



To Excellence in the Monroe County Schools

Pre-K in the Keys



ANNUAL REPORT 2018-19

Monroe County School District
Grantee #04CH4752

The Head Start Act (section 644(a)(2)) requires each grantee to make available to the public at least once in each fiscal year a report that contains the following information: funding, expenditures, enrollment, review, financial audit, medical/dental exams, parent engagement, school readiness, and program goals/impacts.



“Head Start was designed to help break the cycle of poverty, providing preschool children of low income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs.”

<https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-history>



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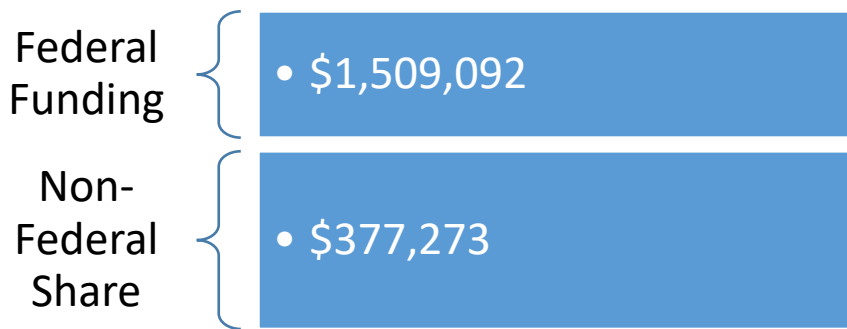
The Monroe County School District has been a Head Start grantee since 1992. The United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start division awards, monitors and regulates the grant. As a grantee, we operate under the auspices of Monroe County School District (MCSD). During the 2018-2019 fiscal year, MCSD HS completed year five, of a five-year continuation grant. The MCSD Head Start grant is a center-based program located within four public schools in the Florida Keys. The program offers a minimum of 1,020 instructional hours a school year to children ages 3 to 5. The funded enrollment is for 180 students. However, the total cumulative enrollment was 197 students for the purposes of reporting on the 2018-2019 fiscal year. By age, the program served 82 three-year-old students and 115 four-year-old students. In Monroe County, we serve income eligible families as well as students with disabilities. The program benefits from an array of in-kind services from the Monroe County School District such as maintenance, transportation, administration, facilities, therapy, psychologists, food service, and more.

Research has shown us the importance of the first 2,000 days of a child's life with regard to development, as well as the negative impacts of poverty. Targeting the income eligible families in our community is two-fold. We are not only assisting with family services to break the cycle of poverty, but also helping children develop before the age of five. [“Head Start was designed to help break the cycle of poverty, providing preschool children of low income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs.” \(ECLKC\).](#) The Act of 2007 reauthorized the law, to focus on quality in the classroom and research based instruction to enhance the following domains of child growth: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development. Furthermore, we understand the need for an inquiry based/exploratory and fun/playful learning environment. While our classrooms have some technology, the heart of learning is through inquiry.

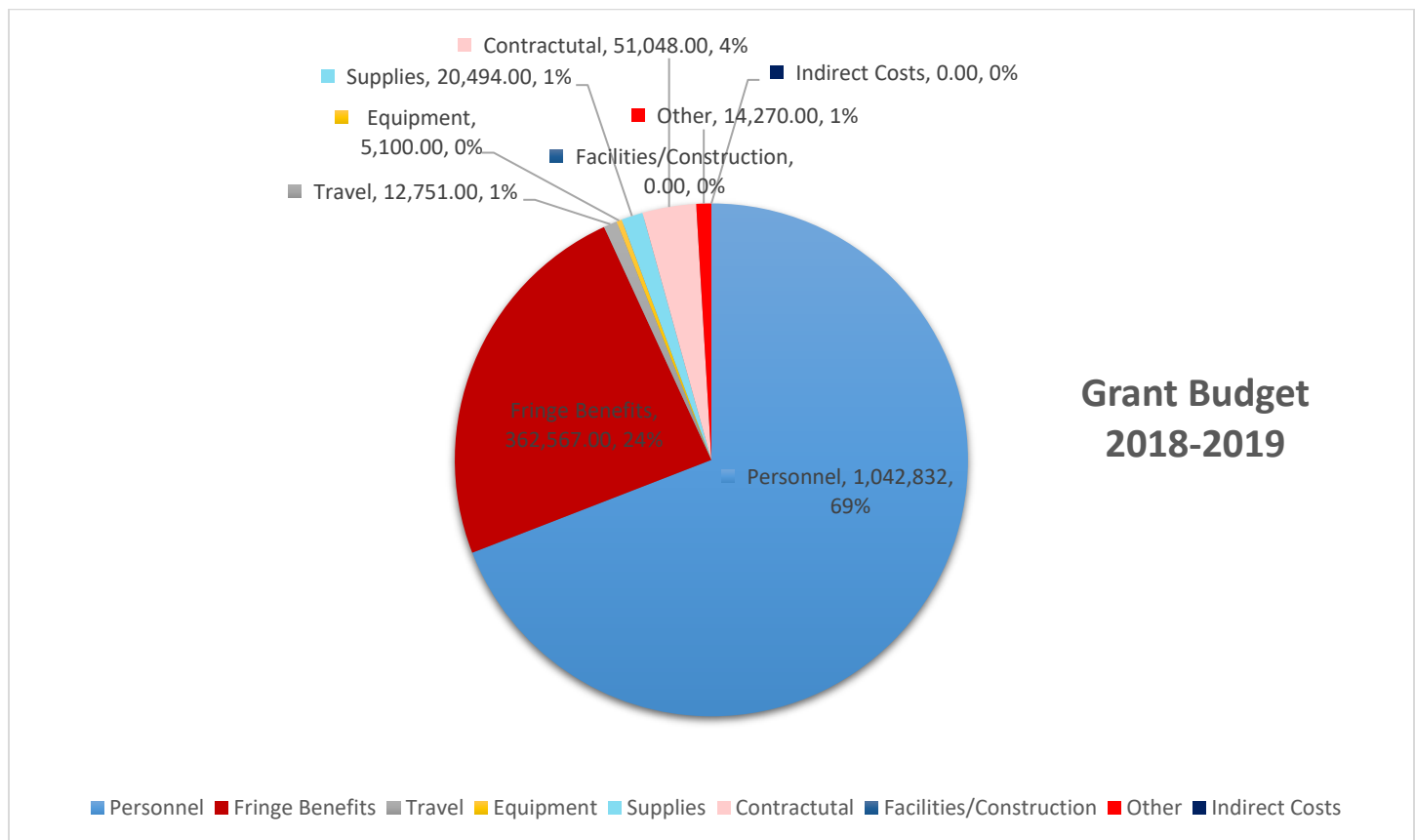
MCSDHS offers comprehensive services to enhance child development, such as health screenings, dental screenings/services, mental health services, and more. In addition, we foster family wellness and school readiness. We realize that a child's first teacher is their parent; we invite parents to be involved with their child's education, assist parents through family goal setting, and workshops. In addition, we offer parents the opportunity to participate in Conscious Discipline parenting classes. As a part of the public school system, our parents are more acclimated to their child's home school for years to come.

