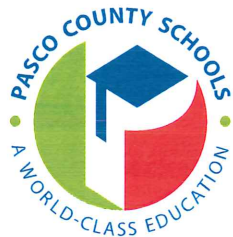


Pasco County Schools Early Childhood Programs
Annual Report 2017-2018



Learn Together, Grow Stronger



Early Childhood Programs

www.pascoschools.org/ecp

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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 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, 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, 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 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 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 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.

Our Mission:

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

Annual Performance Indicators

Head Start		Early Head Start	
Funded enrollment	660	Funded enrollment	128
Total number of children/families served	740	Total number of children/families served	175
Average monthly enrollment (% funded enrollment)	100%	Average monthly enrollment (% funded enrollment)	100%
Children who received dental exams	80%	Children who received dental exams	79%
Children who have a medical home	97%	Children who have a medical home	88%
Children up-to-date on immunizations	88%	Expectant mothers served	13
Children with Individual Education Plans (IEPs)	19%	Children with IEPs or Individual Family Service Plans	16%
Volunteer and meeting hours	7,417	Volunteer and meeting hours	595
Meals served	299,771	Meals served	37,602

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 • 91% 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. 	<ul style="list-style-type: none"> • 39% Hispanic • 17% Black or African American • 11% Biracial, multi-racial • 20% Dual Language Learners (Spanish) • 22% children with disabilities • < 1% children in foster homes 	<ul style="list-style-type: none"> • 41% unemployed • 8% homeless • 29% families on public assistance • 25% of families receive WIC • 25% of parents have less education than High School Diploma • 62% single family homes

Family Engagement

POLICY COUNCIL

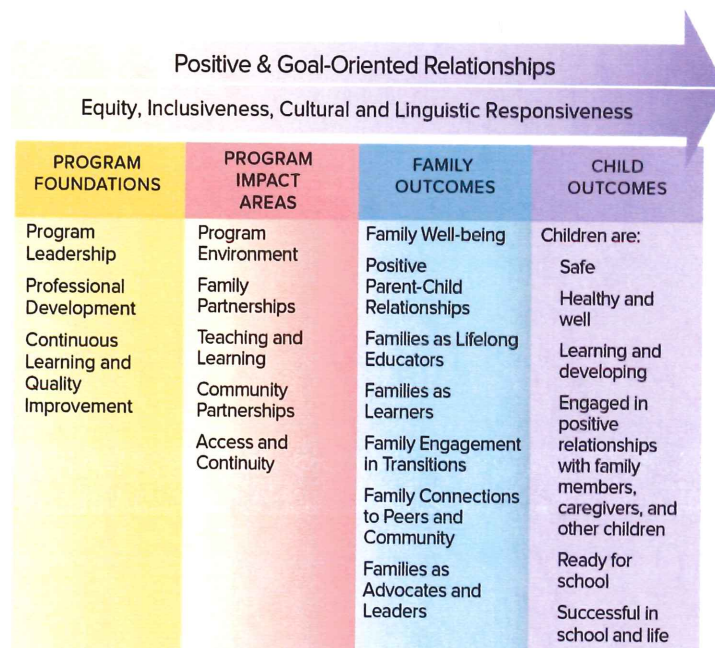
One of the unique characteristics of Head Start/Early Head Start is that parents are partners in leading the program governance. The Policy Council is designed to provide parents the opportunity to participate in the shared governance of our program. Annually parents elect other parents to participate 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. Conscious Discipline® parent curriculum has been offered to parents. Program staff created and facilitated regional educational parent support opportunities based on the *Head Start Parent, Family and Community Engagement Framework (PFCE)*.



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 Parent, Family and Community Engagement Team collaborated diligently with families to look at attendance patterns and provide community supports, resources and help families develop a plan to increase their child's attendance patterns. By building strong attendance patterns in preschool, strong routines are formed that can and will continue throughout their school career.

Parent Survey Results

- 98% of families shared that the classrooms/Early Head Start *Learning through Fun* sessions had an open and welcoming atmosphere.
- 100% of families were familiar with the Head Start and Early Head Start School Readiness Goals.
- 100% of families reported their child made progress with his/her language and literacy skills.
- 99% of families stated their child made social and emotional progress.
- 93% 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.
- 96% of families felt the goal setting process was helpful to themselves and their family.
- 98% of families indicated their questions and concerns about services and resources for their family were addressed by program staff.



