

Broward County Public Schools Head Start Preschool/Early Head Start Annual Report 2024-2025



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2024-2025 HEAD START SITES

Atlantic West Elementary	Miramar Elementary
(Mary M.) Bethune Elementary	Morrow Elementary
Boulevard Heights Elementary	North Fork Elementary
Broadview Elementary	North Lauderdale Elementary
Castle Hill Elementary	North Side Elementary
Colbert Elementary	Oakland Park Elementary
Collins Elementary	Oriole Elementary
Coral Springs Elementary	Peters Elementary
Cresthaven Elementary	Plantation Elementary
Cypress Elementary	Pompano Beach Elementary
Davie Elementary	Quiet Waters Elementary
Deerfield Park Elementary	Riverland Elementary
Dillard Elementary	Rock Island Elementary
Drew Family Resource Center	Royal Palm Elementary
Driftwood Elementary	Sanders Park Elementary
Dr. Martin Luther King Jr. Elementary	Sheridan Hills Elementary
Endeavour Primary Learning Center	Sunland Park Academy
Fairway Elementary	Tamarac Elementary
Gulfstream Early Learning Center	Tedder Elementary
Lake Forest Elementary	Thurgood Marshall Elementary
Larkdale Elementary	Village Elementary
Lauderhill Paul Turner Elementary	Walker Elementary
(C. Robert) Markham Elementary	West Hollywood Elementary
Meadowbrook Elementary	Westwood Heights Elementary
McNab Elementary	Wilton Manors Elementary

2024-2025 EARLY HEAD START SITES

(Mary M.) Bethune Elementary	Peters Elementary
Drew Resource Center	Westwood Heights Elementary
Gulfstream Early Learning Center	

Mission

Broward County Public Schools is committed to educating all students to reach their highest potential.

Program Overview

The Head Start Preschool (HSP)/Early Head Start (EHS) administers the District's Head Start Preschool Early Head Start Programs. Through the District, the HSP/EHS Programs streamline the coordination of services and referrals required to meet the needs of HSP/EHS families enrolled. Each HSP classroom ranges from seventeen (17) to twenty (20) children and is staffed at a minimum by an Early Childhood, Bachelor 's-level, Certified Teacher in addition to a Teacher Assistant who holds a Child Development Associate or an Associate's Degree or higher.

Infants, toddlers, and pregnant women receive services through the EHS program. The goal of EHS is to provide enriching caregiving to promote the overall development of children. EHS supports parents in their role as primary caregivers as well as the teachers of EHS children. Responsive services and resources are provided to ensure comprehensive services and support for families. EHS provides appropriate infant/toddler activities, support services for health, nutrition, education, and social services for young children and their families. Center-based caregivers in EHS hold either a National Child Development Associate Credential in Infant/Toddler, a Florida Child Care Professional Credential (FCCPC) from birth to five, or an associate's degree or higher with at least 6 credit hours of Infant/Toddler coursework. EHS services are provided year-round, with children enrolled in the center-based option receiving services as outlined in the Broward County School calendar with additional home-visiting services offered during the summer months.

Program Governance/Policy Council

The HSP/EHS Programs provide shared governance with The School Board of Broward County (SBBC) and Policy Council through which parents are encouraged to participate in policy making and other decisions about the program. The Policy Council consists of fifteen (15) members and twelve (12) alternates. The membership includes parents of children currently enrolled in HSP or in EHS, a past officer from the previous year, and two community representatives. Parents elected to Policy Council meet monthly and participate in shaping the HSP/EHS programs by making decisions related to policymaking, funding allocation, and program management. Monthly enrollment, fiscal, meal, and content area reports are provided to SBBC and Policy Council.

Family Engagement

Parent Orientation meetings are held at school sites where parents can learn about the HSP, the school, curricula, and meet the staff. While completing Family Assessments & Family Partnership Agreements with their Parent Educator (PE), families also receive additional relevant connections to community resources.