Our staff is comprised of nine instructional teams, 5 site coordinators/family liaisons, 1 social worker, 1 ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance)/family manager, 1 nurse/safety manager, 1 education/disabilities manager, 1 fiscal manager, and an Early Childhood Coordinator/Supervisor. In addition, we contract with a nutritionist, dentist, CLASS coach and a behavior analyst for services. Our staff works with some of the neediest families in the Florida Keys. Teachers conduct two home-visits a year and two parent conferences. The site coordinators and social worker assist families with a myriad of services. The education/disabilities manager supervises the teachers and facilitates professional development. The CLASS coach ensures high quality instruction through observing teacher/student interactions and providing feedback. Other managers and the supervisors create/monitor the goals, compliance and outcomes of the program.

04CH4752 Monroe County School District (MCSD)



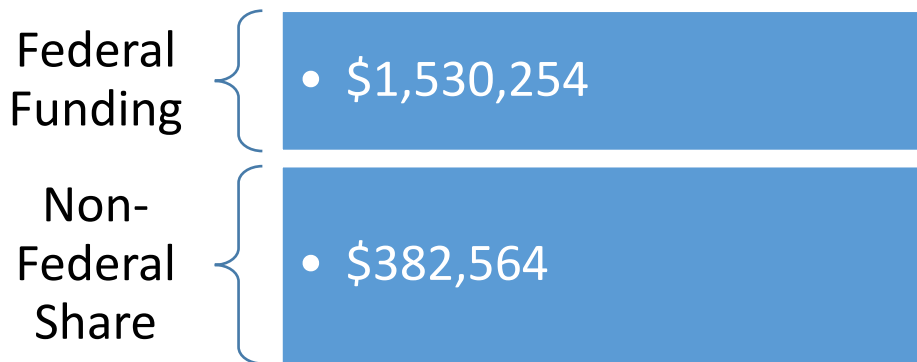
The data below includes additional grant funding from the Office of Head Start to increase program hours.



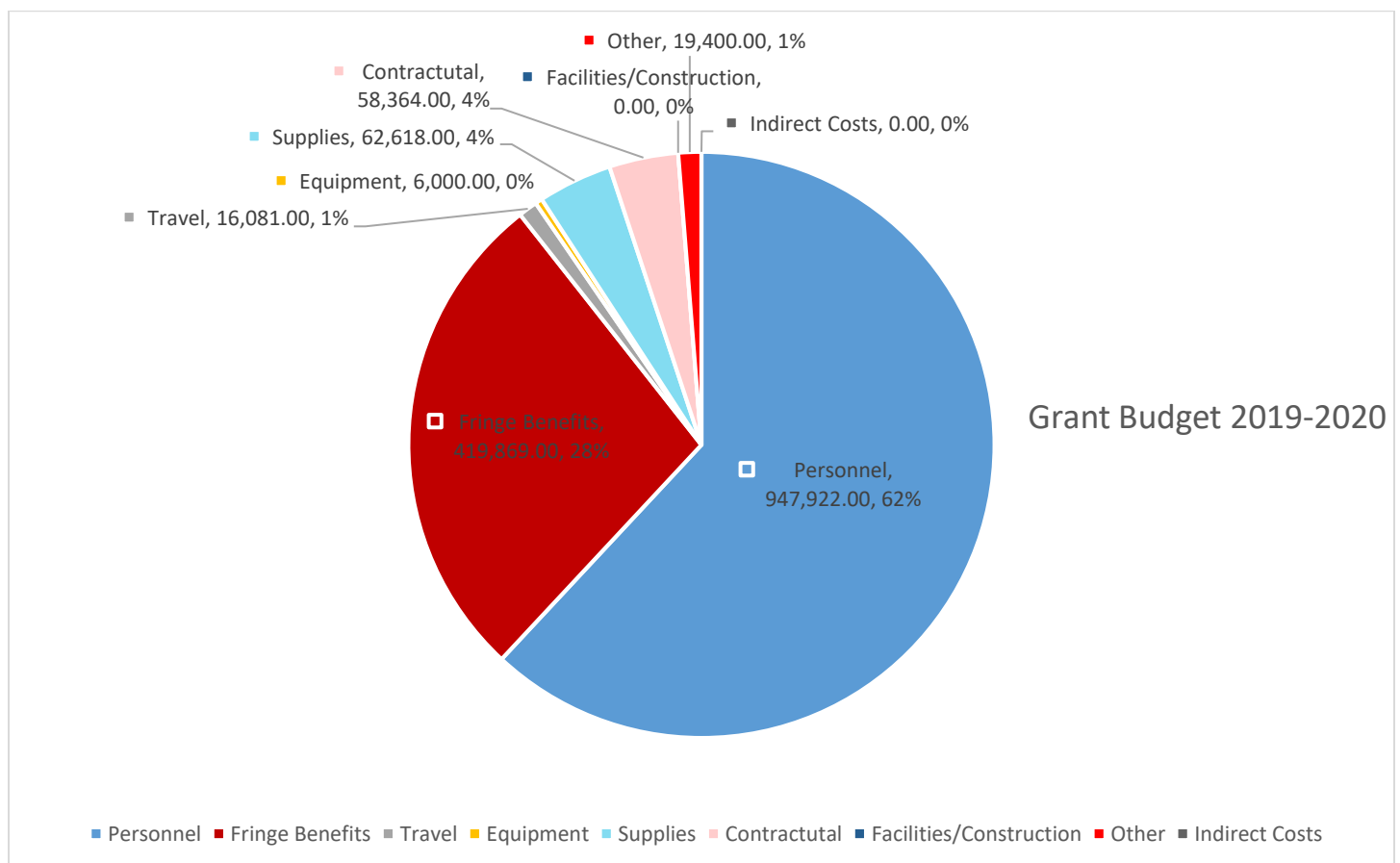
No carryover balance allowed with increased hour funding.

