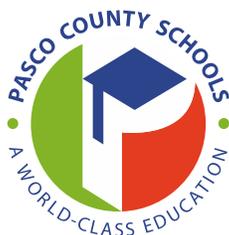


Pasco County Schools Early Childhood Programs
Annual Report 2018-2019



Learn Together, Grow Stronger



Early Childhood Programs

www.pascoschools.org/ecp

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Program Overview

HEAD START / EARLY HEAD START

Pasco County Schools is a Head Start/Early Head Start grantee. Through this federally funded grant, high quality early childhood comprehensive services promoting school readiness are offered to enrolled expectant mothers, children and families from pre-birth through age 5.

PROGRAM DESCRIPTION

The Federal Office of Head Start provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping preschoolers develop school readiness skills in the areas of early reading, mathematics and social skills. In 1995, the Early Head Start program was established to serve children from birth to three years of age in recognition of the mounting evidence that the earliest years significantly impact children's growth and development. In 2003, Pasco County Schools was awarded the Early Head Start grant.

Head Start/Early Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, parent engagement, health, nutritional, mental health and disabilities and other services to enrolled children and families. Program staff engage parents in their children's learning experiences and help them make progress toward their family outcome goals. Significant emphasis is placed on the involvement of parents in the governance of local Head Start/Early Head Start programs.

PROGRAM SERVICES

Early Childhood Development and Health

The Office of Head Start's commitment to wellness embraces a comprehensive vision of health for children, families, and staff to support school readiness. The objective of the program is to ensure that, through collaboration among families, staff, and health professionals, all health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs.

The objective of education and early childhood development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity within the program's communities. The varied experiences provided by the program support the continuum of children's growth and development, which includes the physical, social, emotional, and cognitive development of each child.

Family and Community Engagement

Head Start/Early Head Start offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interest. The objective of family partnerships is to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures through the Family Partnership Agreement process. The building of trusting, collaborative relationships between parents and staff allows them to share with and to learn from one another. Our program follows Head Start's/Early Head Start's *Parent, Family and Community Engagement Framework* as a model of meeting the needs of our families to support self-resiliency and sufficiency.

Head Start/Early Head Start serves families within the context of the community and recognizes that many other agencies and groups work with the same families. The objective of community partnerships is to ensure that the grantee collaborate with partners in their communities, in order to provide the highest level of services to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of all cultures.

VOLUNTARY PREKINDERGARTEN (VPK)

VPK is a state funded early learning program designed to prepare children for success in kindergarten. Early Childhood Programs offers VPK during the school year to Head Start children as part of a blended funding model, which includes 540 hours of instruction. Eligible Pasco County children who do not participate in any school year VPK program have an opportunity to attend Summer VPK offered through Early Childhood Programs or private providers.

Mission and Vision:

We exist to provide a world class education for all students.

**All our students and families achieving success
in college, in career, and in life.**

Annual Performance Indicators

Head Start		Early Head Start	
Funded enrollment	660	Funded enrollment	128
Total number of children/families served	751	Total number of children/families served	168
Average monthly enrollment (% funded enrollment)	100%	Average monthly enrollment (% funded enrollment)	100%
Children who received dental exams	78%	Children who received dental exams	79%
Children who have a medical home	97%	Children who have a medical home	84%
Children up to date on immunizations	93%	Expectant mothers served	15
Children with Individual Education Plans (IEPs)	21%	Children with IEPs or Individual Family Service Plans	16%
Volunteer and meeting hours	5,224	Volunteer and meeting hours	443
Meals served	189,430	Meals served	19,710

Who We Are & Who We Serve

Highly Qualified Staff	The Families We Serve	
<ul style="list-style-type: none"> • 100% of Head Start Teachers hold Florida State Teacher Certificates in Early Childhood Education • 100% of Head Start Teachers hold a minimum of a bachelor's degree • 86% Teacher retention • 100% of Head Start Instructional Assistants have a Child Development Associate (CDA) equivalency, AA, or BA degree • 100% of Early Head Start Caregivers have a CDA equivalency, AA, or BA degree. 	<ul style="list-style-type: none"> • 29% Hispanic • 18% Black or African American • 13% Biracial, multi-racial • 16% Dual Language Learners (Spanish) • 2% children in foster homes • 53% unemployed 	<ul style="list-style-type: none"> • 8% homeless • 24% families on public assistance • 30% of families receive WIC • 22% of parents have less education than High School Diploma • 57% single family homes

Family Engagement

POLICY COUNCIL

The Policy Council is comprised of current parents and community representatives. The Policy Council is a critical component in shared decision-making since its members communicate and cooperatively work with the governing body and program staff. Parents are full partners, with program leaders and staff, and make program decisions about the direction of the program. Policy Council representatives are elected during school site parent meetings to represent the school during the monthly Policy Council meetings.