Throughout the year, families are provided with information regarding community job fairs, holiday programs, volunteer opportunities and Policy Council dates/locations. During the 2024-2025 school year, PEs communicated with families weekly via telephone, in person, email, or virtual platform. PEs conducted weekly teacher contacts, which were documented in the Head Start database. Parent Education Workshops, Parent Committees, and Policy Council meetings were conducted in person with a virtual option. In addition, the Family Service Specialist continued to work with the PEs to provide support services to Head Start families.

Financial Report

Proposed Breakdown of Federal Expenditures	Head Start Preschool	Early Head Start
Personnel	\$6,308,802	\$533,509
Fringe	\$3,878,325	\$353,507
Supplies	\$247,802	\$12,691
Contractual	\$649,430	\$8,877
Other	\$938,619	\$7,365
Indirect	\$573,757	\$43,970
Total Federal Funds	\$12,596,735	\$959,997

Actual Breakdown of Budgetary Expenditures	Head Start Preschool	Early Head Start
Personnel	\$6,308,802	\$533,509
Fringe	\$3,878,325	\$353,507
Supplies	\$247,802	\$12,691
Contractual	\$649,430	\$8,877
Other	\$938,619	\$7,365
Indirect	\$573,757	\$43,970
Total Federal Funds	\$12,596,735	\$959,997

Overall Annual Budget	Head Start Preschool	Early Head Start
Total Federal Funds	\$12,477,433	\$941,794
Non-Federal Funds	\$3,149,184	\$239,999
Training and Technical Assistance (T/TA)	\$119,302	\$18,203
Grand Total	\$15,745,919	\$1,199,996

Results of the Most Recent Fiscal Audit

Each fiscal year, SBBC (the District) completes an audit to review financial statements and analyze financial activities. Findings from the audit are then documented and shared through an Annual Comprehensive Financial Report. The Early Childhood Education Department that encompasses the District's HSP/EHS provides financial statements included in the Annual Comprehensive Financial Report (ACFR). At the time of this report, data was available from the ACFR collected for the fiscal year ending on Monday, June 30, 2024, and the report findings showed no deficiencies for the HSP/EHS.

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

All Head Start Mandated Performance Standards and guidelines related to eligibility, enrollment, and attendance are followed, beginning with recruitment of new families throughout the school system and the community at large. Staff accepted over four thousand (4,247) applications for the 2024-2025 school year and processed applications to determine eligibility. Attendance was encouraged and monitored by staff to ensure that children benefited from the HSP/EHS Programs and services. Enrollment and attendance data reported as follows:

	Head Start Preschool	Early Head Start
Funded Enrollment	2,040	80
Number of Children Served	2,186	113
Percentage of Eligible Children Served	91%	33%
Number of Families Served	2,079	107
Percent of Average Monthly Enrollment	87%	78%
Hispanic or Latino Origin	478	22
Non-Hispanic or Latino Origin	1,707	91
Parents declined to specify Origin	1	0

Please note that the number and/or percent of participants served may differ from the allotted seats due to children entering and withdrawing from the program and the number of children waitlisted throughout the year.

Primary Type of Eligibility

Income at or below 100% of Federal Poverty Line	Public Assistance	Unhoused	Foster	Income between 100%-130%	Other
300	1,780	104	38	84	3

Participants counted only once by primary type of eligibility.

Curricula to Support School Readiness

The Creative Curriculum System for Preschool is used as the foundational framework in all Head Start classes. *The Creative Curriculum® System for Preschool* is a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. This curriculum provides children with opportunities to learn through purposeful play-based experiences on topics they are familiar with. This framework provides a balance between child-initiated and adult-directed activities that support developmentally appropriate cognitive, social/emotional, physical, self-help, and communicative skills. It is aligned with the Head Start Child Development and Early Learning Framework and the Florida Early Learning and Developmental Standards for Four-Year-Olds.

Teaching Strategies GOLD (TSG) is the ongoing assessment tool used in conjunction with Creative Curriculum to connect assessments to individualized learning experiences that are located within the curricular resources. TSG is aligned with the State Standards for Kindergarten, the Head Start Child Development and Early Learning Framework, and the Florida Early Learning and Developmental Standards for Four-Year-Olds.