The Non-Federal Share is “matched” through numerous “in-kinds” from MCSD as well as match from the Voluntary Pre-Kindergarten state program. As a grantee, we reported the following as Non-Federal Share: salaries, insurance, utilities, transportation, maintenance, information technology support, and school psychologist. In addition, MCSD provides many other services that we do not report as a part of Non-Federal Share such as facilities, therapy, and more.

04CH011179 Monroe County School District (MCSD)



This grant budget is for year one, of a five-year continuation grant, project period August 1st, 2019 thru July 31, 2024. The amount indicated below is for the 2019-2020 fiscal/school year.



We were successful in applying for “extended hours,” funding and received a re-occurring amount of \$157,965, for the 2019-2024 grant cycle.

The 2018-2019 fiscal year concluded the five-year continuation grant from the Office of Head Start. During the five-year cycle, Monroe County School District, Head Start program did not have any area of noncompliance, neither Federal or state reviews/audits. Information from the grant cycle is noted below.

**Head Start Program Performance Reviews and Audits
Performance Outcome Table**

Content Area	Satisfactory Progress	Unsatisfactory Progress	Area of Concern	Non-compliance	Deficiency	Regional Office/T&TA	Targeted Review
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)	yes	no	none	none	none	n/a	yes
Fiscal Management	yes	no	none	none	none	n/a	yes
Health and Safety of Children	yes	no	none	none	none	n/a	yes
Quality Learning Environment	yes	no	none	none	none	n/a	yes
Engaging Families and Communities	yes	no	none	none	none	no	no
Program Management and Quality Improvement	yes	no	none	none	none	yes	no

CLASS observations were conducted in Head Start classrooms using the CLASS tool. The scores from each class observation are averaged across the grantee to result in grantee-level scores. The national threshold was met.

During the ERSEA review event the team used a sampling of child files to collect information and no areas of noncompliance were found.

The Fiscal review had no findings.

The environmental Health and Safety review had no areas of noncompliance.

The Head Start Program was chosen by State of Florida Auditor General's Office for audits in 2017 and 2018.

State/School District Single Audit Results

For the State Fiscal Year ending June 30, 2017:					
Internal control over major Federal programs:					
Material weaknesses identified.					No
Significant deficiency(ies) identified?					None reported.
Type of auditor's report issued on compliance for major Federal programs:					Unmodified.
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?					No
Identification of major Federal programs:					
84.027 and 84.173	Special Education Cluster				
93.600	Head Start				
Dollar threshold used to distinguish between type A and type B programs:					\$750,000.00
Auditee qualified as low risk auditee?					Yes
For the State Fiscal Year ending June 30, 2018:					
Internal control over major Federal programs:					
Material weaknesses identified?					No
Significant deficiency(ies) identified?					None reported.
Type of auditor's report issued on compliance for major Federal programs:					Unmodified.
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?					No
Identification of major Federal programs:					
84.010	Title I Grants to Local Educational Agencies				
93.600	Head Start				
Dollar threshold used to distinguish between type A and type B programs:					\$750,000.00
Auditee qualified as low risk auditee					Yes

Monroe County School District Head Start serves the pockets of poverty in the Florida Keys, with the higher concentration of the population served being in the lower keys. We are fortunate to be a part of the public school system, serving three and four year old students and truly giving them a “Head Start!” Students are enrolled at the following locations: Key Largo school has two Head Start classrooms, Marathon – Stanley Switlik has two Head Start classrooms, Stock Island – Gerald Adams has two Head Start classrooms, and Key West - Horace O’Bryant has three Head Start classrooms. There are nine Head Start classrooms housed within four of the Elementary schools in the Florida Keys.

To recruit for the program, we seek assistance from community partners. The program utilizes a rubric/point system (“selection criteria”), which is shared for input with governing bodies annually to accept the neediest families. However, we do accept over-income families depending upon the pool of applicants and the selection criteria during recruitment. All families are encouraged to apply year-round; the population we serve is usually made-up of income eligible families and students with disabilities. Furthermore, Head Start requires the program to keep an active wait-list to enroll children when openings occur during the school year.



