

Early Childhood Programs Annual Report 2015-2016

Angela Porterfield, Director
aanplinp@pasco.k12.fl.us

727-774-2730, 813-794-2730, 352-524-2730



Our School District's Mission:

Providing a world-class education for all students.

Our Head Start/Early Head Start Mission:

To serve families so that all children can learn and grow in a healthy, nurturing environment.

Program Overview

HEAD START / EARLY HEAD START

The District School Board of Pasco County is a Head Start / Early Head Start grantee. Through this federally funded grant, high quality early childhood services promoting school readiness are offered to enrolled 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 in the areas of early reading, mathematics and social skills. In FY 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 matter a great deal to children's growth and development. In 2003, the District School Board of Pasco County was awarded the Early Head Start grant.

Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, mental health and disabilities and other services to enrolled children and families. They engage parents in their children's learning experiences and help them make progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the governance of local 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 our program is to ensure that, through collaboration among families, staff, and health professionals, all child 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 offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interests, and find their own solutions. 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. 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 *Parent, Family and Community Engagement Framework* as a model of meeting the needs of our families to support self-resiliency and -sufficiency.

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 and delegate agencies 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. Prekindergarten Services 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.

Annual Performance Indicators

2015 - 2016

Head Start	
Funded Enrollment	696
Total Number of Children/Families served	769
Average Monthly Enrollment (% funded enrollment)	100%
Children who received dental exams	94%
Children who received medical exams	98%
Children up-to-date on immunizations	95%
Children with Individual Education Plans (IEP)	22%
Volunteer & Meeting Hours	8,599
Meals Served	320,119



Early Head Start	
Funded enrollment	128
Total Number of Children/Families served	155
Average Monthly Enrollment (% funded enrollment)	100%
Children who received dental exams	100%
Children who received medical exams	80%
Expectant Mothers Served	14
Children with Individual Education Plan or Individual Family Service Plan	7%
Volunteer & Meeting hours	545
Meals Served	35,549

Who We Are & Who We Serve

Highly Qualified Staff

- 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
- 98% Teacher Retention
- 99% of Head Start instructional assistants have a Child Development Associate (CDA) equivalency, AA, or BA degree. The remaining 1% are enrolled in programs to complete a CDA, AA, or BA.
- 100% of Early Head Start Caregivers have a CDA equivalency, AA, or BA degree.

The Families We Serve

- 22% Hispanic
- 14% Black or African American
- 10% Biracial/Multi-Racial
- 18% Dual Language Learners (Spanish)
- 20% Children with Disabilities
- 2% Children in Foster Homes
- 45% Unemployed
- 8% Homeless
- 19% Families on Public Assistance
- 32% of families receive WIC
- 26% of parents have less education than high school diploma
- 58% single family homes

Family Engagement

PARENT SURVEY RESULTS

- 100% of families responded that based on screening and assessment data, they were involved with developing educational goals for their child.
- 99% of families shared that the classrooms/Early Head Start *Learning through Fun* sessions had an open/welcoming atmosphere.
- 99% of families felt the family engagement activities, speakers and handouts were valuable.
- 98% of families stated that their child made social and emotional progress.
- 95% reported that their child made progress in mathematics skills.
- 98% of families indicated their questions and concerns about services and resources for their family were addressed by program staff.
- 98% of families felt that the goal setting process was helpful to themselves and their family.
- 100% of families were familiar with the Head Start and Early Head Start *School Readiness Goals*.

POLICY COUNCIL

One of the unique characteristics of Head Start/Early Head Start is that parents are partners in leading the program governance. The Policy Council is designed to provide parents the opportunity to participate in the shared governance of our program. Annually parents elect other parents to participate on the Policy Council as their school site representative. In addition to monthly meetings, School Readiness Advisory Committees are created to work on special projects, and review/approve policies & procedures.

VOLUNTEER OPPORTUNITIES

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

Regularly scheduled Head Start/Early Head Start Parent Meetings are conducted at each site throughout the program year. These meetings allow families an opportunity to attend presentations by educational and community guest speakers. These presentations focus on children's growth and development, as well as provide educational experiences that transfer into the home setting. In addition, regional trainings are also offered based on the interest level and need of parent groups. Topics have included *Active Parenting*, *Emergent Literacy Skills*, *Family Fiscal Literacy* and *English Language Survival Skills for Families* classes. Finally, program staff created and facilitated regional educational parent support opportunities based on the **Head Start Parent, Family and Community Engagement Framework (PFCE)** including parent advocacy, parenting skills and family literacy skills.