EHS classrooms use The Creative Curriculum for Infants, Toddlers, and Twos. This framework is rooted in the concept of learning through relationships and routines, including building trusting relationships, promoting individualized care, and providing environments that support and encourage exploration. The Creative Curriculum includes essential elements that promote the development of partnerships with families and an appreciation of cultural, family, and individual differences. The Creative Curriculum supports dual language learners and the inclusion of children with disabilities in all aspects of the program. Children's growth and development are documented and recorded in Teaching Strategies GOLD.

Family Services

HSP/EHS provides a range of support for families, including assistance with transitions into and out of the program; educating parents about advocating for their children within the school and community; and providing referrals to community resources to meet a broad range of family needs. HSP/EHS also supports families by promoting educational and vocational training opportunities for adults, and mental health support for children and parents.

PARENT EDUCATORS (PEs)

Parent Educators act as advocates and liaisons for families within the HS/EHS program. They meet with families to assess family strengths and help families create a goal to address areas where families need additional support. Families can meet with their PEs in their homes, on campus, or virtually. PEs can also be contacted via telephone or email. PEs assist families in finding services or resources regarding housing, employment, finances, parenting, holiday assistance, and language training, as well as during times of crisis.

SOCIAL WORKERS

HSP/EHS Social Workers assist families during times of crisis. Families can meet with their Social Workers in their homes or on campus. Social Workers can also be contacted via telephone or email. Social Workers support families and staff with social services relating to housing, foster care, abuse, domestic violence, bereavement, child behavior concerns, and counseling.

EDUCATION PROFESSIONALS

Families are encouraged to participate in their child's education through conferences and home visits with teachers. Parent activities are provided based on parent and child interests, and families are educated about the curriculum. Activities are also shared with families that can be done at home to enhance their child's understanding and progress in literacy, math, and social skills. In addition, Teacher Specialists, Social Workers, Behavior Specialists, and Inclusion Specialists work to support classroom teachers.

Program Services to Promote Family Outcomes	Number of Families Served	
	Head Start Preschool	Early Head Start
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	388	33
Housing assistance (e.g., subsidies, utilities, repairs)	217	22
Asset building services (e.g., financial education, debt counseling)	234	10
Mental health services	474	32
Substance misuse prevention	6	32
Substance misuse treatment	4	6
English as a Second Language training	204	5
Enrollment assistance for education/job training program	179	4
Research-based parent curriculum	1,131	73
Involvement in discussing their child's screening and assessment results and their child's progress	1,374	80
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	1,755	80
Education on preventative medical and oral health	1,216	77
Education on health & developmental consequences of tobacco product use	64	33
Education on nutrition	578	45
Education on postpartum care (e.g., breastfeeding support)	48	6
Relationship/marriage education services	65	3
Assistance to families of incarcerated individuals	27	0
*Number of families who are counted in at least one of the services listed above	1,846	82

Quality Teaching and Learning Environment

The main goal for the program is to ensure that all children are ready for kindergarten. The daily focus is on providing high-quality, developmentally appropriate learning experiences to promote pre-literacy, math, and social skills. A certified Teacher and a Teacher Assistant implement the activities in the classroom. Teachers support emerging literacy, math skills, reasoning, problem-solving, and decision-making skills that are the foundation for school readiness. These goals are accomplished through individual, small, and large group activities.

Three-year-old and four-year-old children are enrolled in the HSP Program, and children under the age of three are enrolled in EHS. All children are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally. The program provides these services by implementing appropriate educational practices for children based on age, individual interest, temperament, language, cultural background, and stages of development. The environment is inclusive of children with disabilities and is consistent with their Individualized Education Plans (IEPs) or Individual Family Support Plan (IFSP), and the physical environment is adapted to meet children's needs.

The Creative Curriculum Fidelity Checklist is completed in each HSP/EHS classroom to determine the extent to the curriculum is being implemented, and the environment is conducive to high-quality instruction. The Checklist is aligned with the curriculum and assists the program in identifying areas of need and support for teachers.

The HSP/EHS program uses a research-based coaching model that is implemented when meeting with teachers. This model focuses on providing non-evaluative feedback to teachers regarding the quality of teaching and the classroom environment. An Action Plan is developed with each classroom teacher that focuses on identifying indicators of strength and growth to ensure an optimal learning environment for all children. Additionally, professional development opportunities are suggested in the action plan for teachers to participate in during the school year.

