



EXECUTIVE COMMITTEE MEETING AGENDA

May 1st, 2017; 8:00 a.m.

David Lawrence Jr. Community Meeting Room/2555 Ponce de Leon Blvd, Suite 500, Coral Gables, FL
33134

- | | | |
|-------|---------------------------|----------------|
| I. | Welcome and Introductions | Adrian Alfonso |
| II. | Approval of Minutes | Adrian Alfonso |
| | A. 06/28/2016 | |
| | B. 07/21/2016 | |
| | C. 01/15/2017 | |
| III. | Resolutions | |
| | A. 05012017-01 | |
| | B. 05012017-02 | |
| | C. 05012017-03 | |
| | D. 05012017-04 | |
| | E. 05012017-05 | |
| | F. 05012017-06 | |
| | G. 05012017-07 | |
| | H. 05012017-08 | |
| | I. 05012017-09 | |
| IV. | RFQ for Legal Services | Evelio Torres |
| V. | Possible Litigation | Evelio Torres |
| VI. | Legislative Update | Evelio Torres |
| VII. | Public Comments | Adrian Alfonso |
| VIII. | Adjourn | Adrian Alfonso |

Mission: To promote school readiness and pre-kindergarten programs thus increasing all children's chances of achieving future educational success and becoming productive members of society. The coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children.



Executive Committee Meeting
June 28th, 2016; 10:00 AM
Early Learning Coalition Board Room

Committee Attendees: Adrian Alfonso; Gilda Ferradaz (via conference call); Bob Eadie (via conference call); Russell Benford

Absent Committee:

Staff Attendees: Mercy Castiglione; Lisney Badillo; Lisa Sanabria; Evelio Torres; Jackye Russell; Pamela Hollingsworth; Salvatore Martorano; Ileana Vallejo; Milton Silvera;

I. Welcome and Introductions **Adrian Alfonso**

- A. Alfonso called the meeting to order and welcomed everyone. Quorum was established.

II. Approval of Minutes **Adrian Alfonso**

- Motion to approve minutes by R. Benford.
 - Motion seconded by G. Ferradaz.
 - Motion was unanimously passed.

III. Resolutions

- Resolution 06282016 authorizes the President and CEO to award and negotiate the Public Awareness and Outreach Campaign contract to KIVVIT communications in accordance with recommendations given by the Board of Directors Sub-committee. Fiscal Impact: The contract is not to exceed \$198,000.00 subject to approval for legal sufficiency and form. Funding Source: Office of Early Learning.
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.
- Resolution 06282016-02 authorizes the President and CEO to co-fund the Florida HIPYPY Training and Technical Assistance Center for HIPYPY Monroe County. Fiscal Impact: The co-funded amount is not to exceed \$60,000.00 for fiscal year 2016-2017, subject to approval for legal sufficiency and form. Funding Source: Office of Early Learning



- Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.

- Resolution 06282016-03 present the proposal evaluation committee results of RFP#ELCMDM2016-03 (General Contractor Services) to the Board Executive Committee and recommend selection of H.A. Contracting as well as authorize and approve the President and CEO to negotiate and execute a contract with H.A. Contracting which is the highest scoring proposer. Fiscal Impact: Not to exceed \$1,260,000.00 for the fiscal year 2016-2017, which is subject to the availability of funding. Funding Source: The Department of Health and Human Services Administration for Children and Families Office of Head Start, Office of Early Learning. The Children’s Trust, Department of Children and Family’s Refugee, Miami Dade County Public School – Teenage Parent Program.
 - Motion to approve resolution by R. Benford.
 - Motion seconded by B. Eadie.
 - Motion was unanimously passed.

- Resolution 06282016-04 authorizes the President and CEO to request a Non-Federal Share Waiver from obligation to Early Head Start totaling \$4,223,156.00.00 Fiscal Impact: Not to exceed \$4,223,156.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services.
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.

- Resolution 06282016-05 Authorize the President and CEO to utilize Start-up funds for repairs and improvements to Early Head Start childcare centers. Fiscal Impact: Not to exceed \$1,110,426.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services.
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.