Cumulative Enrollment

197

(3-year olds= 82 & 4-year olds=115)

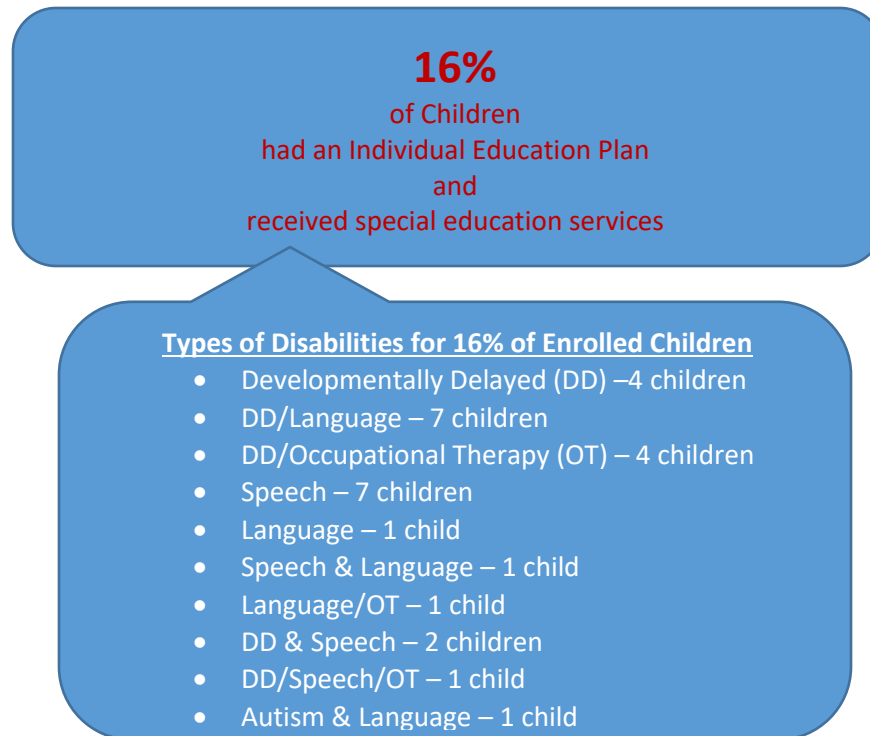
Eligible Children Served 70%

Families Served 190

Average Daily Attendance 89%

Race & Ethnicity

Race	# of Students	# of Hispanic/Latino Students
American Indian or Alaskan Native	0	0
Asian	3	0
Black or African American	47	2
Native Hawaiian or Other Pacific Islldr.	1	0
White	100	20
Biracial/Multi-Racial	9	14
Other	0	0
Unspecified	0	1



According to Head Start Program Performance Standard 1302.14 (b)(1) Selection Process, “A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

The eligibility criteria for the MCS DHS program ensure priority is given to students with disabilities when families apply for the Head Start program. Fifteen students were eligible to receive special education and related services prior to enrollment and fourteen students were referred and determined eligible for services during the school year. Parents are asked to participate in a social-emotional screening during the first 45 days of enrollment to assist the program to pinpoint developmental progress. 121 children were newly enrolled and screened; of these, 10 were determined to need follow-up.

Monroe County School District Head Start program offers a multi-tiered system of support for both academic and behavioral interventions. If a child is not succeeding in the general setting, the teacher and/or a team of people are utilized as resources to support learning. The Education/Disabilities Manager, Social Worker, Nurse, and/or other school support staff may advise the instructional team and family on strategies to help learners. Parents are involved when intervention strategies are implemented by the teacher. The interventions may be whole group, small group, or individual. Progress monitoring data and observational data are used to create interventions.

After intervention(s), if a behavioral or academic concern persists then the child may be referred to the Exceptional Student Education department. The student services team, school staffing specialist and a school psychologist work with Head Start staff to support learning in the least restrictive environment.

As a program, we provide health, oral health, mental health, and nutrition services that will support each child's growth and school readiness. Head Start staff collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and developmental concerns in a timely manner to ensure the children receive high-quality up-to-date medical and oral health services and education.

Health education activities are scheduled through special health events, newsletters with health and nutrition information, bulletin boards with health information, resource racks at each site with health information, and parent requests.

Some events may include:

- Health and Developmental Screenings
- Mental Health Screenings/Observations
- Emergency Medical / Dental Treatment
- Medical Instructions as applicable
- Medication Administration as applicable
- On Site Dental Screenings, Exams, and Preventive Care

3% children who received medical exams

91% children with health insurance

100% children with medical home

100% children with up-to-date immunizations

95% children who received dental exams

95% children with dental home



Health services are discussed with each family during the interview process and advanced consent is obtained for each child enrolled to include mental health screenings/observations, crisis counseling, and child/family counseling. Once a need is identified, and in conjunction with the parents, in-house referrals are utilized by the Site Coordinator and/or teacher and sent to the Health Manager to facilitate services with the Mental Health Consultant and/or Counselors while ensuring the needs are met and follow up is done in a timely manner. In addition, Head Start requires a 45-day vision/hearing screening upon entry to the program.

