

Santa Rosa County School District Head Start/Early Head Start/Voluntary Pre-Kindergarten Programs

Monthly Report for the months of August and September 2018

Submitted to the School Board

PROGRAM DESIGN AND MANAGEMENT (PDM)

The Office of Head Start conducted a CLASS (Classroom Assessment Scoring System) Review on our program the week of September 10th. Results of the review were received last week and we scored higher than the national average for CLASS Reviews. CLASS 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 remain central to its approach to child development and education and serve as important indicators for the future school readiness of all Head Start children. We are extremely proud of these results.

The Policy Council/School Advisory Council had its first meeting of the year on September 14. Daven Perry was re-elected as the 2018-19 Council Chair. At the meeting, the council discussed and approved the 2018/19 School Improvement Plan and also received reports from each Service Area Specialist.

Fiscal

- The Head Start/Early Head Start program received the Notice of Award for the COLA Supplement Grant on 9/11/18 for the 2018-2019 grant period. This COLA supplement received was approved to help cover the increased costs of staff salaries and fringe benefits.
- The Head Start program became aware of “Supplemental Funds Available to Increase Program Hours in Head Start and Early Head Start.” Agencies with grants meeting conditions identified in Program Instruction, dated 9/10/18, are eligible to apply for funding to increase hours of program operation in Head Start and/or Early Head Start for 2018. Our program was determined eligible to apply for Condition 1: Early Head Start programs operating less than 100 percent of family child care and/or center-based slots at 1,380 hours. Our program has submitted the “Intent to Apply” on 9/17/18 in HSES for additional 40 Early Head Start funded slots for the summer of 2019. Due date to respond to “Intent to Apply” was on 9/21/18. Funding is noncompetitive and will be awarded in sequential order of identified priorities until funding runs out. The “Intent to Apply” is not the application for supplemental funds. The application for supplemental funds is titled “Supplement to Increase Program Hours” and will be released once the “Intent to Apply” process is complete. The purpose of this request is to provide grantees with information on eligibility by condition, gauge interest, and estimate the amount of incoming requests.
- The Head Start/Early Head Start program received the Notice of Award for the One-Time Health/Safety Supplemental Grant on 9/20/18 for the 2018-2019 budget period. There were errors noted on the Notice of Award so the items have been reported to re-print and re-send to us.
- Guidance on the requirements for submission of the Head Start/Early Head Start Continuation Grant application has been received on 9/25/18. The Head Start/Early Head Start program is working on the Continuation Grant for 2019-2020 budget period. The Continuation Grant and T/TA plan which is a section of the grant will be submitted for approval at the November Policy Council meeting and the November School Board Meeting. The application for the Head Start/Early Head Start grant is due 12/01/2018.
- The following seven schools in Santa Rosa County receive Head Start/Early Head Start funds for Pre-K:
 1. Bagdad Elementary School
 2. Berryhill Elementary School
 3. Central School
 4. East Milton Elementary
 5. Jay Elementary School
 6. T.R. Jackson Pre-K Center
 7. West Navarre Primary School

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

• Attendance

Attendance information reported to the Office of Head Start was as follows:

August

Early Head Start – 93%

Head Start – 94%

September

Early Head Start – 86%

Head Start – 87%

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

Education

The Head Start and Early Head Start teachers and assistants conducted home visits prior to the students beginning school this year. According to teaching staff feedback, this strategy was a huge success. Conducting home visits prior to children coming to school was a great relationship-builder and provided opportunities to gather pertinent information about the families and children.

An analysis of the end-of-year data indicated a need for the program readiness goals to be updated to reflect areas of learning that have been most difficult for students to attain. The revised goals encompass the 5 developmental domains and aligns with the Head Start Early Learning Outcomes Framework, the Frog Street Curriculum, Galileo assessment, the Florida Early Standards, and expectations of the Santa Rosa County District Schools, as indicated below:

Santa Rosa County School District Head Start Readiness Goals Alignment

Approaches to Learning Readiness Goal	Head Start Early Learning Outcomes Framework (HSELOF)	Galileo Assessment	Frog Street Curriculum	State Early Standards	School Expectations/ Developmental Indicators
Students will develop flexibility and thinking and behavior as they explore their learning environment.	Self-Regulation: ATL 9. Demonstrates flexibility in thinking and behavior	SR.60 Revises, with adult help, a plan that has not produced the intended result	Tries different strategies to complete work or solve problems including with other children.	Persistence 1. Attends to tasks for a brief period and seeks help when needed.	~Tries different strategies to complete work or solve problems ~Transitions between activities without getting upset