- Resolution 06282016-06 authorize the President and CEO to execute a Budget Revision reallocating funds from budget line item Other to the Equipment line item. Fiscal Impact: The fiscal impact is not to exceed \$300,000.00 or fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services.
 - Motion to approve resolution by R. Benford.



- Motion seconded by B. Eadie.
 - Motion was unanimously passed.

- Resolution 06282016-07 authorize Evelio Torres the President and CEO to negotiate and execute an agreement with South Florida Workforce Investment Board and receive funds as per resolution attached. Fiscal Impact: A total amount of approximately \$1,000,000.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: South Florida Workforce Investment Board.
 - Motion to approve resolution by R. Benford.
 - Motion seconded by B. Eadie.
 - Motion was unanimously passed.

- Resolution 06282016-08 Authorizes the President and CEO to apply for, execute, and receive funds from Department of Health & Human Services, Administration for Children and Families (HHS/ACF) Early Head Start Child Care Partnership: Funding Opportunity number: HHS-2016-ACF-OHS-HP-1181, Early Head Start Expansion and Early Head Start-Childcare Partnership Grant, which was released on Thursday, June 23rd. Fiscal Impact: The contract is approximately \$8,000,000.00 for fiscal year 2016-2017, subject to approval for legal sufficiency and form. Funding Source: Department of Health & Human Services, Administration for Children and Families (HHS/ACF) Early Head Start
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.

- Resolution 06282016-09 authorize the President and CEO to execute a Budget Revision reallocating funds from budget line item Other to the Contractual line item. Fiscal Impact: The fiscal impact is not to exceed \$3,600,000.00 or fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.

- Resolution 06282016-10 Authorize the President and CEO to execute a Budget Revision reallocating funds from budget line item Other to the Travel line item. Fiscal Impact: The fiscal impact is not to exceed \$75,000.00 or fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services.
 - Motion to approve resolution by B. Eadie.
 - Motion seconded by R. Benford.
 - Motion was unanimously passed.



IV. Board Attendance

Evelio Torres

- E. Torres stated that due to cancellations in flights it has become increasingly difficult for Monroe County Board members to physically attend Board meetings. E. Torres suggested a reduction in board meetings from 10 to 6 meetings per year or to approve Monroe County members to attend via conference call.
- B. Eadie stated that attending in person is very important and did not agree with accepting attendance via conference call.
- A. Alfonso stated his concern with having only 6 meetings since Board members are allowed 2 absences that would mean only 4 meetings will be attended.
- E. Torres suggested that these concerns be taken to the Governance and Bylaws Committee meeting for a final decision.

V. Adjourn

Adrian Alfonso



Executive Committee Meeting
July 21st, 2016
Via email/Survey

Committee Attendees: Adrian Alfonso; Gilda Ferradaz; Bob Eadie; Russell Benford

I. Resolution

Evelio Torres

- Resolution 07212016-01 Authorize the President and CEO to execute a Budget Revision form reallocating funds from budget line item Other to the Contract line item and Supply line item. Fiscal Impact: The fiscal impact is not to exceed \$2,000,000.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form. Funding Source: Administration for Children and Families, U.S. Department of Health and Human Services
 - Motion to approve resolution sent via email B. Eadie.
 - Motion seconded by A. Alfonso.
 - Motion was unanimously passed.

II. Adjourn



Executive Committee Meeting
January 15th, 2017
Via email

Committee Attendees: Adrian Alfonso; Gilda Ferradaz; Bob Eadie; Russell Benford

I. Resolution

Evelio Torres

- Resolution 01062017-01 authorize the President and CEO to request a revised Non-Federal Share Waiver from the U.S. Department of Health and Human Services for the Early Head Start Grant, reducing the initial request (see attached resolution) by \$95,000.00 for a new request total of \$4,128,156.00. Fiscal Impact: \$4,128,156.00 for fiscal year 2015-2016. Funding Source: Administration for Children and Families U.S. Department of Health and Human Services
 - Motion to approve resolution sent via email A. Alfonso.
 - Motion seconded by G. Ferradaz.
 - Motion was unanimously passed.

II. Adjourn



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-01

Action Requested: Authorize the President and CEO to negotiate and execute the lease listed within the background section of this resolution, adding all applicable funding sources for Monroe and shared services as allowed under funders' guidelines.