Vision/Hearing Screenings (45 day) 2018-2019

Site	# of students screened (hearing/vision)	# Students to be rescreened	# Students to be rescreened next school year	# of Students Referred
HOB	32	0	0	1-Hearing 4-Vision
GAE	20	0	0	2-Vision
SSE	28	0	0	1-Vision
KLS	11	0	0	1-Vision

Physicals and Immunizations 2018-2019

Site	# of students w/ current Physicals	# of students with current Immunizations	# of students that need current physical	# of students that need current immunizations	Notes
HOB (60)	57	59	3	1 – <i>appt. June</i>	<i>Parents notified</i>
GAE (40)	38	40	2	0	<i>Parents notified</i>
SSE (40)	39	40	1	0	<i>Parents notified</i>
KLS (40)	32	40	8	0	<i>Parents notified</i>

Meal Tracking 2018-2019

Site	Month	# of meals provided breakfast	# of meals provided lunch
HOB	May	1206	1206
GAE	May	801	800
SSE	May	743	743
KLS	May	795	795
Grand Totals	May	3545	3544



MCSB Head Start continually engages families by building respectful relationships with families, staff and community partners that support family well-being, strong parent-child relationships and ongoing learning. As a grantee, we foster the development of parents and children alike, helping to empower all families to reach their greatest potential.

The data below indicates: there were 82 workshops/trainings offered. 88 center meetings were held. Policy council continued to meet monthly. 75 family events were held. We have had a significant increase in parent interactions by 46% within the last year alone.

Families are invited to attend the following types of workshops and trainings: health, nutrition, safety 1st aide, child development, safe families and wellness.

Parent Interactions 2018-2019

School	Family Fun Days	Parent Volunteer	Comm. Volunteer	Workshop / Trainings	Center Meetings	Father Engagement
HOB	12	9	1	33	34	8
GAES	33	16	10	22	31	20
Switlik	14	0	4	6	6	17
Key Largo	16	0	2	21	17	16
Total	75	25	17	82	88	61

Volunteers increased (25 parent volunteers and 45 community totaling 70 volunteers this year and 58 in the previous year).

Moreover, parent surveys indicated 89% of the parents were satisfied and 90% felt welcomed in the program.

There were 190 families, of which 87 were single-parent families. The total number of families receiving temporary assistance for needy families (TANF) were 86. The total number of families receiving supplemental security income (SSI) was five. The total number of families receiving services under the special supplemental nutrition program (WIC) was 49. The total number of families receiving services under the supplemental nutrition assistance program (formerly referred to as food stamps) was 56.

The work our program does with families is invaluable. Site Coordinators/Family Advocates build relationships with families that support family well-being and help families to meet such goals as: learning English, enrolling in a GED course, applying for a job, becoming financially stable, and other goals. “Strong, healthy families give their children the best chance at success in school and in life. The Family Partnership Process: Engaging and Goal-Setting with Families explores how strong partnerships can positively influence the goals families set in the Family Partnership Process. “(National Center on PFCE –ECLKC website).

**PFCE (Parent, Family, and Community Engagement) Outcomes End-Year
Assessment Completion & Needs/Interest**

Site	% of families with completed assessments	# of families	# of families declined or scheduling conflict	# of families with assessments due within 30 days	# of families with gains (Entire year)
HOB (Kenia)	100%	38	0	N/A	6
HOB (Elizabeth)	100%	19	0	N/A	14
GAE	100%	39	6	N/A	14
SSE	100%	38	17	N/A	14
KLS	100%	40	8	N/A	25

Furthermore, families attend parent curriculum classes designed to better parenting skills and to be in tune with their child. Thirty parents participated in the parent curriculum titled "Conscious Discipline," written by Becky Bailey. The Head Start Social Worker will be delivering the curriculum in the future.

Sometimes, parents share success stories attributed to the program and here is a wonderful story showing how a child received a Head Start!

Parent/Guardian Name: _____

Site: _____

Child/Children Name: _____

Date: 5-6-19

_____ would like to share my story.

My daughter _____ entered the Head Start program when she turns 3 1/2 years old. At that time she had extremely high anxiety and her weight was in the third percentile - Danger Zone. Since starting this program her anxiety levels have decreased to the point that she now performs dance and acts on stage and attends activities with self-confidence. Her weight percentile is currently at 25. With healthy and various food options presented to her for breakfast and lunch along with missing her friends eating, she has a healthy weight to height ratio for the first time in her life. The Head Start Program has helped my daughter to not only have a healthy body, but a healthy mind. As a parent, I strive to help my children in every way I can. This program has enabled us to reach unobtainable goals and give them the "start" that they deserve. Thank You Head Start!

Parent Signature _____

Date: 5-6-19

As a program, we participate in local interagency meetings. This facilitates community involvement and communication with local agencies. Leadership/Management personnel and Site Coordinators are regular members of different community agencies. Parents are invited to attend and participate. We want to increase regular attendance to these meetings; approximately 50% of the interagency meetings offered were attended.

Inter-Agencies and Community Partners of the Monroe County School District Head Start Program
• Early Learning Coalition of Miami-Dade/Monroe
• School Health Advisory council (SHAC)/(Head Start Health Advisory Committee)
• Children's Group
• Healthy Families
• Healthy Start coalition
• Childhood, Regional Steering Committee – Technical Assistance and Training System (TATS)

Recruitment is year-round for our program. A family may apply at any time. Enrollment applications begin in April. A wait-list is maintained year round. If a student leaves, the slot is filled within 30 days.

Recruitment



Monroe County School District Head Start program prepares students for Kindergarten and beyond. While we focus on helping families as noted earlier, this program is more than play and more than a daycare. What we learn in preschool/prekindergarten today is what our parents learned in Kindergarten and First Grade combined.

Academically, the Head Start Early Learning Outcomes Framework (also known as **HSELOF** OR **ELOF**) is a research based outcomes framework designed with milestones of what preschool children should know. We use it as guide to implement teaching strategies in the following domains: social emotional, physical, language, cognitive, literacy, and mathematics. The program utilizes two curriculums, one for social emotional and the other for academics – **Second Steps and Creative Curriculum**. We use a database to house the milestones observed by instructional teams called Teaching Strategies Gold (**TSG**), which aligns with HSELOF.