Cognitive Readiness Goal	Head Start Early Learning Outcomes Framework	Galileo Assessment	Frog Street Curriculum	State Early Standards	School Expectations/ Developmental Indicators
Students will understand and be able to use number concepts and operations to solve problems.	Counting & Cardinality: M 3 Child understands the relationship between numbers and quantities.	Math 1 Uses one-to-one correspondence when counting objects	One-to-one Correspondence: Child counts 1-10 items, with one count per item. Cardinality: Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	Mathematical Thinking/a. Number Sense: Benchmark a. Child demonstrates one-to-one correspondence when counting	~When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10 ~Understands that the last number said represents the number of objects in a set
Students will be able to use scientific inquiry and reasoning skills to explore and explain their world.	Scientific Inquiry: SC 3 Compares and categorizes observable phenomena	SR 13 Uses tools to measure materials and make comparisons	Child conducts investigations to gather and record data.	B. Scientific Inquiry a. Investigation and Inquiry 1. Demonstrates the use of simple tools and equipment for observing and investigating 2. Examines objects and makes comparisons.	~Understands and uses senses and simple tools to observe, gather, and record data

Literacy Readiness Goal	Head Start Early Learning Outcomes Framework	Galileo Assessment	Frog Street Curriculum	State Early Standards	School Expectations/ Developmental Indicators
Students will understand the functions and conventions of print.	Print & Alphabet Knowledge: Lit 2 Demonstrates an understanding of how print is used and the rules that govern how print works	SR 51 Reads familiar words in a sentence from a poem/book	Child uses books and other written materials to engage in pre-reading behaviors.	Emergent Reading Benchmark b. Child interacts appropriately with books and other materials in a print-rich environment	~Understands that print is organized differently for different purposes ~Understands that written words are made up of a group of individual letters ~Begins to point to single-syllable words while reading simple, memorized texts
Students will demonstrate an understanding of letter and sound recognition.	Print & Alphabet Knowledge: Lit 3 Identifies letters of the alphabet and produces correct sounds associated with letters	Lt. 45 Identifies all the letters in his/her name Lt. 50 Identifies 10 or more sounds to corresponding letters	Child identifies and names letters and the sounds they make.	Emergent Reading 3.Shows alphabetic knowledge	~Names 18 upper and 15 lower case letters ~Knows the sounds associated with several letters
Students begin to write to communicate meaning.	LIT 6. Writes for a variety of purposes using increasingly sophisticated marks	Lt. 42 Writes using inventive spelling Lt. 44 Communicates by writing complete words	Emergent Writing: Child intentionally uses scribbles/writing to convey meaning.	G. Emergent Writing 1. Shows motivation to engage in written expression	~Writes for a variety of purposes and demonstrates evidence of many aspects of print conventions

Head Start Early Learning Outcomes Framework	Physical Readiness Goals Objectives	Galileo Assessment	Frog Street Curriculum	State Early Standards	School Expectations/ Developmental Indicators
Students demonstrate coordination of large muscles during movement activities.	Gross Motor: PMP 1 Demonstrates control, strength, and coordination of large muscles	SR 85 Skips with direction and control most of the time	Child coordinates sequence of movements to perform tasks.	Health and Wellness 9.Participates in physical fitness activities	~Performs activities that combine and coordinate large muscle movements ~Demonstrates strength and stamina that allow for – participation in a range of physical activities
Students will participate in fine motor activities such as writing, using scissors, using a keyboard and mouse.	Fine Motor: PMP 3 Demonstrates control, strength, and coordination of small muscles	SR 86 Correctly holds pencil or crayon SR 87 Uses scissors to cut a pre-formed shape SR 88 Uses computer keyboarding/mouse	Child shows control of tasks that require small-muscle strength and control.	Fine Motor Development 1.Demonstrates increasing control of small motor muscles to perform simple tasks	~Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting
Students can identify potentially harmful situations and activities	Health, Safety, & Nutrition: PMP 6 Demonstrates knowledge of personal safety practices and routines	SR 81 Identifies potentially dangerous situations/activities	Child practices good habits of personal safety.	Health and Wellness 8.Actively takes part in basic health and safety routines	~Identifies, avoids, and alerts others to danger ~Identifies and follows basic safety rules with adult guidance and support

Social & Emotional Readiness Goal	Head Start Early Learning Outcomes Framework	Galileo Assessment	Frog Street Curriculum	State Early Standards	School Expectations/ Developmental Indicators
Students use positive strategies for dealing with conflicts.	Relationships with Other Children: SE 5 Uses basic problem-solving skills to resolve conflicts with other children	SR 70 Shows the ability to compromise in conflict resolutions SE 25 Uses passive strategies to manage escalating conflicts (avoids, disengages)	Child initiates problem-solving strategies and seeks adult help when necessary.	Self-Regulation 2.Begins to recognize, then internally manage and regulate, he expression of emotions, both positive and negative, with teacher support and experiences over time	~Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising

Environmental Health and Safety/Nutrition & Dental

- All 7 Head Start centers are in compliance with their School-Site Safety Reporting.
- On July 30th, Mrs. Alt and Mr. Gracey met with a team comprised of Law Enforcement, Emergency Management, and select School Board personnel to go over our Emergency Management Plan. The plan received their approval without any major changes.
- Two Fire Drills were conducted during the first two weeks of school on August 15th & 21st. We conducted our September Fire Drill on September the 27th.
- We conducted a Lockdown Drill on Friday, September the 5th.
- We had our Comprehensive Safety Inspection on Monday, August 27th. Overall, we had a very good report. We are now working on correcting any deficiencies found during the inspection. Work Orders were submitted for those deficiencies that we could not correct “in-house.”