VOLUNTEER OPPORTUNITIES

A large part of the program's success is based upon parent engagement. We welcome and encourage families to volunteer in the classrooms and participate in school activities with their children. Volunteers are celebrated at our annual volunteer appreciation luncheon.

PARENT ENGAGEMENT ACTIVITIES

Parent, Family and Community Engagement is an integral part of Head Start/Early Head Start. Increased family engagement increases child outcomes while building strong families. This year, there was an increase in father figure engagement county-wide. Successful father figure awareness was a focus for our program, which increased father figure participations at parent meetings, in the classroom, at Policy Council and other program functions. The program partnered with *All Pro Dad*® to share information on the importance of being involved in your child's life.

The Family Learning Academy began its first year by offering Conscious Discipline classes to parents. These engaging classes focused on positive parent/child interactions and social emotional well-being were offered at four regional sites around the county. Parents learned strategies and skills to handle typical childhood behaviors and emotions in an effective way. They also received a Feeling Buddy Kit and Schubert books to reinforce the skills learned with their children.



SUPPORTING FAMILIES WITH ATTENDANCE

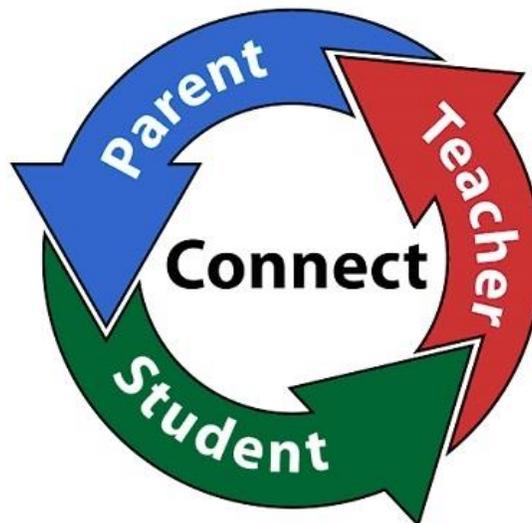
Did you know that participation in a high-quality preschool program has benefits for your child?

Missing 10% of preschool (even one or two days every few weeks) can make it harder for your child to develop early reading skills. (www.attendanceworks.org)

The Head Start/Early Head Start program continued to advocate for good attendance habits by supporting the families and helping families break down barriers, which may prevent them from having their students attend Head Start/Early Head Start regularly. Staff support families to complete a Family Attendance Plan. Ongoing parent education regarding the importance of attendance for the development of school readiness goals is provided in a variety of ways throughout the year.