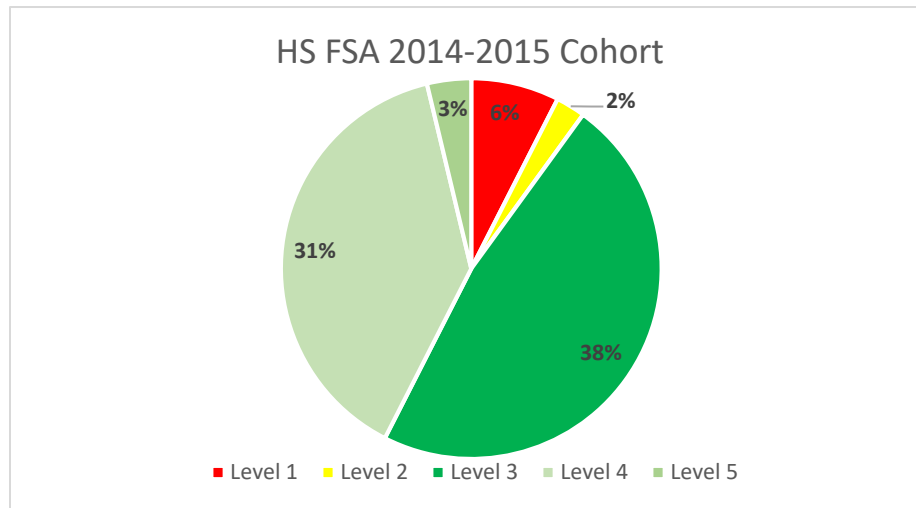
The state of Florida requires Voluntary Pre-Kindergarten (**VPK**) **Assessments** and since we are a blended program, our 4-year-old students participate in an interview during VPK assessment periods 1, 2, & 3 to monitor how they are progressing developmentally. In conjunction with the VPK assessment, the state uses the **STAR** Early Literacy on-line assessment (also known as the Florida Kindergarten Readiness Screener – **FLKRS**), which is given at the beginning of Kindergarten. Together, these two assessments make-up the Florida Kindergarten Readiness Screener, of which a percentage is derived to judge the effectiveness of prekindergarten programs. As a program, we implemented the STAR Early Literature on-line assessment three times a year.

In addition, both Head Start and School Readiness programs require developmental and social emotional screenings within the first 45 days of enrollment. Therefore, we utilize the Acuscreen and E-Deca questionnaires and involve parents early on in the progress of understanding behavioral developmental milestones. Teachers work together with parents to complete questionnaires, which then help determine a child's individual needs regarding social/emotional development as well as other areas of development.

Furthermore, we utilize the CLASS observation tool, which is another research-based tool to gather data on student/teacher interactions. This tool is used to increase quality interactions in our classrooms. Improving student/teachers interactions is worked on using a tiered approach. For example, tThose teachers that are new may receive more coaching than others.

All of the “assessments” are interviews or observations done by the instructional team, except for the FLKRS test, which is given at the beginning of Kindergarten on a hand-held- device. The interviews are both formative and summative to progress monitor and individualize instruction. The following data/outcomes will be shared in this report: **TSG** growth reports – to show students baseline data compared to their exit data for both 3 and 4 year old students, **VPK** assessment data for annual summary; **STAR/FLKRS** data – for Kindergarten Readiness percentage; **CLASS** data with national norms and program teacher scores, and **Florida Standards Assessment** for 3rd grade Head Start students – longitudinal data.

Longitudinal Head Start data from the Florida Standards Assessment (FSA) for current 4th grade students (who were in Head Start during the 2014-2015 school year) indicates 72% of students scored average and above average as noted in the shades of green in the pie chart.



