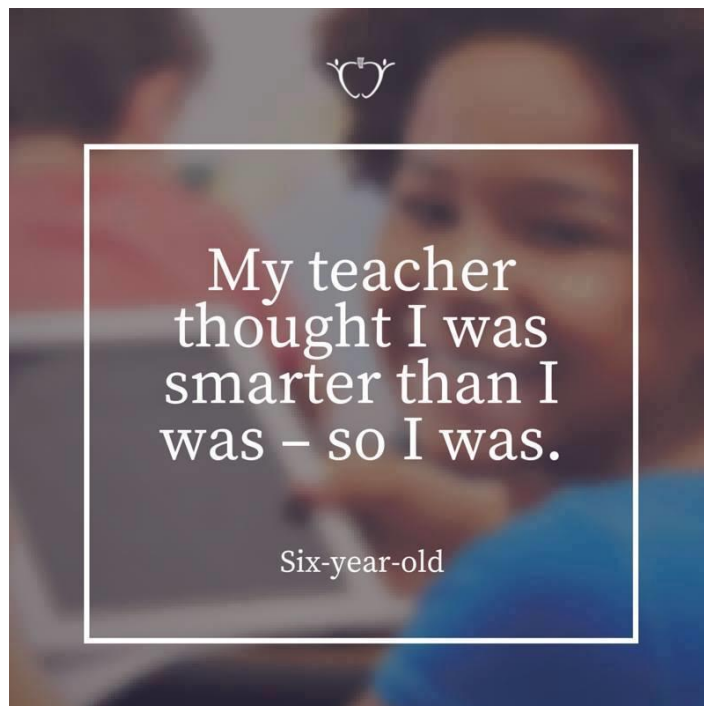
Teaching teams are observed a minimum of two times each year using CLASS (Classroom Assessment Scoring System). CLASS is designed to improve the quality of teacher/child interactions. CLASS measures teacher-child interactions across three domains: emotional support, classroom organization and instructional support. All Head Start staff 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.

 Program Self-Monitoring CLASS Data 		
Date	Domain	Score
Fall 2016	Emotional Support	6.2464
	Classroom Organization	5.7095
	Instructional Support	2.7048
Spring 2017	Emotional Support	6.3750
	Classroom Organization	5.8429
	Instructional Support	3.1476

 Federal Review CLASS Data 		
Date	Domain	Score
January 2015	Emotional Support	5.98
	Classroom Organization	5.74
	Instructional Support	2.75

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. Teaching Strategies GOLD is the primary data collection tool. GOLD 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.



**2016-2017
GOLD Data for 3 Year Olds**

School Readiness Domain	Meeting/Exceeding Expectations Checkpoint 1 to 2 Winter 2017	Meeting/Exceeding Expectations Checkpoint 1 to 3 Spring 2017
Social/Emotional	48.3% to 87.2%	48.3% to 98%
Approaches to Learning	51.8% to 86.3%	51.8% to 96.2%
Language and Communication	52.4% to 86.5%	52.4% to 94.7%
Mathematics Development	28.4% to 73.9%	28.4% to 93.3%
Perceptual, Motor, & Physical Development	63.1% to 92.3%	61.3% to 93.3%
Literacy	33.3% to 76.4%	33.3% to 91.6%

Strong Scores Overall

Children in our 3 year old classrooms showed the most growth over the year in the Perceptual, Motor, & Physical Development domain.



The Mathematical Development domain was an area identified for teacher and staff professional development based on this and other data points.

**2016-2017
GOLD Data for 4 Year Olds**

School Readiness Domain	Meeting/Exceeding Expectations Checkpoint 1 to 2 Winter 2017	Meeting/Exceeding Expectations Checkpoint 1 to 3 Spring 2017
Social/Emotional	40.0% to 82.4%	40.0% to 95.5%
Approaches to Learning	37.3% to 87.3%	37.3% to 98.5%
Language and Communication	43.1% to 85.9%	43.1% to 93.9%
Mathematics Development	24.5% to 77.9%	24.5% to 90%
Perceptual, Motor, & Physical Development	41.2% to 92.3%	41.2% to 96.5%
Literacy	56.7% to 76.4%	56.7% to 98.2%

Strong Scores Overall

Children in our 4 year old classrooms showed the most growth over the year in the Literacy domain.



The Mathematical Development domain was an area identified for teacher and staff professional development based on this and other data points.

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

The transition from Head Start into kindergarten is seamless because the grantee is Brevard Public Schools. All Head Start classrooms, with the exception of two sites, are located within elementary schools. Because the Head Start children ride the same buses, eat in the same cafeterias, and participate in many of the same activities as the elementary children, 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. 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 for either three or four year olds. 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.

Program Contacts

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