FAMILY RESOURCE NIGHTS

Twice a year, the Head Start/Early Head Start program invites families and community members to attend our **Family Resource Night**. This year's activities focused on nutritional meal planning with the importance of movement and music incorporated through ***I am Moving, I am Learning*** activities. Our program provided resources for families to take home and play with both indoors and outdoors. Our Head Start/Early Head Start Health Team facilitated the singing, dancing and gross-motor movement through a family-style indoor obstacle course that could be made at home! This event offers parents an opportunity to connect with community-based agencies, learn parenting techniques, and enjoy a family night out singing, dancing and experiencing healthy snack ideas together!

Early Childhood Programs Funding

FY 2015-2016



Head Start/Early Head Start Grant	\$4,594,311
Early Head Start Grant	\$1,884,784
Total Program Funding	\$6,584,569

Total Non-Federal Share of Matching Funds	\$1,642,142
Florida Voluntary Prekindergarten (VPK)	\$1,635,850

Fiscal Reporting – Single Audit Findings

- None Reported

Triennial Federal Monitoring Review Findings

- A triennial Federal Monitoring Review was conducted in March 2014.
- The program was acknowledged for being in full compliance within **ALL** areas.
- The areas examined within the Triennial Review were:
 - o Program Governance
 - o Management Systems
 - o Fiscal Integrity
 - o Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA)
 - o Child Health and Safety
 - o Family and Community Engagement
 - o Child Development and Education

FY 2015-16

Head Star/Early Head Start Program Budget Expenditures – PROJECTED AND ACTUAL

	Head Start/Early Head Start PROJECTED	Head Start/Early Head Start ACTUAL	% of Federal Grant Funds PROJECTED/ ACTUAL
Personnel	3,724,528	3,594,129	56.56% / 54.58%
Fringe Benefits	1,359,029	1,272,225	20.64% / 19.32%
Travel	0	0	0% / 0%
Equipment	88,500	108,565	1.34% / 1.65%
Supplies	151,225	379,202	2.30% / 5.76%
Contractual	406,783	354,378	6.18% / 5.38%
Other	425,378	452,205	6.46% / 6.87%
Indirect Charges	323,652	318,391	4.92% / 4.84%
Training & Technical Assistance	105,474	105,474	1.60% / 1.60%
Total Direct/Indirect	6,584,569	6,584,569	100%
Non-Federal Share	1,646,143	1,646,143	20%
Total Budget 2015-2016	8,230,712	8,230,712	

PFCE State Work Group

In order to provide a systematic process for gathering family outcomes data, a state work group was formed by the Office of Head Start's Florida Collaboration Office. The Pasco County Head Start/Early Head Start program was **one of five programs** selected to help create a cohesive system and tool for capturing family growth based on the Office of Head Start's *Parent, Family and Community Engagement (PFCE)* framework.

The workgroup has developed not only a comprehensive staff professional development process of building rapport with families through relationship-based competencies, but also created a data collection tool to capture how the family has grown throughout the program year.

The *Family Outcomes Assessment Tool* was not only created by the work group, but has also been adopted into a data-base system that a majority of Head Start programs across the nation utilize. Currently, the Florida Head Start Collaboration Office has reported that the Family Outcomes Assessment Tool in the data-base system is the selected more than any other family outcomes resources within the data management system.

Family Development Credentials

The Head Start/Early Head Start program has supported three staff members to achieve a Family Development Credential (FDC™). To earn a FDC™, staff must take 90 hours of classes based in *Empowerment Skills for Family Workers* (3rd edition, Forest, 2015), complete a portfolio documenting their ability to apply these concepts/skills and pass a standardized exam!

English Survival Skills Course for Families

A tenet of the Head Start and Early Head Start programs is the ability to establish partnerships with families that focus on and promote school readiness of both children and adults. Within recent years, Social Services and English for Speakers of Other Languages (ESOL) staff members found through home visit information there was a need within the community for opportunities for parents to enhance their English speaking skills. Head Start/Early Head Start program staff collaborated with the Marchman Technical Education Center's ESOL department to offer a course for our parents to become more integrated into society and feel more comfortable speaking with other English speaking individuals.

The pilot *English Survival Skills Course (ESSC)* was conducted in 2012-13 for 1 ½ hours each Friday for 6 weeks at Mittye P. Locke Elementary School. Since then, the program has expanded to sites based on need and staff supports. Curricular booklets with CD for home use, child care, refreshments, door prizes and a certificate of completion are provided for participants. Topics addressed within the course are:

- Health and Wellness
- Finance
- In the Workplace
- Education
- Citizenship and Civic Responsibility



At the conclusion of the 6 week course, a cultural celebration was held to celebrate the parents' accomplishments. Parents provided testimonials about how the class helped the parents become more engaged with their children and the educational process.

*We are proud to share that in the 2015-16 program year, more schools were able to provide this valuable resource to our Head Start/Early Head Start families across the **ENTIRE** service area.*

Special Initiatives

Conscious Discipline® Implementation

During the 2015-2016 program year, the Pasco County Head Start/Early Head Start program continued to deepen the levels of implementation of Conscious Discipline® program.