Health

- We had a Flu Shot Clinic for our staff and faculty on Wednesday, September the 18th.
- We had Vision and Hearing Screenings on all of our 3 and 4-year-old students using Sacred Heart’s “Mission in Motion” team of nurses on September 18th – 20th. The audiologist from Russell Audiology Clinic also helped re-screen the students for hearing.
- All of our new Head Start Employees had their physicals and TB screening on Wednesday, September the 12th.
- We had a CPR/AED/FIRST AID Certification class on Tuesday, September the 12th. We had 30 staff members re-certify. That gives us a total of 60 Head Start/Early Head Start & ESE personnel certified in CPR/AED/FIRST AID
- **School (TRJ) Clinic Totals by Registered Nurse – Holly Ledbetter**

	AUGUST	SEPTEMBER	YEARLY TOTALS
TOTAL MEDICATIONS ADMINISTERED	16	18	34
Minor Injuries	19	25	44
Major Injuries	0	0	0
TOTAL FIRST AID ADMINISTERED	19	25	44
Physical Complaints	49	119	168
Intentional Injuries	0	0	0
Chronic Conditions	0	0	0
Head Lice & Scabies (screening only)	0	4	4
Head Lice & Scabies (positives only)	3	1	4
Other	0	233	5
Medication Intake	11	2	13
TOTAL PARAPROFESSIONAL VISITS	98	402	500
Dispositions			
Returned to Class	66	357	423
Sent Home	21	43	64
Medication Intake (to the clinic)	11	2	13
Emergency Response (911)	0	0	0
TOTAL DISPOSITIONS	98	402	500

(The AED is checked and documented weekly by our Registered Nurse)

Nutrition

- We recently met with the Florida Extension Office to plan this year's calendar of activities through December 2018. Here is a brief summary of activities planned:
 - September 7th – We had a parent workshop “Shopping on a Budget”
 - Monthly Nutrition Lessons for our students will begin in October (4 yr. olds)
 - October 15 – 19 - National School Lunch Week
 - October 30 – Storybook Parade
 - November 8th – Canning Workshop for our staff
 - December (TBA) – “Make It & Take It” Workshop for Parents
- **Lunch and Breakfast Recap and Reconciliation Totals**

<i>T.R. Jackson Pre-K</i>	<i>Total # Free/Reduced</i>	<i>Total # Paid</i>	<i>GRAND TOTAL</i>
BREAKFAST			
August 2018	(F) 1,915 (R) 18	31	1,964
September 2018	(F) 3,113 (R) 10	44	3,167
LUNCH			
August 2018	(F) 1,911 (R) 17	30	1,958
September 2018	(F) 3,167 (R) 13	47	3,227
GRAND TOTAL			10,316

Average Daily Participation – Breakfast (167) Lunch (170)

Dental

- We have finalized our dental contract using Pro-Med Pediatric Dental Clinic through the Santa Rosa County Health Department as our primary dental provider for the 2018-2019 school year. We will use both dental clinics located at the Santa Rosa County Health Department in Milton and in Midway. All Head Start and Early Head Start classes have been scheduled and our dental trips began on September 24th.

PARENT FAMILY AND COMMUNITY ENGAGEMENT (PFCE) / MENTAL HEALTH

One Hundred Forty-Nine families served by our Head Start Programs completed a PFCE Framework Outcomes Intake Survey the second week of school. The PFCE Framework outlines seven domains that work together to support family school readiness. The Office of Head Start requires all programs to identify the greatest needs of individual and groups of families so we might develop a process to engage those families to give effort toward meeting goals, and to measure the effect of family progress on their child's school readiness.

The percentages below represent families identified as at risk or in crisis in that particular area.

- 31% (47 families) expressed concerns related to early childhood development including speech and language.
- 30% (44 families) not working, looking for better work options
- 7% (11 families) do not have a stable place to live.
- 34 adults in the homes of our students have not completed their high school education. Which is down 20 from the past three years.

Mental Health

Through open bidding, InvoCare was selected as our provider for our Mental Health Consultant. Kelly O'Brien was selected for the position.