

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
OCTOBER 2020**

ENROLLMENT

Month	Head Start Enrollment	Funded Enrollment	Attendance
July 2020	<i>The program is not operational during the month of July.</i>		
August 2020	332	624	97.76%
September 2020	388	624	91.95%
October 2020	421	624	92.59%
November 2020		624	
December 2020		624	
January 2021		624	
February 2021		624	
March 2021		624	
April 2021		624	
May 2021		624	

TOTAL MEALS SERVED

Month	Breakfasts	Lunches	Snacks
July 2020	<i>The program is not operational during the month of July.</i>		
August 2020	<i>School started 8.31.2020, meals counts will be provided in the Sept 2020 report.</i>		
September 2020	5,992	5,612	6,239
October 2020	7,246	7,274	7,499
November 2020			
December 2020			
January 2021			
February 2021			
March 2021			
April 2021			
May 2021			

FISCAL YEAR 2021 (INCLUDES P-CARD EXPENSES) – Head Start Grant Year 4

Cost Category	Amended Budget	Actuals		Balance of Grant Award
		Oct-20	YTD	
Payroll	\$3,360,704.00	\$262,294.17	\$801,046.22	\$2,559,657.78
Fringe	\$1,075,702.00	\$93,175.98	\$273,016.87	\$802,685.13
Supplies	\$169,583.00	\$14,941.64	\$35,220.58	\$134,362.42
Equipment	\$5,000.00	\$0.00	\$0.00	\$5,000.00
Travel *	\$0.00	\$0.00	\$0.00	\$0.00
Contractual	\$298,895.00	\$8,833.00	\$47,755.70	\$251,139.30
Other	\$119,157.00	\$7,381.60	\$12,767.99	\$106,389.01
Indirect Cost	\$253,815.00	\$0.00	\$39,535.58	\$214,279.42
TTA (includes Travel)	\$59,010.00	\$695.00	\$3,605.00	\$55,405.00
Supplement COVID-19	\$548,376.00	\$21,718.00	\$21,718.00	\$526,658.00
Totals	\$5,890,242.00	\$409,039.39	\$1,234,665.94	\$4,655,576.06

EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING

CONTENT AREA SPECIALIST REPORT: OCTOBER 2020

The following Standards are highlighted this month:

- 1302.92 Training and Professional Development
- 1302.31 Teaching and Learning (a) (b) (ii)

1302.31 Teaching and Learning (a) (b) (ii)

Our focus for the month has been to assure that literacy is embedded into the daily instruction for all students. We promote growth in the developmental progression by aligning with the HSELO Framework and curricula in direct planning of organized activities schedules, lesson plans and implementation of high-quality early learning experiences. This focus will also support our Florida State Requirements and School Readiness Plan in providing instruction in the area of Language and Literacy. We have utilized a Teacher Needs Assessment through Practice Based Coaching to target the needed skills teachers much possess to meet the needs of the children and provide the school readiness skills to enter kindergarten. Some of the Needs Assessment Questions that have been our main focus this month have been on 4 strategic skills sets:

1. Use of rich expressive language and conversation to increase children's receptive and expressive language skills using **Language Scaffolding**. (12)
2. Create vocabulary and language growth using the strategy **Think, Show, Tell, Talk**. (14)
3. Provide instruction into book components by asking open-ended questions, characters, plot, and concepts of print using **Dialogic Reading**. (16)
4. Use of interactive strategies during shared reading that incorporates explicit vocabulary instruction using **Book Embedded Vocabulary**. (18)

Two of these strategies (Dialogic Reading and Language Scaffolding) were highlighted in our weekly Staff Newsletter and all coaches are seeing weekly lesson that embed literacy into daily lessons. These strategies also support the CLASS dimensions of Language Modeling.

