

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
SEPTEMBER 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	
September 2020	388	624	85%
October 2020		624	
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			
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
		Sep-20	YTD	
Payroll	\$3,360,704.00	\$266,313.96	\$538,752.05	\$2,821,951.95
Fringe	\$1,075,702.00	\$93,053.37	\$179,840.89	\$895,861.11
Supplies	\$169,583.00	\$11,959.93	\$20,278.94	\$149,304.06
Equipment	\$5,000.00	\$0.00	\$0.00	\$5,000.00
Travel *	\$0.00	\$0.00	\$0.00	\$0.00
Contractual	\$298,895.00	\$17,616.90	\$38,922.70	\$259,972.30
Other	\$119,157.00	\$2,573.81	\$5,386.39	\$113,770.61
Indirect Cost	\$253,815.00	\$19,574.08	\$39,535.58	\$214,279.42
TTA (includes Travel)	\$59,010.00	\$855.00	\$2,910.00	\$56,100.00
Supplement COVID-19	\$548,376.00	\$0.00	\$0.00	\$548,376.00
Totals	\$5,890,242.00	\$411,947.05	\$825,626.55	\$5,064,615.45

EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING

The following Standards are highlighted this month:

- 1302.17 Suspension and Expulsion
- 1302.31 Teaching and Learning
- 1302.92 Training and Professional Development

1302.17(a) Suspension and Expulsion. A program must prohibit or severely limit the use of suspension due to a child's behavior.

1302.31(b)(1)(i) Teaching and Learning. We must emphasize nurturing and responsive practices, interaction and environment that foster trust and emotional security.

Coaches, the ESE specialist and behavior analyst began to support teaching teams that had children with behavioral difficulties and supported teams by developing plans to support the child, family, and staff. In some cases, this also included the building level administrator. A reminder of how we should handle these difficulties was also expressed in Volume 6 of our weekly newsletter. The newsletter stated: "We know that young children thrive in the context of stable, supportive relationships with adults who love, teach, and care for them. Our teams work diligently to build this environment in their Head Start classrooms. There are times that we think some children are not being successful in this environment and their behavior warrants calling parents to pick them up. This type of exclusionary discipline or suspension is not an effective practice in early childhood classrooms. It is not supported in research or by the Office of Head Start. It disrupts the learning process without a clear plan of how to help the child be successful. We do not condone calling parents to pick up their child. If as a classroom team you need suggestions and strategies to support any child, please reach out to your coaches. We will help you build 3 Key Behavioral Interventions that will work to build the success of the child and the teaching team."

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. These were developed with teaching team input gathered from a survey. The leadership team then developed presentations to support education staff in providing effective interactions, building positive climate, and addressing challenging behavior.

Beginning October 9, these will be offered on designated Friday afternoons during early release time throughout the year. Some topics include: Transitions That Are Effective AND Will Support Higher Outcomes for Children, Creating a Strong Partnership with Our Teaching Teams, Conscious Discipline: The Cutting Edge of Behavior Management, Think It, Show It, Tell It, Talk It! Literacy Success in the Classroom, How to Influence Behavior for Student Success, Effective ways to Read Aloud in your Preschool Classroom (Dialogic Reading and Book Embedded Vocabulary) and MMCI Training for Select Schools and Teams

The education manager and coaches planned extensively to provide intensive coaching in a strategic manner for all teaching teams in. A schedule was developed that will provide coaching in a systematic, strategic manner. All schools will receive weekly coaching and each teacher team will be provided coaching at the intensity they require.

Coach	Monday	Tuesday	Wednesday	Thursday	Friday
Sue Allen	Clearlake	Mims	Coquina	Discovery	Return to a School or Staff Development
Melissa Hardy	Clearlake	Port Malabar	Endeavour	Sherwood	Return to a School or Staff Development
Joan Largie	Clearlake	Saturn	Palm Bay	Jupiter	Return to a School or Staff Development
Michelle Webb	Clearlake	Uni Park	Cambridge	Enterprise	Return to a School or Staff Development

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-one students (5.1% of enrollment) with Individual Education Plans (IEP's) are enrolled in the program and receiving services. *(1302.60 Additional Services for Children with Disabilities)*

Six students are receiving Kinder Consulting services. *(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

Health services staff prepared and distributed health folders, with community health contacts and nutrition information to families. In collaboration with parents. Individual health care plans were developed for children with document health concerns. Parents received helpful educational information regarding covid-19 resources and timely information regarding flu shots. *(1302.41 Collaboration and Communication with Parents)*

Health services conducted hearing and vision screenings, reviewed physical and dental examinations as well as immunization records to determine child health status. Results of the screenings are shared with parents. Family services and health staff assist parents with making arrangements to bring the child up to date as quickly as possible. *(1302.42 Child Health Status)*

Teaching teams received training from the health manager to implement Emergency Action Plans (seizure, allergic reaction, asthma) for classroom staff. *(1302.90 Training and Professional Development)*

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)*

If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being. Head Start Newsletter Volume 2 provided guidance encouraging teaching teams to establish a procedure (electronic or hard copy) and determined which member of the team will be responsible. *(1302.16 Attendance)*

The first home visit was conducted virtually, in collaboration with the teacher and family advocate. The visit was conducted via video platform or phone based on the parent's preference. *(1302.34 Parent and family engagement in education and child development services)*

Family advocates conducted held parent meetings via ZOOM. Topics included "Building Language Skills" and "Read with Your Child!". Creativity was highlighted with the annual "Take Your Child to School" for our father figures. There were bus loop parades, shared picture posters and book giveaways to encourage participation. *(1302.51 Parent Activities to Promote Learning and Development)*

PROFESSIONAL DEVELOPMENT

The leadership team, board certified behavior analysts and behavior technicians received training on the basics of Conscious Discipline from the Head Start Board Certified Behavior Analyst (BCBA). Head Start teachers will have the opportunity to participate in the district initiative for a 3-year rollout of this Social Emotional learning for all students in grades Pre-k – 2. The BCBA participated in the Florida Association for Behavior Analysis (FABA) virtual conference.

Teaching teams received training from the health manager to implement Emergency Action Plans (seizure, allergic reaction, asthma) for classroom staff.

Additional professional development information can be found in related content areas.

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.