

Broward County

Public Schools

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Head Start/ Early Head Start May 2024 Monthly Report



April 2024



Enrollment						
Month	Funded Enrollment	Enrolled	Accepted	Vacancies	Total Enrollment	Attendance
June 2023	2120	1976	0	144	1976	70.19%
July 2023	80	75	0	5	75	N/A
August 2023	2120	1895	122	225	1895	92.59%
September 2023	2120	1973	29	147	1973	88.77%
October 2023	2120	2009	32	111	2009	85.92%
November 2023	2120	2018	38	102	2018	86.88%
December 2023	2120	2036	27	84	2036	85.61%
January 2024	2120	2032	27	88	2032	86.76%
February 2024	2120	2040	30	80	2040	87.28%
March 2024	2120	2036	30	84	2036	85.60%
April 2024	2120	2041	15	79	2041	86.36%
May 2024						

Meals						
Month	EHS Breakfast	EHS Lunch	EHS Total	HS Breakfast	HS Lunch	HS Total
June 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
July 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
August 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
September 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
October 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
November 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
December 2023	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
January 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
February 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
March 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
April 2024	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
May 2024						

* Food Service is operating under the Community Eligibility Provision (CEP). No student ID/meal numbers are being collected at this time; therefore, data regarding participation is not available.

April 2024



2024 Fiscal Year – April Early Head Start			
	Allotment	Expenditures	Balance
Personnel	\$927,012	\$536,020	\$390,992
Fringe	\$485,754	\$315,301	\$170,453
Purchased Services	\$15,652	\$805	\$14,847
Supplies	\$51,777	\$13,672	\$38,105
Capital Outlay	\$0	\$0	\$0
Other	\$6,467	\$0	\$6,467
Indirect Cost	\$57,874	\$32,721	\$25,153
TTA	\$25,251	\$0	\$25,251
In-Kind			
Totals	\$1,569,787	\$898,521	\$671,266

2024 Fiscal Year – April Head Start			
	Allotment	Expenditures	Balance
Personnel	\$12,815,548	\$7,539,592	\$5,275,956
Fringe	\$5,813,109	\$3,738,641	\$2,074,468
Purchased Services	\$588,437	\$231,999	\$356,438
Supplies	\$461,817	\$325,657	\$136,160
Capital Outlay	\$33,376	\$3,278	\$30,098
Other	\$18,471	\$3,980	\$14,491
Indirect Cost	\$824,041	\$472,463	\$351,578
TTA	\$165,497	\$23,323	\$142,174
In-Kind			
Total	\$20,720,296	\$12,338,933	\$8,381,363

April 2024



New Head Start/Early Head Start Staff

HEAD START

District Staff

Name	Position
N/A	N/A

Name	School
N/A	N/A

Teacher Assistants

Name	School
N/A	N/A

Relief Staff

Name	School
Anjeanet Hankins	Castle Hill

EARLY HEAD START

Child Development Associates

Name	School
N/A	N/A



Content Area Specialist Reports

Eligibility Recruitment Selection Enrollment and Attendance (ERSEA)

- The cumulative enrollment for Head Start (HS) and Early Head Start (EHS) for April 2024 was two thousand and forty-one (2041).
- The Head Start application window for the 2024-2025 school year continued to be open during the month of April. Families interested in applying were prompted to contact the Parent Educator at one of the 50 school locations to schedule an interview appointment.
- Intake staff conducted one hundred and eighteen (118) interviews in April for the 2024-2025 school year. The HS program continued to accept and process applications for select schools with openings for the 2023-2024 school year. Eligible families were sent an email with the registration steps and required documents needed for enrollment prior to their child attending school.
- Seventy-five (75) applications were processed by final processors for the 2024-2025 school year in April 2024.
- The HS Director and HS Key Management Team worked on updating the 2024-2025 program status emails (acceptance, waitlist, and not eligible). Status emails will be sent to families the 1st week of May.
- The HS Director and HS Key Management Team supported intake personnel and provided feedback on questions regarding applications.
- The monthly attendance average for April 2024 was 86.36%.
- Attendance for the month of April increased by 0.76%. The fluctuation in attendance was caused by an increase in children no longer sick and returning to school.