The ESE specialist supported all Head Start sites with disability and mental health information. *(1302.45 Child Mental Health & Social Emotional Well-Being, 1302.60 Additional Services for Children with Disabilities)*

Twenty-four students (5.6% of enrollment) with Individual Education Plans (IEP's) are enrolled in the program and receiving services. *(1302.60 Additional Services for Children with Disabilities)*

Five students are receiving Kinder Consulting services. Five children are in the initial meeting phase. *(1302.45 Child Mental Health and Social and Emotional Well-Being)*

EARLY CHILDHOOD HEALTH AND WELLNESS

The following standards are highlighted this month:

- 1302.41 Collaboration and Communication with Parents
- 1302.42 Child Health Status

The initial 45-day mandated hearing and vision screenings were completed. New students are screened when they enroll in the program. Rescreening is being conducted on children who did not pass the initial screening. *(1302.42 Child Health Status)*

Health screening to assess weight, height, blood pressure and hemoglobin have begun. Results are sent home in a sealed envelope. *(1302.42 Child Health Status)*

Documented health concerns received a follow-up and referral or and Individual Health Plan in collaboration with the parents. *(1302.42 Child Health Status)*

PARENT FAMILY AND COMMUNITY ENGAGEMENT (PFCE)

Applications are available to all interested families via the Head Start website, email or by U.S mail. *(1302.13 Recruitment)*

Family advocates conducted held parent meetings via ZOOM. Topics included the importance of routines, what children are learning in class, and letter/literacy activities. A variety of parent and family resources were shared with parents during these meetings. *(1302.51 Parent Activities to Promote Learning and Development, 1302.41 Collaboration and Communication with Parents)*

PROFESSIONAL DEVELOPMENT

1302.92(b)(1)(5) Training and Professional Development. A program must establish and implement a systematic approach to staff training and professional development. Research-based approaches to professional development for education staff, providing effective interactions and addressing challenging behaviors.

The leadership team established a calendar of staff training and professional development for teachers, IAs, and family advocates. The leadership team then developed presentations to support all staff. These will be ongoing throughout the school year and offered on designated Friday afternoons during early release time throughout the year. See schedule below.

Friday, October 9 2:00 to 3:15	Transitions That Are Effective AND Will Support Higher Outcomes for Children
	Creating a Strong Partnership with Our Teaching Teams
Friday, October 16 2:00 to 3:15	Creating a Strong Partnership with Our Teaching Teams
	Conscious Discipline: The Cutting Edge of Behavior Management
Friday, October 23 2:00 to 3:15	Conscious Discipline: The Cutting Edge of Behavior Management
	Transitions That Are Effective AND Will Support Higher Outcomes for Children

For October we had 66 teachers, IAs and Family Advocates participate in the trainings.

The certified behavior analyst delivered virtual professional development via Zoom covering *Conscious Discipline* to school staff. (1302.90 Training and Professional Development, 1302.31 Teaching and Learning).

Family advocates received training with Brevard CARES via the Microsoft Team platform. (1302.90 Training and Professional Development)

INFORMATION AND GUIDANCE FROM THE OFFICE OF HEAD START

The Head Start Act requires grantees to provide accurate and regular information for use by the governing body and the Policy Council, about program planning, policies, and Head Start agency operations. This includes communication and guidance from the Office of Head Start which is provided as Program Instructions (PI) and Information Memorandums (IM).

This [Program Instruction](#) announces the Final rule on the Head Start Designation Renewal System (DRS) with 3 changes to the conditions used to determine whether local Head Start grantees have to compete for continued funding:

1. Now, two deficiencies will trigger competition, rather than just one.
2. Removed the CLASS 10% trigger. In exchange, there will be two sets of thresholds: Quality Thresholds and Competitive Thresholds.
 - Quality Thresholds will initiate additional support from the Office of Head Start to increase classroom quality.
 - Competitive Thresholds for Emotional Support and Classroom Organization minimums are 5. The Competitive Threshold for Instructional Support will have a

phased-in increase. Competitive Thresholds will be reason for programs to recompete.

3. Fiscal condition: two audit findings that are material weakness or questioned costs would trigger competitions, and a “going concern” finding at any time triggers competition.