Fiscal Impact: A total amount of approximately \$7,260.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: All Applicable Funding Sources for Monroe

Strategic Goal:

<input checked="" type="checkbox"/> Neediest Children	<input checked="" type="checkbox"/> Providers
<input checked="" type="checkbox"/> Youngest Children	<input checked="" type="checkbox"/> Internal Capacity
<input checked="" type="checkbox"/> Educate All	<input type="checkbox"/> Funding

RESOLUTION NO. 05012017-01

AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE AND EXECUTE THE LEASE LISTED WITHIN THE BACKGROUND SECTION OF THIS RESOLUTION, ADDING ALL APPLICABLE FUNDING SOURCES FOR MONROE AND SHARED SERVICES AS ALLOWED UNDER FUNDERS' GUIDELINES. A TOTAL AMOUNT OF APPROXIMATELY \$7,260.00 FOR FISCAL YEAR 2017-2018, WHICH IS SUBJECT TO THE AVAILABILITY OF FUNDING.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to negotiate and execute the lease listed within the background section of this resolution.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

The Coalition's Middle Keys office has co-located with the Florida Keys Area Health Education Center since 2013. This location serves as the Early Learning Coalition's service center for Marathon. The office is also utilized to hold provider trainings.

The following table describes the lease for renewal:

Center:	Location:	Lease Identification Number:	Amount:
Marathon- FL Keys Area Health Education Center, Inc.	5800 Overseas Hwy Units 36 and 38 Marathon, FL 33050	L2017-001	\$7,260



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-02

Action Requested: Authorize the President and CEO to receive funds from the Ocean Reef Community Foundation for the Monroe Early Childhood Conference.

Fiscal Impact: The grant amount is approximately \$7,000.00, which is subject to the availability of funding.

Funding Source: Ocean Reef Community Foundation

Strategic Goal:

- Neediest Children
- Youngest Children
- Educate All

- Providers
- Internal Capacity
- Funding

RESOLUTION NO. 05012017-02

AUTHORIZE THE PRESIDENT AND CEO TO RECEIVE FUNDS FROM THE OCEAN REEF COMMUNITY FOUNDATION FOR THE MONROE EARLY CHILDHOOD CONFERENCE.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;
NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to receive funds from the Ocean Reef Community Foundation.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

The Ocean Reef Community Foundation (“ORCF”) Grant provides \$7,000.00 to offset expenses of the Monroe Early Childhood Conference planned for May 6, 2017 at Marathon High school. The estimated value of the ELC contribution to this project is \$10,000, which includes the provision of Continuing Education Units (CEUs) to participants and waiver of the \$20 registration fee for up to 20 Key Largo participants (as the targeted population served by the Foundation).



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-03

Action Requested: Authorize the President and CEO to negotiate, execute and receive funds from the School Board of Monroe County for the Teenage Parent Program (TAP).

Fiscal Impact: A total amount of approximately \$55,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: The School Board of Monroe County, Florida

Strategic Goal:

<input checked="" type="checkbox"/> Neediest Children	<input checked="" type="checkbox"/> Providers
<input checked="" type="checkbox"/> Youngest Children	<input type="checkbox"/> Internal Capacity
<input checked="" type="checkbox"/> Educate All	<input checked="" type="checkbox"/> Funding

RESOLUTION NO. 05012017-03

AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE, EXECUTE AND RECEIVE FUNDS FROM THE SCHOOL BOARD OF MONROE COUNTY FOR THE TEENAGE PARENT PROGRAM (TAP).

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to negotiate, execute and receive funds from the School Board of Monroe County for the Teenage Parent Program (TAP).

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

The grant from the School Board of Monroe County, Florida will be used to provide childcare to the children of teenage parents enrolled in Monroe County's Teenage Parent Program (TAP) and attending school. Over the past four years, the Early Learning Coalition has provided resource, referral, registration, monitoring, and payment in relation to the childcare services for those enrolled in the TAP program and will continue to provide the aforementioned services. In addition, ten (10) one hour educational training sessions are conducted with each teen parent on topics such as preparation for childbirth, infant care, time management, stress management and positive parenting.