Health and Nutrition

- The HS/EHS Nurse collaborated with school nurses to obtain and/or create Care Plans. Care Plans were uploaded to ChildPlus, and school staff/teachers were notified that new Care Plans were available.
- The Health Team continued to review all enrolled children's health records and ensured all medical conditions were addressed by contacting the parents. The plan of care was discussed and reviewed with the parents.
- The HS/EHS Nurses communicated with school-based nurses to relay pertinent information regarding the health of the children enrolled in the program.
- The EHS/HS Nurses reviewed health requirement reports to ensure hearing/vision/height & weight screenings were performed promptly. Reminders regarding pending/past due 45-day health screenings were sent to each teacher.
- The EHS Nurse and EHS Health Parent Educator continued to screen children who entered late or were absent on days of screenings.
- Notifications continued to be sent out for vision, hearing, and height & weight referrals as needed.



- The HS Nurse continued monitoring follow-ups with parents regarding vision and hearing referrals.
- The HS Nurse followed up with dental treatments needed for children in the program.
- The HS/EHS Nurses communicated with the primary parent regarding all medical conditions of children, including those being treated or not treated by a professional.
- Relevant documentation was obtained to support medical conditions. Information was then shared with relevant team members and uploaded to ChildPlus.
- The HS/EHS Nurses collaborated with Parent Educators, Teachers, and Teacher Specialists to address any questions or concerns from parents.
- The EHS Nurse collaborated with all EHS Teachers and staff to ensure that the safe sleep policy was followed.

Disabilities

- The Lead Inclusion Specialist conducted the monthly Speech and Language Pathologists (SLP) meetings.
- The Lead Inclusion Specialist attended the monthly Exceptional Student Education (ESE) Specialist meeting and shared information with the Disabilities Team.
- The Lead Inclusion Specialist conducted monthly meetings with the Disabilities Team and Administration to review child concerns and share information about the number of children with disabilities enrolled in the program.
- The Behavior Specialists developed Functional Behavior Assessment/Positive Behavior Intervention Plans (FBA/PBIPs) with school-based teams.
- The Disabilities Team continued to create and modify hands-on materials for language, behavior, and sensory integration based on individual child needs.
- The Disabilities Team attended school-based Multi-Tiered Systems of Support (MTSS) trainings.
- The Disabilities Team and SLPs conducted observations as part of MTSS.
- The Disabilities Team conducted school/classroom visits to provide, discuss, and model interventions for children.
- The Disabilities Team attended initial Individual Education Plan (IEP) staffings.
- Year to date, there have been four hundred (400) HS/EHS children who qualified for services under the Individuals with Disabilities Education Act (IDEA).
- There are currently two hundred twenty-seven (227) children enrolled in HS/EHS, who have an IEP or Individual Family Service Plan (IFSP).
- The Disabilities Team continued preparation for the Head Start Round-Up that will be held May 7, 2024 – May 17, 2024.
- HS Behavior Specialists worked with classroom staff to utilize behavior modification strategies so that children are able to access their education and learn functional behaviors in their environment.