In addition, Head Start Teachers and Teacher Assistants provide an environment of acceptance that helps each child develop a positive self-concept, enhance individual strengths, and foster social relationships. To support emotional development, the instructional staff has implemented a program inclusive of social skills that enhances each child's strengths by building trust, fostering independence, and encouraging respect for the feelings and rights of others.

Teachers model and promote positive guidance and discipline using a problem-solving approach to conflict. Staff balance between encouragement and praise and continue to focus on the strengths of the children to develop positive attitudes toward learning. Teachers plan routines and transitions to occur in a timely, predictable manner. This planning includes a consistent, posted, interactive daily schedule.

Classroom Staff Data

At the beginning of the 2024-2025 school year, data was collected on education and child development staff. The data was aggregated as follows:

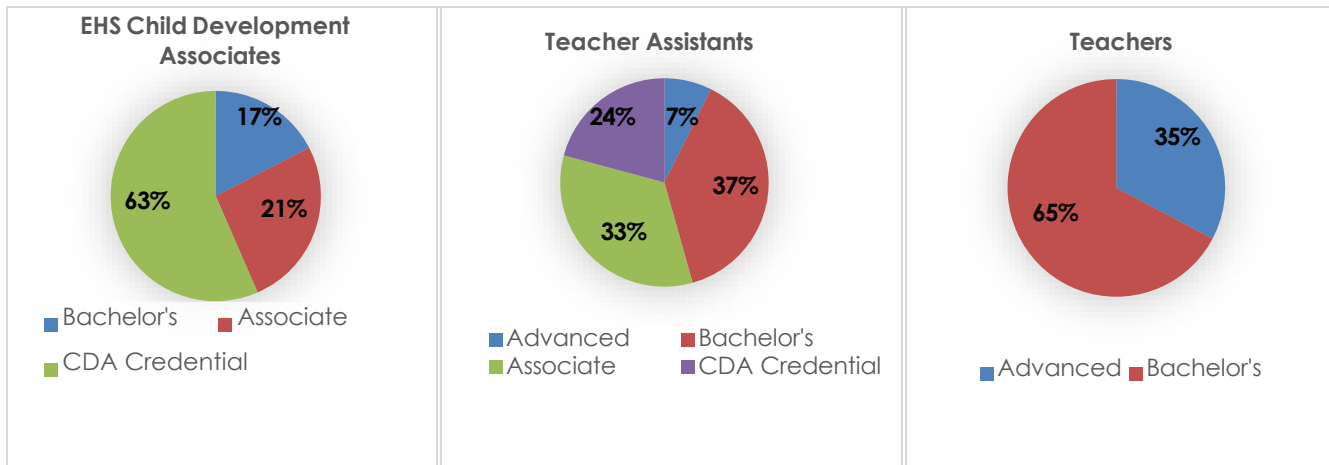
Demographics

Race and Ethnicity	Head Start Preschool	Early Head Start
American Indian or Alaska Native	2	0
Asian	7	1
Black or African American	154	16
Native Hawaiian or Other Pacific Islander	2	1
White	84	5
Biracial/Multi-racial	12	0
Other	0	0
Unspecified (declined to answer)	0	1
Languages* (# of staff members proficient in a language other than English)	94	13
Spanish**	47	9
Native Central American, South American, or Mexican (e.g., Mixteco, Quichean)	1	0
Caribbean Languages** (e.g., Haitian-Creole, Patois)	33	3
Middle Eastern or Southern Asian (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	3	0
East Asian (e.g., Chinese, Vietnamese, Tagalog)	2	0
Native North American/ Alaska Native	0	0
Pacific Island (e.g., Palauan, Fijian)	0	0
European and Slavic** (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	9	0
African (e.g., Swahili, Wolof)	0	0
American Sign Language	3	1
Other	0	0
Unspecified	0	0

*Identifies four (4) staff members who speak multiple languages other than English.