Conscious Discipline® is a researched-based program that combine 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® is a vital resource as our program and school district continue to support trauma-informed care.

In addition to the Early Head Start caregivers and Home Services Workers using Conscious Discipline® "I Love You Rituals™" with infants, toddlers and their families, our program is now expanding Conscious Discipline® strategies into our Head Start classrooms.

Phase one of the implementation plan was the creation and in-depth training of our Conscious Discipline® lead team. From March 3 – 5, 2016, the team participated in immersed professional development at an inner-city model school, Berry Elementary in Houston, Texas.

Phase two is to provide the two-day Conscious Discipline® training to **ALL** Head Start and Prekindergarten ESE teachers throughout the 2016-2017 program year. Once trained, staff will not only receive Conscious Discipline® materials, but also complete a 10-session online book study on Building Resilience. Foundation in all trainings, meetings and collaborative structures with children, families and staff members will begin and be framed around Conscious Discipline® safety connections and problem-solving.



Multi-Tiered System of Support (MTSS) Pilot Program

In the summer of 2015, the Pasco County Head Start program collaborated with the **University of South Florida (USF)** to establish a multi-year, scaling-up pilot program of model Head Start classrooms implementing MTSS strategies and supports.

The USF team worked with Head Start and district leadership to select a school and develop an implementation plan for Moon Lake Elementary School during the 2015-2016 program year.

Three key features were identified as essential for the ongoing scaling-up of the MTSS model in an early childhood setting:

- The implementation of a strong Tier I system that integrates Head Start with district and school-wide MTSS programs is essential.
- Decisions about teaching practices must be based on data that are both efficiently gathered and effectively used.
- Support for an active and viable classroom-coaching model that provides resources for both social/emotional and academic behavior is essential to the Tier II model.

A huge thank you to Principal *Elise Landahl*, Head Start teacher *Ashley Van Dyke*, Head Start Child Development Coordinator, *Leslie Thomas* and the Moon Lake Targeted Academic Growth Team (TAG) and the USF team for their collaboration and commitment to our children.

Special Initiatives

Alignments of Coaching Tools with District Initiatives

Over the summer of 2015, a small group of Head Start teachers and instructional coaches were selected to participate in a work group that reviewed the district-adopted Marzano Framework for teacher evaluation and Head Start's adopted coaching tool, the Classroom Assessment Scoring System (CLASS®).

The CLASS® examines the interactions that teachers and caregivers have with their children, as well as the interactions between children. Researchers at the University of Virginia's Curry School of Education found that interactions teachers have with children impact learning and development — even lifelong achievement.

In an effort to create a tool for teacher to use when making connections through their professional teaching practices and interactions with children, members of the group reviewed Marzano and Framework and CLASS® dimensions. The tool was shared with teachers throughout the year and reviewed often through side-by-side coaching with Head Start staff. Deeper learning opportunities were provided to Head Start coaches with the alignment of the CLASS® and Practice-based Coaching. Coaches participated in a two-day in-house training provided by CLASS® developers by observing and providing feedback to our staff.

Finally, Head Start staff collaborated with the district's Instructional Specialists in Language Arts and Mathematics to construct early childhood walkthrough tools that were developmentally appropriate and aligned with federal and state standards to build the foundation for kindergarten. In 2015-16, these tools were piloted in two Head Start classrooms.

Summer Health Screenings

In order to meet the needs of our Head Start/Early Head Start families, we asked our parents/guardians to bring the accepted children to Summer Registration days to provide the children with health, dental and developmental screenings. The program's hope was that by providing this opportunity to families, it would reduce the need for additional doctor/health department/dental visits, as well as reduce the amount of critical classroom time at the beginning of the year needed to complete the screenings.

As an additional bonus, the Head Start/Early Head Start program partnered with **Rasmussen College** to provide on the job training to their Nursing students. This collaboration allowed for families to move through the screening process in a timely fashion, while allowing the student Nurses two-hour shifts in completing medical paperwork, determining Blood Pressure and Hemoglobin readings and completing vision screenings with the SPOT vision machine.

