

**HEAD START GOVERNING BOARD AND POLICY COUNCIL [MONTHLY REPORT](#):  
DECEMBER 2019**

**ENROLLMENT**

Month	Head Start Enrollment	Funded Enrollment	Attendance
July 2019	<i>The program is not operational during the month of July.</i>		
August 2019	624	624	80%
September 2019	624	624	85%
October 2019	624	624	92%
November 2019	624	624	90%
December 2019	624	624	85%
January 2020		624	
February 2020		624	
March 2020		624	
April 2020		624	
May 2020		624	

**TOTAL MEALS SERVED**

Month	Breakfasts	Lunches	Snacks
July 2019	<i>The program is not operational during the month of July.</i>		
August 2019	4,946	4,853	5,167
September 2019	8,663	8,750	9,069
October 2019	11,294	11,314	11,832
November 2019	8,730	8,731	8,978
December 2019	7,700	7,776	8,025
January 2020			
February 2020			
March 2020			
April 2020			
May 2020			

**FISCAL YEAR 2020 (INCLUDES P-CARD EXPENSES) – Head Start Grant Year 3**

Cost Category	Amended Budget	Actuals		Balance of Grant Award
		Dec-19	YTD	
Payroll	\$3,185,287.00	\$288,410.98	\$1,335,812.10	\$1,849,474.90
Fringe	\$1,049,854.00	\$93,103.09	\$442,537.61	\$607,316.39
Supplies	\$119,567.00	\$3,329.52	\$20,823.53	\$98,743.47
Equipment	\$11,000.00	\$0.00	\$10,835.00	\$165.00
Travel *	\$0.00	\$0.00	\$0.00	\$0.00
Contractual	\$249,044.00	\$4,981.34	\$72,935.67	\$176,108.33
Other	\$174,993.00	\$13,838.28	\$58,884.72	\$116,108.28
Indirect Cost	\$229,483.00	\$10,436.62	\$82,413.97	\$147,069.03
TTA (includes Travel)	\$56,323.00	\$1,251.73	\$23,945.82	\$32,377.18
<b>Totals</b>	<b>\$5,075,551.00</b>	<b>\$415,351.56</b>	<b>\$2,048,188.42</b>	<b>\$3,027,362.58</b>

## CONTENT AREA SPECIALIST REPORT: DECEMBER 2019

### EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING

Instructional coaches provided teachers with resources for families to take home over winter break to engage students and help them continue working on their school readiness. *(1302. Teaching and Learning Environment, 1302.32 Curricula)*

[Instructional coaches](#) met with teachers and reviewed class date to promote professional goals based on student needs. *(1302. Teaching and Learning Environment, 1302.32 Curricula, 1302.103 Implementation of Program Performance Standards)*

Sixty-two students (10% of our funded enrollment) with Individual Education Plans (IEP's) are enrolled in the program and receiving services. *(1302.60 Subpart F-Additional Services for Children with Disabilities)*

Twenty students are receiving Kinder Consulting services. Two additional referrals have been made and are in the process of being completed. *(1302.45 Child Mental Health and Social and Emotional Well-Being)*

The ESE Specialist attended Exceptional Student Education (ESE) eligibility meetings and parent meetings for referral paperwork. *(1302.60 Subpart F-Additional Services for Children with Disabilities)*

### EARLY CHILDHOOD HEALTH AND WELLNESS

Head Start Health Services Advisory Committee (HSAC) met to review procedures for the new hearing and vision screening devices, parent notification and follow up practices. The SPOT vision screener and OAE hearing screener are currently being integrated into the screening program. *(1302.42 Child Health Status and Care)*

Collaboration continues with the [Early Learning Coalition](#) and the [Space Coast Dental Task Force](#) to ensure that opportunities to provide and enhance child growth and development are formed. *(1302.42 Child Health Status and Care)*

Collaboration also continues with teachers, advocates, educational staff and the nutritionist to ensure that any identified health issue is addressed. *(1302.42 Child Health Status and Care)*

Health technicians continue to notify parents of health screening results. Families with children who are referred for additional screening and/or follow up are provided with necessary resources and reminders. (1302.42 *Child Health Status and Care*)

## **PARENT FAMILY AND COMMUNITY ENGAGEMENT (PFCE)**

Instructional coaches provided parent training on *Conscious Discipline* and *Social/Emotional Health*. (1302.50 *Family Engagement*, 1302.51 *Parent activities to promote child learning & development*)

Family advocates held parent meetings and assisted with holiday events that included holiday meals, making gingerbread houses and ornaments. Other topics included were *Conscious Discipline*, winter break activity ideas, and budgeting. Parents attending meetings totaled 177 with 35 father figures included. (1302.50 *Family Engagement*, 1302. *Teaching and Learning Environment*)

Parents and guardians are encouraged to begin the process to [become volunteers](#) and are assisted by family advocates as needed. Head Start funds are allocated to pay the \$35 fingerprinting fee. Current volunteers donated 248 hours in December. (1302.50 *Family Engagement*)

## **PROFESSIONAL DEVELOPMENT**

Instructional coaches worked with teachers on *Creative Curriculum* studies and created materials for teacher to use in their unit of study. (1302. *Teaching and Learning Environment*, 1302.92 *Training and Professional Development*, 1302.32 *Curricula*, 1302.103 *Implementation of Program Performance Standards*)