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-04

Action Requested: Authorize the President and CEO to negotiate, execute and receive funds for the Florida Child Care Executive Partnership (CCEP) Match contract.

Fiscal Impact: A total amount of approximately \$480,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: The Children's Trust

Strategic Goal:

- Neediest Children**
- Youngest Children**
- Educate All**

- Providers**
- Internal Capacity**
- Funding**

RESOLUTION NO. 05012017-04

AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE, EXECUTE AND RECEIVE FUNDS FOR THE FLORIDA CHILD CARE EXECUTIVE PARTNERSHIP (CCEP) MATCH CONTRACT.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to negotiate, execute and receive funds for the Florida Child Care Executive Partnership (CCEP) Match contract.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

The Children's Trust will provide the required local match for the Child Care Executive Partnership (CCEP) child care subsidy program. The Florida Child Care Executive Partnership (CCEP) purchasing pool funds serve as a general funding source to assist eligible low to moderate wage families, earning up to 200% of the federal poverty level.



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-05

Action Requested: Authorize the President and CEO to negotiate, receive funds and execute the contract with The Children’s Trust for Quality Rating Improvement System (“QRIS”).

Fiscal Impact: A total amount of approximately \$4,200,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: The Children’s Trust

Strategic Goal:

- Neediest Children
- Youngest Children
- Educate All

- Providers
- Internal Capacity
- Funding

RESOLUTION NO. 05012017-05

AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE, RECEIVE FUNDS AND EXECUTE THE CONTRACT WITH THE CHILDREN’S TRUST FOR QUALITY RATING IMPROVEMENT SYSTEM (“QRIS”).

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to negotiate, receive funds and execute the contract with The Children’s Trust for Quality Rating Improvement System (“QRIS”).

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background

Quality Counts, designed and funded by The Children’s Trust in partnership with the Early Learning Coalition, was established to improve the quality of Miami-Dade County’s Early Childhood Education (ECE) programs and to professionalize Early Childhood Education practitioners by:

- 1- Establishing accountability for voluntary standards of high quality ECE;
- 2- Building the professional capacity of ECE providers and practitioners;
- 3- Ensuring high quality ECE is more widely accessible to children birth to five; and
- 4- Influencing consumer demand for high quality ECE services

The Quality Counts Administration contract is \$1,200,000.00 and the Professional Development Network contract is for \$3,000,000.00.

The Children’s Trust	Professional Development Network	07/01/2017-06/30/2018	\$3,000,000.00
The Children’s Trust	Quality Administration Contract	07/01/2017-06/30/2018	\$1,200,000.00
TCT QRIS GRANT APPROXIMATE TOTAL AMOUNT			\$4,200,000.00

What is a QRIS?

- An organized way to assess, improve and communicate the quality of early learning programs that families consider for their children; similar to how we identify public schools, hotels, restaurants, etc.
- The QRIS aligns with the *Performance Funding Program*. A State QRIS will incorporate an evidence-based approach to quality improvement, incorporating incremental increases in quality linked to program improvements and child outcomes. These quality components include:
 - Program assessment focused on teacher-child interactions
 - Professional development and staff qualifications
 - Child assessment



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-06

Action Requested: Authorize the President and CEO to submit the attached application to negotiate and execute the contract, and receive funds for the Early Head Start Program.

Fiscal Impact: The total award is approximately \$9,694,650.00 for program year 2017-2018.

Funding Source: The Department of Health and Human Services, Administration for Children and Families.

Strategic Goal:

- Neediest Children
- Youngest Children
- Educate All

- Providers
- Internal Capacity
- Funding

RESOLUTION NO. 05012017-06

AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT THE ATTACHED APPLICATION TO NEGOTIATE AND EXECUTE THE CONTRACT, AND RECEIVE FUNDS FOR THE EARLY HEAD START PROGRAM.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to negotiate and execute the contract, and receive funds for the Early Head Start Program.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

In February 2015, the Early Learning Coalition of Miami-Dade/Monroe was awarded a five year grant for the Early Head Start-Child Care Partnership Program (EHS-CCPP) to serve 750 children from birth to 3 years old. Per 45 CFR 1304.15, an application is required to be submitted annually for the use of the funds. The EHS program year will run from August 1, 2017- July 31, 2018.