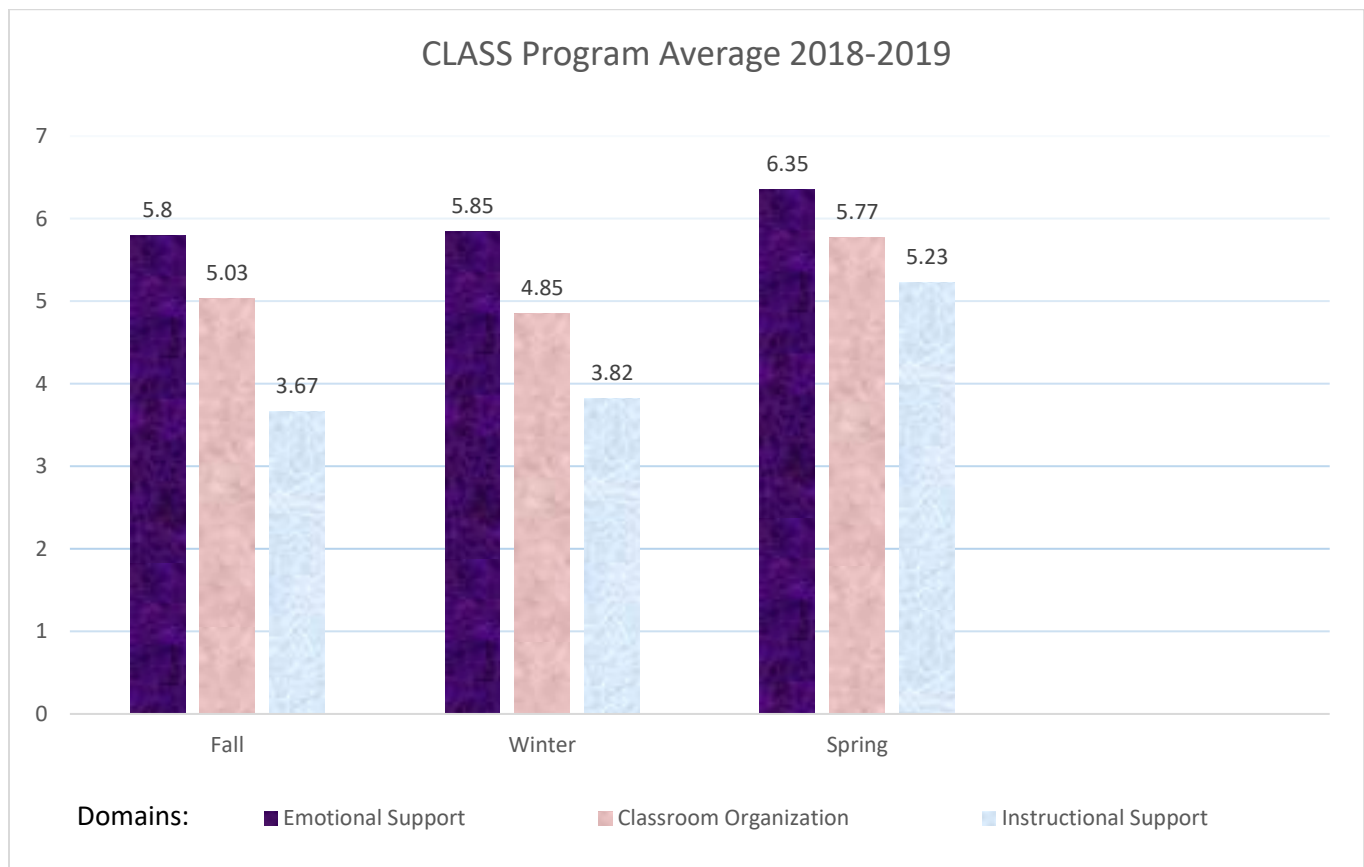
The state VPK Assessment shows us growth in each skill area noted below. Assessment period 1 (AP1) is the baseline interview, which is completed at the beginning of the school year. Assessment period 2 (AP3) is administered at the end of the school year. These interviews/assessments measure the progress made by a 4-year old student during the school year. All four-year-old students made significant growth. Growth made by students is used as part of the state calculation for school readiness.

Florida Voluntary Pre-K Assessment

2018-2019

Head Start School	Print Knowledge		Phonological Awareness		Mathematics		Oral Language Vocabulary	
	AP1	AP3	AP1	AP3	AP1	AP3	AP1	AP3
Gerald Adams	21%	71%	23%	67%	16%	80%	37%	79%
Horace O'Bryant	25%	81%	39%	74%	29%	68%	32%	76%
Key Largo School	23%	84%	28%	71%	23%	71%	39%	74%
Stanley Switlik	10%	82%	11%	83%	21%	87%	42%	92%

The CLASS tool is used to “coach” teachers to enhance the quality of student/teacher interactions in the classroom. The observation data indicates growth from Fall to Spring in all domains. A score of 1 or 2 is below average, 3, 4, or 5 is average, and 6, or 7 is above average. The Head Start National Average for Emotional Support for 2018 was 6.09 and our program achieved an average of 6.35. The program is working toward coaching teachers in classroom management to raise the classroom organization domain, since the national average was 5.82 and the program average was 5.77. Furthermore, the instructional support domain, which is the rigor in the classroom, is always high in our classrooms. The national average was 2.89 and our program average 5.23.



The Teaching Strategies Gold Checkpoint is administered three times per year with the first assessment being completed in the Fall. The tables above indicate more than 50% of Head Start students entered the program meeting or exceeding expectations in Social Emotional, Physical, and Language domains. Less than 50% were meeting or exceeding expectations in the cognitive, literacy, and mathematics domains.

Dual language learners in the Head Start program demonstrated the most need in the Language, Cognitive, Literacy, and Math domains with less than 50% meeting or exceeding the expectation.

Students with Disabilities in the Head Start program demonstrated the most need in the Language, Cognitive, Literacy, and Math domains with 50% or less meeting or exceeding the expectation. Ten students with IEP's were monitored with Teaching Strategies Gold.

Teaching Strategies Gold

2018-2019

Growth by Area of Development	Baseline	Checkpoint 2020
Social Emotional	66%	77%
Physical	79%	70%
Language	56%	75%
Cognitive	39%	67%
Literacy	44%	68%
Mathematics	52%	64%

*Data is monitored 3 times a year and final checkpoint is evident in growth report.

The Teaching Strategies Gold Winter Monitoring period indicates a significant decrease in students performing below expectations in all domains except the physical domain. Student percentage for meeting or exceeding the expectation increased in the language, cognitive, literacy, and mathematics domains.

Dual language learners in the Head Start program demonstrated gains in all domains. The cognitive domain showed increases for students meeting or exceeding the expectation as well as a reduction of students performing below expectation. In social emotional, language, and cognitive domains the percentage more than doubled for students exceeding the expectation.

Students with Disabilities in the Head Start program continue to demonstrate need in the Language. Fifteen students with IEP's were monitored using Teaching Strategies Gold. Cognitive, Literacy, and Math domains area improved with increases in meeting expectations and a decrease in the percentage of those below average.

Acuscreen is a screening tool used to meet the Head Start standard of developmentally screening students within 45 days of enrollment. Of the 128 students screened this year, eight demonstrated high risk, those students will be rescreened mid-year to determine if appropriate progression has been made or if further screening is required. Seventeen scored in the mild to moderate range in development, which is monitored for improvement. A second screening may be completed but is not necessary if the teacher detects progression. One hundred six students scored typically developing.