Parent Survey Results

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| <ul style="list-style-type: none">• 99% of families shared that the classrooms/Early Head Start <i>Learning through Fun</i> sessions had an open and welcoming atmosphere.• 99% of families were familiar with the Head Start and Early Head Start School Readiness Goals.• 98% of families reported their child made progress with his/her language and literacy skills.• 98% of families stated their child made social and emotional progress. | <ul style="list-style-type: none">• 94% of families reported their child made progress in mathematics skills.• 99% of families responded that based on screening and assessment data, they were involved with developing educational goals for their child.• 98% of families felt the goal setting process was helpful to themselves and their family.• 99% of families indicated their questions and concerns about services and resources for their family were addressed by program staff. |
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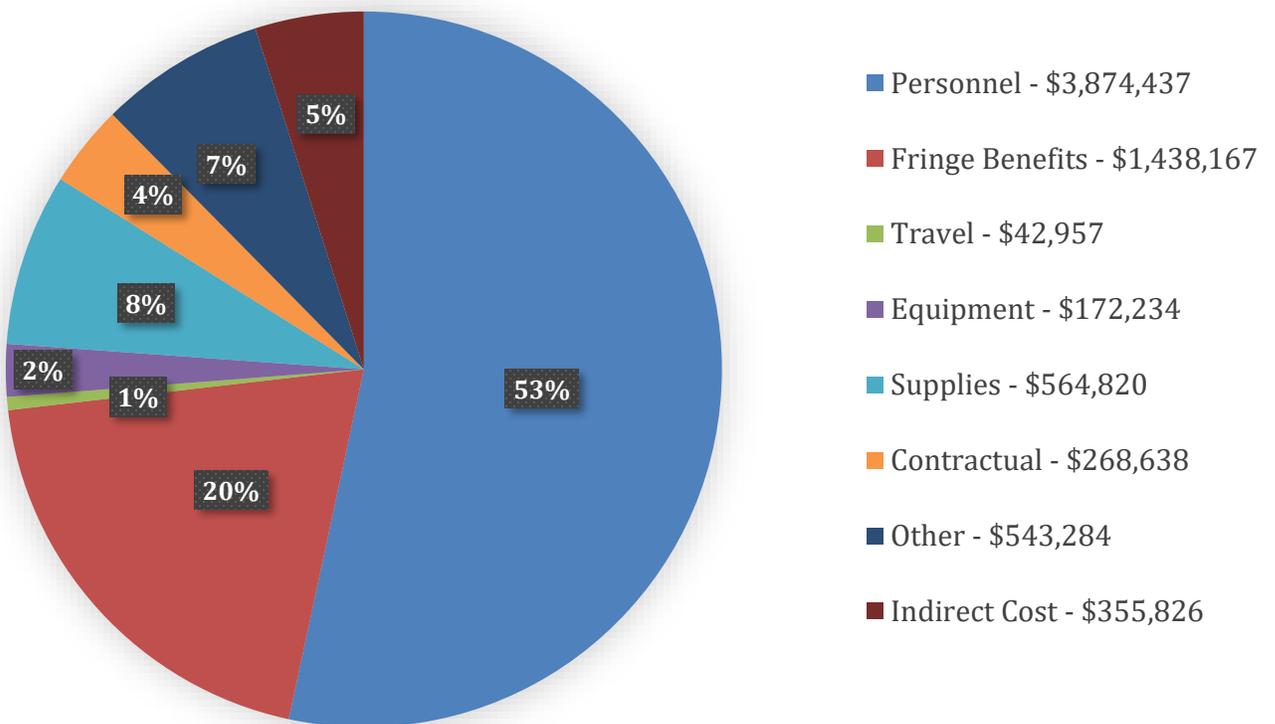
Funding



Head Start Grant	\$ 4,990,906
Early Head Start Grant	\$ 2,269,457
Total Program Funding	\$ 7,260,363
Total Non-Federal Share of Matching Funds	\$ 1,815,091
Voluntary Pre-Kindergarten (VPK)	\$ 1,453,069
USDA	\$ 737,326
Title I	\$ 190,935

The result of the District's Financial Audit can be accessed at: <http://www.pasco.k12.fl.us/finance/>