Funding



Head Start Grant	\$ 4,782,738
Early Head Start Grant	\$ 2,208,801
Total Program Funding	\$ 6,991,539
Total Non-Federal Share of Matching Funds	\$ 1,747,885
Voluntary Pre-Kindergarten (VPK)	\$ 1,453,069

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

	PROJECTED	ACTUAL	% of Federal Grant Funds PROJECTED/ACTUAL
Personnel	\$ 4,138,148	\$ 3,858,482	59.19% / 55.19%
Fringe Benefits	\$ 1,534,444	\$ 1,412,548	21.95% / 20.20%
Travel	\$ 0	\$ 11	0% / 0%
Equipment	\$ 2,352	\$ 119,571	.03% / 1.71%
Supplies	\$ 202,203	\$ 342,903	2.89% / 4.90%
Contractual	\$ 200,526	\$ 189,771	2.87% / 2.71%
Other	\$ 392,524	\$ 568,643	5.61% / 8.13%
Indirect Charges	\$ 415,868	\$ 394,136	5.95% / 5.64%
Training and Technical Assistance	\$ 105,474	\$ 105,474	1.51% / 1.51%
Total Direct/Indirect	\$ 6,991,539	\$ 6,991,539	100%
Non-Federal Share	\$ 1,747,885	\$ 1,747,885	20%
Total Budget	\$ 8,739,424	\$ 8,739,424	

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® is a vital resource as our program and school district continue to support trauma informed care.

During the 2017-2018 program year, the Pasco County Head Start/Early Head Start program set out to deepen the levels of implementation of Conscious Discipline® program. Training continued to be provided to all staff. Parent training was also provided and specific materials and kits were given to parents.

Our program looks forward to continuing the implementation of our parent curriculum.

 <h3>Drain</h3> <p>Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “ssshhh” sound and release all your muscles, draining out the stress.</p>	 <h3>S.T.A.R.</h3> <p>Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.</p>
 <h3>Pretzel</h3> <p>Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.</p>	 <h3>Balloon</h3> <p>Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pbbppbpb” sound.</p>

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 continue 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 work group 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 was also adopted into a database system utilized by a majority of Head Start programs nationwide. Staff have received comprehensive training throughout the year with focus on building relationship-based competencies

CHILD DEVELOPMENT FOCUS AREA

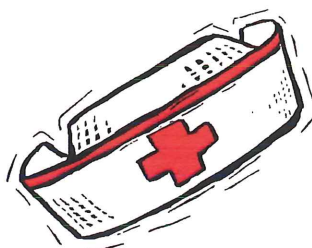
This year, our Early Childhood Programs' Child Development team continued to focus on improving three key areas:

- Student interactions
- Productivity
- Classroom environment.

Further emphasis was placed on concept development, quality of feedback and language modeling. Online Professional Learning Communities continued to be through the district's CANVAS portal, as well as through side-by-side coaching. A work group aligned Standards and HSELOF with the LEA Eureka Math, which will be piloted in the 2018-2019 program year. Other resources included IMAGINE Learning for the dual language learners. Training was provided for emergent literacy and English language learners.

SUMMER HEALTH SCREENINGS

In order to continue to meet the needs of our Head Start/Early Head Start families, we asked our parents/guardians to bring their accepted children to Summer Registration Days where children were provided with health, dental and developmental screenings. This opportunity was given to avoid/reduce the need for additional medical provider visits as well as to increase the amount of critical classroom time at the beginning of the school year. As a program, we were extremely pleased that children who attended were screened by our health team in the following areas: Height, weight, eye muscle coordination, blood pressure, hernia check, mouth check, hemoglobin, vision with SPOT vision machine, hearing with Oto-Acoustic Emission (OAE), current immunization card check and current physical check.



Mental Health Notes

Our Mental Health and Disabilities team utilizes approaches that endorse a tiered level of support to address the developmental needs of Early Head Start and Head Start children and families. Basically, this involves a model of promotion and prevention, identification and intervention.

The Head Start Performance Standards require the use of data to ensure each child's school readiness. Data collection begins with family cooperation through completion of the application for enrollment in the Head Start or Early Head Start Program. Once the child is enrolled, the family assists with completion of developmental screenings, which are also required by the Performance Standards. Our program uses the Ages and Stages Developmental Questionnaire-3 and the Ages and States: Social Emotional Questionnaire-2 for developmental screenings. Teaching Strategies Gold is used as our ongoing Assessment Tool for Creative Curriculum. GOLD allow staff to track, monitor and support children's development in the areas of social, emotional, cognitive, physical, language, as well as literacy and math skills. Health screenings, Family Outcomes Assessment, and information provided by families, teachers, caregivers and other staff provide additional data that is compiled and used for decision making.