The educational staff met to collaborate, discuss staff and student needs, family engagement and stay connected to our program goals. Information was shared about the CLASS observations, how to use feedback and changes to our program protocol including safety practices. (1302.92 *Training and Professional Development*, 1302. *Teaching and Learning Environment*, 1302.47(b) *Safety Practices*)

Instructional coaches completed *Making the Most of Classroom Interactions* (MMCI) Trainer Certification. 1302.92 *Training and Professional Development*, 1302. *Teaching and Learning Environment*)

The educational staff began a [Collaboration and Mutual Accountability](#) (CMA) book study using “[Managing Emotional Mayhem](#)”, by Dr. Becky Bailey. The book will help fine tune conversations with teachers to help them support student emotional needs. (1302.92 Training and Professional Development, 1302. Teaching and Learning Environment)

Family advocates received information on the Focus Area Two monitoring event that will take place in January 2020. (1302.92 Training and Professional Development)

The behavior analyst attended the monthly meeting of district behavior analysts to disseminate new information and to gain professional development. (1302.92 Training & Professional Development, 1302.45 Child Mental Health & Social Emotional Well Being)

During the [December Board Workshop](#), the [governing body participated in training](#) on the Focus Area 2 and CLASS monitoring events schedule to take place in January 2020 and December 2019, respectively. Governing body members also participated in a review of ERSEA and Program Governance Training which was initially completed in June 2019.

[Head Start TALKs](#) provides training and technical assistance (T/TA) podcasts from the Office of Head Start (OHS). Directors, teachers, and other staff can access and learn valuable information on the go. Head Start TALKs makes content easy to find and manage. Download the Head Start TALKs app now for your [Apple](#) or [Android](#) device. Stay abreast of the latest OHS T/TA podcasts on the go.

To learn more about our Head Start program, you are encouraged to view the [2018-19 Head Start Annual Report](#) available for our stakeholders and the public at our [website](#).

## INFORMATION AND GUIDANCE FROM THE OFFICE OF HEAD START

The Financial Accounting Standards Board (FASB) issued [updated guidance](#) on lease accounting (Accounting Standards Update 2016-2). Its purpose is to improve financial reporting about leasing transactions. The guidance affects all Head Start grantees that lease capital assets, such as real estate and equipment.

This Program Instruction (PI) informs grantees of the opportunity to request to consolidate multiple Head Start grants awarded to a grantee. The PI also describes benefits and risks to consider and outlines the process grantees must follow to submit a request. This opportunity to streamline and remove some of the administrative burdens of managing multiple grants builds

on [ACF-IM-HS-19-04 Accounting Simplification for Head Start and Early Head Start Operations and Service Funds](#).

The federal Office of Head Start (OHS) will conduct a Focus Area Two (FA2) monitoring event of the School Board of Brevard County Head Start program during the week of 01/27/2020 – 01/31/2020. The Focus Area Two (FA2) review is an opportunity to demonstrate our effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. This focus area is designed to broaden the Office of Head Start's (OHS) understanding of our performance and to determine if we are meeting the requirements of the Head Start Program Performance Standards (HSPPS), Uniform Guidance, and the Head Start Act.

Our program received the OHS Federal [CLASS](#) Review Score Report (review week: December 9-13) and the results are exceptional! As you review the score report on the following page, you will be pleased to note the strong domain scores: E.S. 6.0300, C.O. 5.7867, I.S. 3.2533. We are still awaiting the *National* CLASS Review 2019 cohort scores (final lowest 10% comparison).

The [2018-19 Head Start Annual Report](#) is available for our stakeholders and public at our [website](#).



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

**To: Board Chairperson**

*Ms. Misty Belford, Board Chairperson  
School Board of Brevard County  
1225 Clearlake Rd  
Cocoa, FL 32922-6403*

**From: Responsible HHS Official**

**Date: 12/19/2019**  
*Dr. Deborah Bergeron  
Director, Office of Head Start*

**Results from CLASS<sup>®</sup> Observations**

Thank you for your support during the recent Office of Head Start onsite CLASS<sup>®</sup> review conducted from **12/09/2019** to **12/14/2019** of your Head Start program. Grant **04CH010481**.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS<sup>®</sup>). The CLASS<sup>®</sup> tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.0300	Classroom Organization	5.7867	Instructional Support	3.2533

DIMENSIONS					
Positive Climate	5.96	Behavior Management	5.82	Concept Development	2.82
Negative Climate*	1.08	Productivity	6.12	Quality of Feedback	3.18
Teacher Sensitivity	5.82	Instructional Learning Formats	5.42	Language Modeling	3.76
Regard for Student Perspectives	5.42				

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS<sup>®</sup> domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Dr. Calvin Moore*, Regional Program Manager

*Ms. Amy Reilly*, Policy Council Chairperson

*Ms. Wendy Smith*, CEO/Executive Director

*Ms. Terri Barlow*, Head Start Director

## About CLASS<sup>®</sup>

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS<sup>®</sup> assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS<sup>®</sup> remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions\*, the scoring principles are as follows:

### **Low range score**

*1-The low range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.*

*2-The low range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.*

### **Middle range score**

*3-The middle range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*

*4-The middle range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.*

*5-The middle range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.*

### **High range score**

*6-The high range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*

*7-The high range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.*

\*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS<sup>®</sup> observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS<sup>®</sup> for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS<sup>®</sup> in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS<sup>®</sup> reviewers, and additional support for the CLASS<sup>®</sup> reviewer pool. For each preschool class selected in the sample, trained and certified CLASS<sup>®</sup> reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.