**Languages spoken.

Staff Degrees and Credentials



Classroom Assessment Scoring System Data

Annually, HSP/EHS classrooms are monitored to ensure the quality of interactions between staff and children and to measure emotional support, classroom organization, and instructional support. Teacher Specialists are trained to be reliable in the Classroom Assessment Scoring System (CLASS), conducting observations, providing feedback, and monitoring classrooms. A minimum of two (2) CLASS observations per classroom were conducted during the 2024-2025 school year.

The tables below demonstrate the 2024-2025 CLASS data collected within the HSP/EHS programs and the Office of Head Start (OHS) Quality Threshold.

2024-2025 Classroom Assessment Scoring System Scores for Head Start

Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average	BCPS HS Average at End of Year 2024-2025
Emotional Support	6.00	6.40
Classroom Organization	6.00	5.98
Instructional Support	3.00	4.03

2024-2025 Classroom Assessment Scoring System Scores for Early Head Start

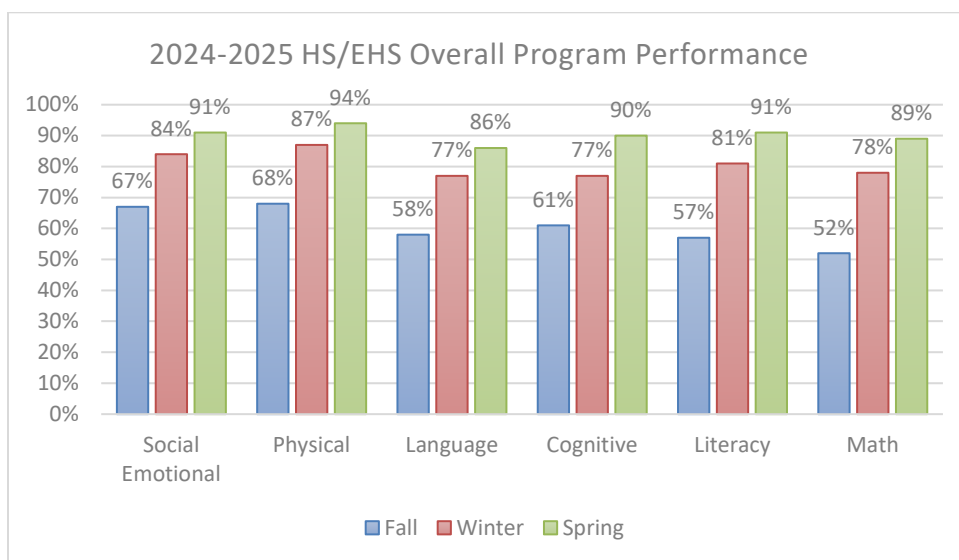
Classroom Assessment Scoring System (CLASS) Domains	OHS Quality Threshold Average	BCPS EHS Average at End of Year 2024-2025
Toddler – Emotional & Behavior Support	NA*	5.93
Toddler – Engaged & Support for Learning	NA*	4.88
Infant – Responsive Caregiving	NA*	5.72

* Quality threshold averages were not provided for Early Head Start by the Office of Head Start.

HSP/EHS Teacher Specialists support the Head Start Teachers, Teacher Assistants, and EHS Child Development Associates through a data-driven coaching model that utilizes a strength-based approach to improve instruction in the classroom. The Curriculum Supervisor and EHS Specialist work closely with the HSP/EHS Teacher Specialists to ensure support is provided to staff based on CLASS data, and effective teaching practices are being implemented throughout the year.

School Readiness Goals and Data

Children's development and progress are tracked across all essential domains. Data related to the goals and benchmark criteria is collected through Teaching Strategies Gold. The ongoing observational system for assessing children is used to document each child's development and progress. Data is utilized to individualize instruction, determine teacher needs, and guide program-wide improvements. A School Readiness Goals Report is developed to present data in relation to the goals and benchmarks, determine progress, and identify program-wide trends. Programming decisions and improvements are then made based on the data. The report is shared with all HSP/EHS stakeholders, and it is approved by the Policy Council and the School Board. The chart below provides the results of the overall program performance determined by the number of children meeting or exceedingly widely held expectations for their age/grade from the Fall to the Spring of the 2024-2025 school year.