It is the responsibility of the Mental Health and Disabilities Service area 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. Development of intervention strategies requires a team to constantly process the question, "How can we help this child be successful?". Interventions used include researched-based tools from Creative Curriculum, Conscious Discipline and Pyramid Model. Staff continue to receive professional development in the areas of Early Childhood Education, Conscious Discipline and Pyramid Model Multi-Tiered Systems of Support through job-embedded coaching, book studies, and attendance at conferences. This abundance of tools and resources provide staff enhanced knowledge and skills and assist with training of colleagues and parents.

This year, the Mental Health and Disabilities team has had a busy, productive year! Starting with observations and data review, children have received intervention planning, referral to the Local Education Agency (LEA) for evaluations and multiple other forms of support depending on the concerns identified. The disabilities team for Early Head Start and Head Start have reviewed and provided follow-up for 353 children during the 2017/2018 program year. This has included 70 referrals to Early Steps and/or the LEA for evaluations to determine eligibility and need for Exceptional Special Education Support. A child also may have an Individual Family Support Plan (age 0-3) or an Individual Educational Program (ages 3-5). The Head Start Performance Standards require 10% of enrollment to include children with disabilities. At the end of the 2017/2018 year, Head Start had 19% of children with IEP's and Early Head Start had 16% of children with IFSP/IEPs. The Mental Health Coordinator received a total of 110 mental health referrals from Early Head Start and Head Start. Consultations with staff and/or families, trainings, participation with intervention planning, and referrals to community based counseling agencies resulted from Mental Health referrals to support families and children.

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	68%	35%	13%	6%	32%	65%	87%	94%
Physical	50%	24%	10%	3%	50%	76%	90%	97%
Language	56%	26%	14%	8%	44%	74%	86%	92%
Cognitive (Including Approaches to Learning)	66%	33%	14%	5%	34%	67%	86%	95%
Literacy	66%	29%	12%	4%	34%	71%	88%	96%
Mathematics	79%	45%	20%	8%	21%	55%	80%	92%

* 69% of students meeting Success Plan metric at end of Semester 1.

** **86% of student meeting Success Plan metric at end of Spring checkpoint** (2017-2018 Success Plan Metric – 75% Meeting/Exceeding Expectations in all Areas except Social and Emotional).

*** **94% of student meeting Success Plan metric at End of the Year checkpoint** (2017-2018 Success Plan Metric – 75% Meeting/Exceeding Expectations in all Areas except Social and Emotional).

STATUS OF HEAD START CHILDREN WITHIN SCHOOL READINESS GOALS (N=655)

Areas of Strengths			
17a	Literacy	Uses and appreciate books	99% Meeting/Exceeding Expectations
7b.	Fine Motor	Uses writing and drawing tools	98% Meeting/Exceeding Expectations
18c.	Literacy	Comprehends and responds to books and other texts; retells stories	98% Meeting/Exceeding Expectations
18a.	Literacy	Comprehends and responds to books and other texts; interacts during read-alouds and book conversations	96% Meeting/Exceeding Expectations
11a.	Cognitive	Demonstrates positive approaches to learning; attends and engages	96% Meeting/Exceeding Expectations
10a.	Language	Uses appropriate conversational and other communication skills; engages in conversations	96% Meeting/Exceeding Expectations
1a.	Social-Emotional	Regulates own emotions and behaviors; manages feelings	96% Meeting/Exceeding Expectations
23.	Mathematics	Demonstrates knowledge of Patterns	96% Meeting/Exceeding Expectations
1b.	Social-Emotional	Follows limits and expectations	95% Meeting/Exceeding Expectations

Areas of Continued Support			
3b.	Social-Emotional	Solves social problems	11% Below Expectations
9d.	Language	Uses language to express thoughts and needs; tells about another place or time	10% Below Expectations
21a.	Mathematics	Understands spatial relationships	9% Below Expectations
8a.	Language	Listens to and understands increasingly complex language; comprehends language	7% Below Expectations

ACTION STEPS

- Professional Development in the area of Mathematics (including Eureka concepts)
- Professional Development in the area of Emergent Literacy with a focus on DLL and transition to IRLA skills/concepts



Pasco County Schools

Providing a world-class education for all students

Kurt S. Browning, Superintendent of Schools

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Ms. Alison Crumbley – Vice Chairman, District 4

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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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