Head Start/Early Head Start Program Budget Expenditures



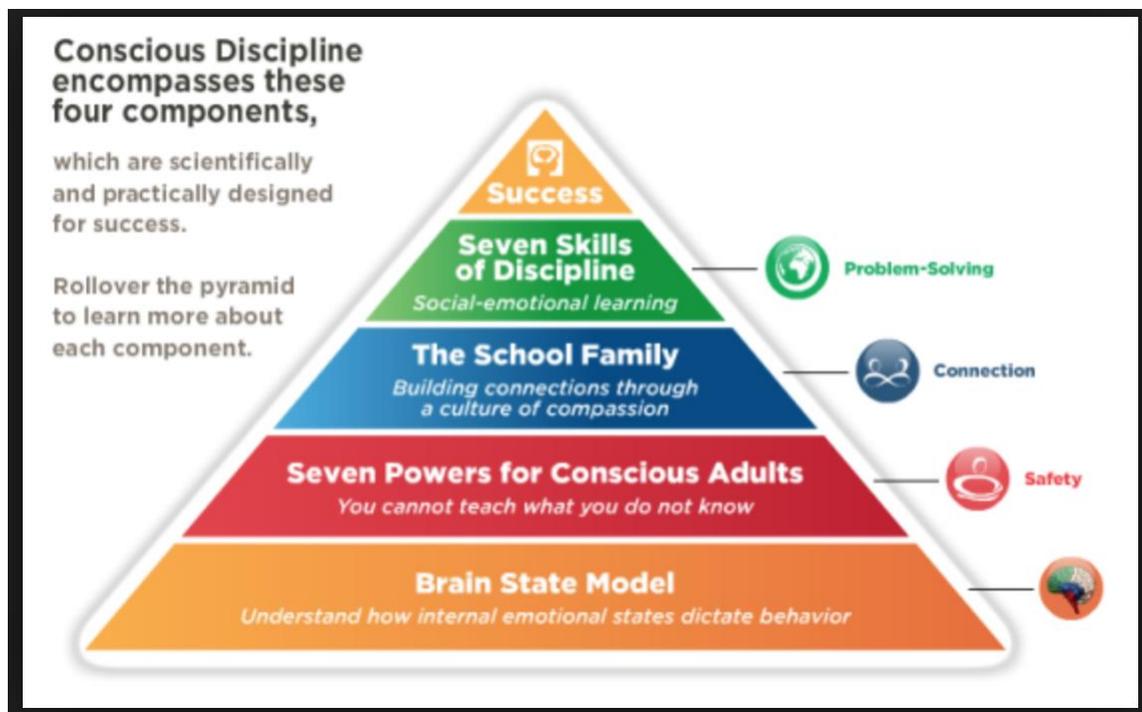
Special Initiatives

CONSCIOUS DISCIPLINE®

Conscious Discipline® is a research-based program that combines social and emotional learning with school-based discipline and guidance. The program empowers adults to consciously respond to daily conflict by transforming each opportunity to a “teachable moment” through modeling critical life skills to children.

Conscious Discipline® was implemented fully this year. Every month, parent trainings opportunities were offered county-wide, focusing on all seven skills to help manage behaviors at home and in the classroom.

Training has been provided throughout the year, including staff providing services to children with special needs and elementary school principals. Several elementary school principals are now implementing Conscious Discipline® school-wide, supporting Trauma Informed Care (TIC) practices. Our program will be developing an alignment with the district’s Social-Emotional Learning Plan (SEL).



CHILD DEVELOPMENT FOCUS AREA

This year, the Early Childhood Programs' Child Development team focused on continuing to improve three key areas:

- Student Interactions
- Productivity
- Classroom Environment.

Further emphasis was placed on intentional anecdotal recordings for developmental assessment. All teachers completed Teaching Strategies GOLD Interrater Reliability certification.

The supplemental curriculum, Eureka Math was piloted in three classrooms. Through the piloting process, an outline of focus was created to incorporate the Eureka Math modules into our existing daily routines.

Imagine Learning was a continued resource used in classrooms to support Dual Language Learners.

In addition, Head Start participated in the school-wide implementation of the International Baccalaureate program at one of the elementary school sites.

The School Readiness Committee provided more school site observations in Head Start and Kindergarten classrooms, as well as more hands-on interactive experiences allowing participants to understand child development skills needed for transition. An input survey was conducted with all elementary school principals. The results were used in the development of school readiness goals.

In order to strengthen school readiness and transition, the Head Start program administrators participated in LEA priority school walk-throughs and District Quarterly Data meetings. Two of the program administrators were members of the LEA "Data Leads" for Pasco County Schools.



PARTNERSHIP/COLLABORATION WITH EARLY LEARNING COALITION (ELC)

This year, the program partnered/collaborated with the ELC on the following initiatives:

- ELC Annual Conference
- ELC Storybook Forest Early Literacy Event
- Pilot Transition Partnership between Head Start Teachers/Kindergarten Teachers/Private Providers and other LEA Staff
- Pilot "Soar in 4" School Readiness Partnership
- Collaborate grant for providing the Home Instruction Program for Parents of Preschool Youngsters (HIPPY) focusing on supporting parents in the home to be the first educators of their child.