Of the eight students rescreened, three demonstrated no risk, four improved or stayed the same but remain in the mild to moderate category, and one remained in the high risk. Scores on other assessments will be reviewed and if need is demonstrated, the student may be referred for additional screening or evaluations.

E-Deca is a tool used to assess a child's social and emotional development. The assessment summary below guided need areas for Tier 2 and 3 interventions.

E-Deca (Social/Emotional) – 45 Day Requirement

Site	# Screened	Re Screened (17)
HOB	48	13
GAES	32	3
SSE	31	1
KLS	20	7
Total	131	24

Assessment Summary:

Total Protective Factors: 68% of students scored in the typical range for TPF. 8% scored as a strength and 24% demonstrated a need in this area.
Re-screen: total protective factors: 47% of students rescreened scored in the typical range for TPF. 12% scored as a strength and 41% demonstrated a need in this area.
Initiatives: 72% of students scored in the typical range for IN. 5% scored as a strength and 24% demonstrated a need in this area.
Re-screen: initiatives: 29% of students rescreened scored in the typical range for TPF. 0% scored as a strength and 71% demonstrated a need in this area.
Self- Regulation: 78% of students scored in the typical range for SR. 12% scored as a strength and 10% demonstrated a need in this area.
Re-screen: self- regulation: 41% of students rescreened scored in the typical range for TPF. 35% scored as a strength and 24% demonstrated a need in this area.
Attachment/relationships: 69% of students scored in the typical range for AR. 6% scored as a strength and 25% demonstrated a need in this area.
Re-screen: attachment/relationships: 18% of students rescreened scored in the typical range for TPF. 6% scored as a strength and 76% demonstrated a need in this area.
Behavior concerns: 89% of students scored in the typical range for BC. 11% demonstrated a need in this area.
Re-screen: behavior concerns: 94% of students rescreened scored in the typical range for TPF. 6% demonstrated a need in this area.

At the beginning of the five-year continuation grant cycle the program had fifteen goals, which were monitored by service area managers and then reported on monthly. As many of the goals were met throughout the grant cycle, during the 2018-2019 school year the following goals were left as the focus of year five: #1 school readiness, #3 parent/family and community engagement (PFCE), #7 individualization, and #12 Mental Health. Program goals/objectives are created collaboratively and measured via the use of data in each service area; updates and changes to the goals begin with the leadership team who gather information from staff/stakeholders via the self-assessment and monitoring, and then they are shared with governing bodies for input and approval.

School readiness data is shared on pages 14-18 of this report. Not all goals were met, but there was growth in each domain, except physical development, which is why we have incorporated this data into our wellness goal. A new curriculum was adopted to enhance learning environments. We will continue to focus on school readiness as an expectation and have goals that incorporate school readiness as the central focus of what we do as a program.

As a program, we realize parents are a child's first teacher and making that home/school connection and truly engaging the student and families make our PFCE goal work. We met our goal of continually building relationships and helping to empower all families, as shown in the data shared on page 11 and 12.

While differentiated instruction has always been a strategy for teachers to use in our program, individualization became a greater focus this year. Professional development and lesson plan monitoring included strategies on how to individualize and how to drill down to the skills needed to close student(s) learning gaps. This goal was met.

The program ensured that all enrolled children had their health, mental health, and nutrition needs identified and met. Families were educated through activities and workshops. USDA well-balanced meals were provided. This data was shared on pages 8-10 of this report.

The five-year cycle has been a learning experience. While goals were eliminated and met, those goals became a routine part of our structure.

Through the use of the self-assessment, community assessment, monitoring and continuous improvement our program has made significant impacts in the following areas: early intervention, solid literacy skills for students, parent curriculum, employment of parents to the district, extended day for students and teacher salaries/retention.

Head Start is about early intervention. It has evolved from “the war on poverty,” to encompassing the whole child and helping students and families do well. Our program prepares students for Kindergarten (School Readiness) and for success in life. Our school district is “A” rated by the state and Head Start students were able to add to the high quality environment in the district.

There is a trend in the Florida Standards Assessment Data, which indicates that Head Start students continually perform well on Reading in third grade. For three consecutive years, former Head Start students are average to above average on standardized testing.

More than eight Head Start parents have been employed with the Monroe County School District during the last grant cycle.

The addition of the “Conscious Discipline,” parent curriculum has only begun to get traction and will become even more impactful in the future. We want our families to know that we are here to help in any way we can so our students receive a Head Start.

Every behavior intervention, mental health referral, counseling session, or family counseling referral is a Head Start with our young students and families. Mental Health is not only a Head Start focus, but also a School District focus. Even nationally, we know that early intervention for mental health is key to success in life and educational life. As noted in this report, mental health is an integral part of what we do.

The Office of Head Start has awarded our program funding for extended hours and this funding has helped increase student hours from a part-time/center based program to a program that offers 1,020 hours/annually to all of our students. As a result, teacher salaries were increased proportionately.

Being a grantee under the auspices of Monroe County School Board is fortunate. Monroe County School District is an "A" rated district and offers so many academic exemplars and tangible in-kinds to our program, from professional development to transportation. Being a part of the curriculum team and a part of the monthly Principal's meetings helps this program to thrive as a grantee.

Thank you to the Monroe County School Board Members, Executive Leadership Team, Principals, Head Start Leadership/Management Team, Teachers, Policy Council, parents, Maintenance Department, Transportation Department, Instructional Technology Department, Finance Department, Payroll Department, community members, and all stakeholders that help make our program a safe, successful, and viable program.