Recent Program Review – Findings

From Tuesday, October 1, 2024, to Monday, October 7, 2024, the Administration of Children and Families conducted a monitoring review of the HSP/EHS to determine whether the findings previously cited as deficiencies had been corrected.

Findings report as follows:

Service Area	Applicable Standard(s)	Program finding(s)
Supervision	1302.90 Personnel policies (c) Standards of conduct (l) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.	The grant recipient ensured that no child was left alone or unsupervised while under the care of its staff. The grant recipient revised active supervision strategies, trained staff, and increased monitoring. The grant recipient also created a monitoring checklist and an active supervision audit form and conducted active supervision audits monthly. This area of deficiency is corrected.
Program Management and Quality Improvement	1302.47 Safety Practices (a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times.	The grant recipient ensured it established, implemented, and enforced a system of health and safety practices that ensured children were kept at all times. The grant recipient modified safety policies and procedures to increase classroom monitoring. Language was added outlining staff's responsibility to monitor and maintain healthy and safe environments. This area of deficiency is corrected.

Service Area	Applicable Standard(s)	Program finding(s)
Discipline	1302.90 Personal policies. (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not: (C) Bind or tie a child to restrict movement or tape a child's mouth. (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.	The grant recipient ensured all staff refrained from using unacceptable discipline methods with children. The grant recipient reviewed its child abuse and discipline guidance policies and procedures, trained staff, and increased monitoring. This area of deficiency is corrected.

Health and Nutrition/Disabilities

The HSP/EHS programs promote the vision of wellness as it relates to the total physical and mental health of the child and family. This goal is achieved through a collaborative effort from families, staff, and health professionals. Parents are equipped with the necessary resources to promote dental health, establish medical care, utilize nutritional information, and practice good safety. Ultimately, parents are provided with the necessary resources to become health advocates for their families.

The HSP/EHS health staff are responsible for monitoring the health status of the child and serve as liaisons between the family and their health care provider. Considering the medical condition of the child and observation by the staff, assessments are made, care plans are created, and follow-up is implemented. Using a multidisciplinary team approach, children are screened, concerns are identified, and follow-up is initiated. All required health-related education is provided for the staff and parents. Extensive collaboration with community agencies ensures awareness of services available for families. The following table provides information on how many children within each program have been diagnosed with chronic conditions by a healthcare professional.

Chronic Condition	Number of children diagnosed by a Healthcare Professional	
	Head Start Preschool	Early Head Start
Autism spectrum disorder (ASD)	6	0
Attention Deficit Hyperactivity Disorder (ADHD)	2	0
Asthma	122	4
Seizures	9	0
Life-threatening allergies	53	2
Hearing Difficulties	0	0
Vision Difficulties	85	2
Blood Lead Level Test with elevated lead levels >5g/gL	0	0
Diabetes	1	0

The HSP/EHS Program provides nutritional services following the U.S. Department of Agriculture guidelines established by the National School Lunch Act. At the time of enrollment, each child's nutritional needs are identified utilizing the following information: height/weight, body mass index, hemoglobin/hematocrit, special diets, food allergies, cultural preferences, and special needs. Parents of children flagged for nutritional concern are sent nutritional information and are provided nutritional counseling by the contracted HS/EHS Nutritionist.

Disabilities and Health Report / Type of Service	Head Start Preschool	Early Head Start
Children with Health Insurance (At the end of the enrollment year)	2,164	110
Children with access to health care (At the end of the enrollment year)	2,186	113
Children with access to dental care (At the end of the enrollment year)	2,186	113
Pregnant Women Served	N/A	0
Pregnant Women with access to healthcare (At the end of the enrollment year)	N/A	0
Postpartum Health Care	N/A	0
Newly enrolled children who completed required screenings within 45 days for developmental, sensory, or behavioral concerns	1318	62
Newly identified children needing follow-up assessment or formal evaluation	475	2
Children with IEPs and IFSPs served	295	10

Mental Health Consultations	Head Start Preschool	Early Head Start
Number of classroom teachers, home visitors, and family childcare providers who received assistance from a mental health consultant through observation and consultation.	110	6



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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email eeo@browardschools.com.

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