Health Services

DENTAL FLUORIDE PROGRAM

The Pasco County Head Start program implemented a Dental Fluoride program in conjunction with the Pasco County Department of Health Dental Office. Our children had the opportunity to receive a preventative fluoride varnish administered by Department of Health Dental Hygienists. Participants also received a dental screening with a toothbrush kit. Dental referrals were provided as needed.

PARTNERSHIP WITH UNIVERSITY OF SOUTH FLORIDA NURSING SCHOOL

USF Nursing students received clinical hours for interning with our Early Head Start and Head Start programs in the area of health services. The students assisted with health screenings, inventory of health supplies, research, and family and classroom health education. The nursing school students prepared a Spring/Summer newsletter that included topics of nutrition, physical activity, sleep, and water and sun safety. The newsletter was shared with our families through social media and parent activities. Several classrooms also benefited from presentations on nutrition and dental health (tooth-brushing) given by the USF nursing school students.

HEALTH EDUCATION

Health education was provided to our families on the topics of flu season/flu prevention, immunizations, first aid and dental health. Parents were also given the opportunity to become CPR and First Aid certified through the American Heart Association in courses led by the health services team.

BREASTFEEDING

Breastfeeding education has been provided to all expectant mothers. Out of 6 expectant mothers 5 are breastfeeding successfully. The program provided a breast pump for an enrolled mother that recently gave birth so that she could continue to breastfeed and go back to work. The infant then transitioned into the expectant mother's slot in Early Head Start Home Base.



Mental Health Notes

It is the responsibility of the Mental Health and Disabilities team to help ensure that each child receives a level of individualized support needed for school and life readiness. This process involves collaboration with families and staff to identify strengths, areas of concern, contributing factors, and to develop interventions to encourage growth in these areas. When an area of concern is identified, families and staff work as a team to constantly process the question, “How can we help this child be successful?”. Then interventions are put in place to support and monitor a child’s progress in the areas of need.

To support children's social emotional needs, we were excited to start the implementation of the Devereux Early Childhood Assessment (DECA) for infant, toddlers, and preschoolers. The DECA is a behavior screening and assessment tool that focuses on identifying key social and emotional strengths and areas of need. It provides researched based strategies, including Conscious Discipline, to promote children’s resilience, the ability to bounce back from difficulty. Teachers and families learn specific ways to help children get along with others, share how they feel, explore, and learn. We had teachers and parents complete an assessment on 52 children. The results were used to design individualized intervention plans for home and school, as well as monitor children’s progress to ensure they have the strengths and skills necessary to reach their highest potential.



The Disabilities Coordinators have provided intervention and follow-up for 310 children with developmental concerns. This has included 108 referrals to Early Steps and/or Local Education Agency/Pre-K Assessment Team for evaluations to determine eligibility and need for Exceptional Special Education Support. A child also may have an Individual Family Support Plan (IFSP) for children age 0-3 or an Individual Educational Program (IEP) for children ages 3-5. The Head Start Performance Standards require 10% of enrollment to include children with disabilities. At the end of this year, Head Start/Early Head Start had 20% of children with IEPs.

The Mental Health Coordinator received and provided follow-up for a total of 105 families. Consultations with staff and/or families, trainings, participation with intervention planning, and referrals to community-based counseling agencies resulted from the mental health referrals to support families and children. Mental Health Coordinator developed solid partnerships with Chrysalis, Baycare, and a private therapist who provide mental health and wellness counseling and therapy at Medicaid rates. Baycare even has a budget for non-insured families and has agreed to work with our families.

The Mental Health and Disabilities team is excited to continue the work of prevention, identification, and interventions to support children’s development for Early Head Start and Head Start families.

School Readiness Outcomes

SCHOOL READINESS GOALS AND CHILD DEVELOPMENT

Head Start defines school readiness as *children possessing the skills, knowledge and attitudes necessary for success in school and for later learning in life*. Performance Standard 1307.3 and the Head Start Act of 2007 state that school readiness goals should articulate our program's expectations of children's status and progress of child development and early learning that will improve children's readiness for Kindergarten. The program has adopted the Teaching Strategies™ *Creative Curriculum* and assessment system GOLD. These curricular/assessment tools are used to collect and aggregate school readiness data four times a year.