Mental Health

- The Mental Health Team conducted the final parent curriculum meetings with families. The final meetings included strategies for children's routines at home and supporting social-emotional learning.
- The Mental Health Team provided families with behavioral and mental health referrals to community providers.
- The Mental Health Team planned and collaborated with community behavioral and mental health providers to ensure that services could be provided to families in need.
- The Mental Health Team collaborated with school-based teams and participated in MTSS meetings as needed.
- The Mental Health Team continued to collaborate with Parent Educators, Teacher Specialists, Behavior Specialists, and Inclusion Specialists.
- The EHS Social Worker provided referrals to Early Steps as needed.
- The EHS Social Worker ensured IFSPs were uploaded in ChildPlus.
- The EHS Social Worker provided support while visiting EHS classrooms.
- The EHS Social Worker participated in Social Worker Team meetings and Instructional Support meetings.
- The EHS Social Worker continued follow-ups and support to teachers with Devereux Early Childhood Assessment (DECA) rescreening & DECA screenings of newly enrolled children.
- The EHS Social Worker provided support to families by sharing Conscious Discipline strategies that could be implemented in the home environment.
- The EHS Social Worker provided ongoing supportive visits to Early Head Start classrooms and mental health support for staff.
- The EHS Social Worker shared current/updated community resources with families and provided behavioral and mental health referrals to community providers.
- The EHS Social Worker collaborated with community behavioral and mental health providers.
- The EHS Social Worker provided ongoing collaboration with Parent Educators, Teacher Specialists, Behavior Specialists, and Inclusion Specialists.

Parent Family and Community Engagement (PFCE)

- The Family Service Specialist and Parent Educators continued to provide updated community resources to families.
- The Family Service Specialist met with Key Managers regarding the 2024-2025 application period.
- The Family Service Specialist met with the Social Workers and Parent Educators regarding additional Parent Curriculum Workshops for the 2023-2024 school year.
- Parent Educators continued taking Head Start applications for the 2023-2024 school year.
- Parent Educators scheduled their last Parent Workshops for the 2023-2024 school year.
- Head Start staff continued taking applications for the 2024-2025 school year.



- Head Start staff and the recruiting team continued to meet in an effort to increase marketing efforts in the community.
- The Family Service Specialist and Parent Educators continued to disperse Head Start flyers in the community for the 2024-2025 application period.

Family Services

- Parent Educators attended virtual meetings to support families and responded to emails from families regarding concerns.
- Parent Educators assisted parents with uploading the required documents into ChildPlus to complete their HS/EHS applications.
- Parent Educators assisted families with Family Assessments and Family Goals to ensure completion within the designated time.
- Parent Educators collaborated with the Family Service Specialist to ensure families were supported.
- The Family Service Specialist connected with outside agencies in an effort to provide additional social service support to the HS/EHS families.

Education

- Teacher Specialists completed a comprehensive classroom inventory of each Head Start classroom to identify materials and resources that are needed per Curriculum Fidelity and classroom requirements.
- The Curriculum Supervisor and Teacher Specialists identified materials and resources that need to be ordered from approved vendors. Materials were ordered for the classrooms that had curriculum fidelity needs.
- Teacher Specialists conducted mini-CLASS observations to provide coaching support to teachers and prepare them for their 2nd CLASS observation in the Spring.
- Teacher Specialists met with classroom staff to continue data chats about all children enrolled in Head Start. Data chats included a discussion of areas of growth and areas of need, and the next steps were identified.
- Teacher Specialists provided one-on-one coaching support and met to complete the end-of-year Action Plan with each classroom teacher. During these meetings, the Teacher Specialist and Teacher reviewed data from the Classroom Assessment Scoring System (CLASS) and identified the next steps to support learning and sustain a positive climate for children.
- EHS Staff worked with classroom staff to ensure accommodations for children with Individualized Family Service Plans (IFSPs) were in place and children's individual needs were being met.

April 2024



- EHS Staff worked to complete data chats with classroom staff in which each child's screenings and development were discussed.
- EHS staff began transition meetings for parents.
- EHS staff provided ongoing monitoring of monthly supply inventory, action plans, and curriculum fidelity.
- EHS staff provided ongoing supportive visits to Early Head Start classrooms.

Resource Links for Families

Parents with Infants and Toddlers

Zero to Three

[Learning Self-Control Birth to 12 Months](#)

<https://www.zerotothree.org/resource/learning-self-control-birth-to-12-months/>

Parents with Preschoolers

National Association for the Education of Young Children

[Help Your Preschooler Gain Self-Control](#)

<https://www.naeyc.org/our-work/families/help-your-preschooler-gain-self-control>