As a program, we were extremely pleased that over 60% of our children attended and were screened by our health team this summer in the following areas:

- Height
- Weight
- Eye muscle coordination
- Blood Pressure
- Hernia check
- Mouth check
- Hemoglobin
- Vision with SPOT vision
- Hearing with Oto-Acoustic Emission (OAE)
- Current immunization card check
- Current physical check

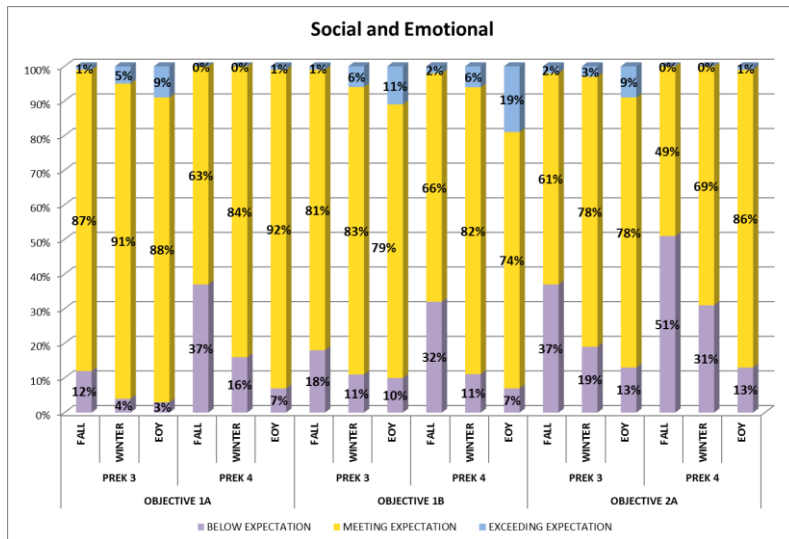
The program is proud of this the health team and volunteers that made this pilot a success. Our program will continue this model for Summer 2017.

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 1307.2 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.

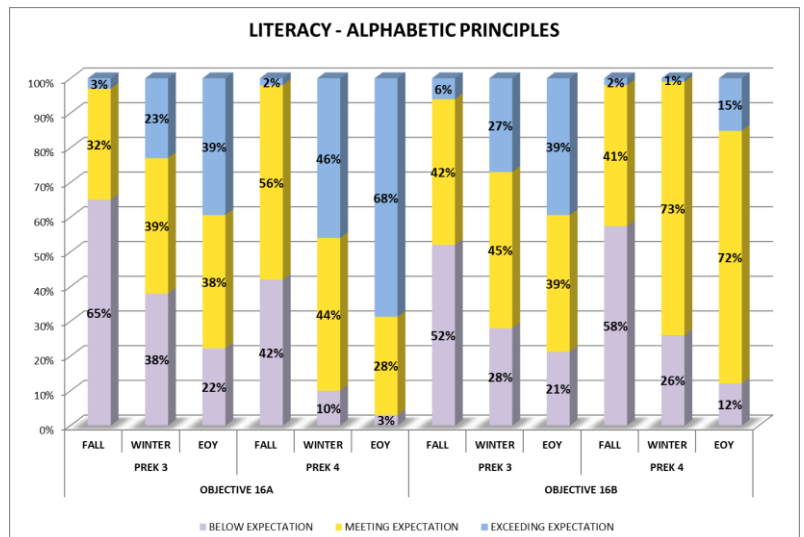
The program has adopted the Teaching Strategies™ *Creative Curriculum* and assessment system *GOLD*. These curricular/assessment tools are used to collect and aggregate school readiness data three-times a year.



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.

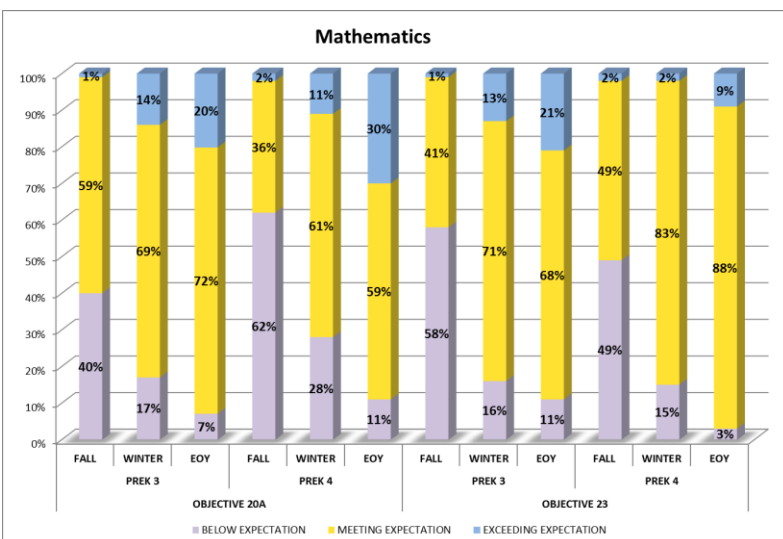
Prioritized SR Goal 6 (FYO IV.F.3.d) focuses on the child showing alphabetic knowledge by naming most letters.



Early Mathematics

Math experiences include a variety of opportunities for young learners 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 spatial relationships. Growth in these areas is captured through periodic and ongoing

Prioritized SR Goal 2 (FYO V.A.a.2) focuses on the child showing an understanding of how to count and construct sets.





Pasco County Schools

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