EMERGENT LITERACY

Emergent literacy skills are developed through many opportunities for children to interact with print in a natural, developmentally appropriate learning environment. Young learners acquire literacy concepts and skills through active engagement, constructing their understanding of how written language works. Specific skills are embedded into daily activities using music, read aloud, big books, songs, charts, chants, games and environmental print. Skills in young literacy learners begin to emerge as their experiences are enriched. The onset and growth of these skills are captured through periodic and ongoing observations assessments.

EARLY MATHEMATICS

Math experiences include a variety of opportunities for young learner that actively engage them in their physical and social world to explore and utilize ideas and concepts. With an emphasis on problem solving, mathematics concepts are purposefully introduced and embedded into daily activities. Opportunities for exploration include measurement, pattern building, sequencing, numeracy, sorting & classifying, comparing, estimating, predicting and special relationships. Growth in these areas is captured through periodic and ongoing assessments.

GOLD Areas	Below Expectations				Meeting/Exceeding Expectations			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
Social and Emotional	61%	25%	9%	5%	39%	75%	91%	95%
Physical	40%	16%	5%	1%	60%	84%	95%	99%
Language	50%	28%	11%	6%	50%	72%	89%	94%
Cognitive (Including Approaches to Learning)	56%	27%	9%	5%	44%	73%	91%	95%
Literacy	63%	24%	10%	4%	37%	76%	90%	96%
Mathematics	73%	41%	20%	9%	27%	59%	83%	91%

* 73% of students meeting Success Plan metric at end of Semester 1.

** **95% of student meeting Success Plan metric at End of the Year checkpoint**
(2018-2019 Success Plan Metric - 75% Meeting/Exceeding Expectations in all Areas).

STATUS OF HEAD START CHILDREN WITHIN SCHOOL READINESS GOALS (N=633)

Areas of Strengths			
22.	Mathematics	Compares and measures	97% Meeting/Exceeding Expectations
17a.	Literacy	Uses and appreciates books	96% Meeting/Exceeding Expectations
1c.	Social-Emotional	Takes care of own needs appropriately	95% Meeting/Exceeding Expectations
23.	Mathematics	Demonstrates knowledge of patterns	95% Meeting/Exceeding Expectations
9a.	Language	Uses an expanding, expressive vocabulary	94% Meeting/Exceeding Expectations
10a.	Language	Uses appropriate conversational and other communication skills; engages in conversations	94% Meeting/Exceeding Expectations
10b.	Language	Uses appropriate conversational and other communication skills; uses social rules of language	94% Meeting/Exceeding Expectations

Areas of Continued Support			
20b.	Mathematics	Uses number concepts and operations to quantify	28% Below Expectations
20c.	Language	Uses number concepts and operations to connect numerals to their quantities	13% Below Expectations
21a.	Mathematics	Understands spatial relationships	13% Below Expectations
15a.	Literacy	Demonstrates phonological awareness; notices and discriminates rhyme	12% Below Expectations
9d.	Language	Uses language to express thoughts and needs; tells about another place or time	12% Below Expectations
9b.	Language	Uses language to express thoughts and needs; speaks clearly	11% Below Expectations

ACTION STEPS

- Professional Development and implementation of Eureka Math in all Head Start classrooms
- Professional Development focus for Early Release Days on deeper conceptual framework of Eureka Math for Head Start teachers and instructional assistants
- Professional Development in the area of Emergent Literacy with a focus on DLL and transition to IRLA skills/concepts
- Implementation of Imagine Learning Language and Literacy learning modules to provide 15 minutes daily of individualized language and literacy experiences to all Head Start children in their native language (English, Spanish, Arabic, Haitian-Creole, Japanese, Mandarin, etc.).



Pasco County Schools

Providing a world-class education for all students

Kurt S. Browning, Superintendent of Schools

Pasco County School Board

Allen Altman, District 1

Colleen Beaudoin, Vice Chairman, District 2

Cynthia Armstrong – District 3

Alison Crumbley – Chairman, District 4

Megan Harding, District 5

Pasco County Schools does not discriminate on the basis of race, color, sex/gender, religion, national origin, marital status, disability, age or genetic information in its educational programs, services or activities, or in its hiring and employment practices. The District also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Sandra May, Equity Manager/Title IX Coordinator

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Land O' Lakes, FL 34638

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