The grant funding will be used according to the requirements of Head Start Program Performance Standards.

Under the grant, the funding for Program Operations is \$9,462,276.00 and the funding for Training and Technical Assistance is \$232,374.00 for a total funding of \$9,694,650.00 for 750 enrolled children.

Early Head Start Funding	
Program Operations	\$9,462,276.00
Training and Technical Assistance	\$232,374.00
Total	\$9,694,650.00



Five Year Grant Continuation Application Table of Content

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Section II: Budget and Budget Justification Narrative

- A. [Budget](#)
- B. [Budget Justification Narrative](#)



Sub-section A: Goals

1. During the first year of implementation, the program has defined the following long term goals, short term objectives and expected outcomes:
 - a. **Goal #1:** To support providers in creating an environment that is developmentally appropriate, ADA compliant, and safe for children.

Objectives:

- i. Within 30 days of becoming a new partner, The Neighborhood Place for Early Head Start (TNPEHS) staff will conduct a Classroom Assessment of all classroom furnishing and materials, as well outdoor equipment. The program will purchase materials, furniture, and equipment based on the assessment.

Expected Outcomes: The program will ensure that new providers have developmentally appropriate furniture and equipment that are safe, ADA compliant, Consumer Product Safety Commission compliant, and in good repair. To the extent possible furniture will be uniform throughout the program.

- ii. During the first year of implementation, TNPEHS staff will contract with a general contractor to do an assessment of all provider facilities and playgrounds.

Expected Outcomes: The General Contractor will assess the conditions of the facilities and playgrounds and provide his professional advice on the items that should be considered as a priority.



- iii. During the first year of implementation, TNPEHS will use the general contractor's assessment of facilities and playgrounds to prioritize the repairs and renovations for the next four years.

Expected Outcomes: Repairs and renovations of provider facilities and playgrounds will be prioritized based on the health and safety conditions, available funds, and ownership of the facility.

- iv. During the second through fifth year of the grant period, TNPEHS will ensure repairs and renovations to facilities and playgrounds are done based on the prioritization list.

Expected Outcomes: Providers' facilities and playgrounds will be safe, ADA compliant, Consumer Product Safety Commission compliant, and developmentally appropriate for the Early Head Start children.

- b. **Goal #2:** To support school readiness goals by strengthen the quality of teaching and family services.

Objectives:

- i. During the first through fifth year of the grant period, TNPEHS staff will identify all teachers' minimum educational qualification, establish a professional development plan for all teachers, and assist teachers in enrolling in appropriate courses.

Expected Outcomes: The program will ensure that teachers have the minimum educational requirements for their position and will assist the teachers in a trajectory of pursuing higher education.



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
Agency Name: Early Learning Coalition of Miami-Dade/Monroe
Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gable, FL 33134
Early Head Start Grant Number: 04HP0007



- ii. During the first year of implementation, TNPEHS will identify and partner with an educational institution that will support all teachers in obtaining the minimum qualification for the EHS teaching position or who have expressed an interest in pursuing higher education.

Expected Outcomes: The program will support teachers in their professional growth by partnering with an educational institution that will provide courses for credit, related to the infant and toddler development.

- iii. During the first year of implementation, TNPEHS will identify a training institution that will train a cohort of 30 EHS staff to become facilitators in leading Community of Practice (CoP) sessions.

Expected Outcomes: The training will prepare facilitators to lead ongoing CoP sessions for Early Childhood Practitioners.

- iv. During the second through fifth year of the grant period, TNPEHS will conduct two cohorts of Community of Practice (CoP) each year. Each cohort will have a maximum of 15 participants. The CoP sessions will consist of one monthly meeting and each cohort will run for six months.

Expected Outcomes: The CoP will provide ongoing professional development/support for Early Head Start practitioners (teachers and family services staff) through a job-embedded structure. Through self-reflection and the support of peers, participants will have an opportunity to refine and master their craft.

- c. **Goal #3:** To support providers with elevating the overall standards of their center by following a self-reflective and transformational process that encourages parent engagement.

Objectives:

- i. During the first year of implementation, the National Association for the Education of Young Children (NAEYC) will train 10 program staff on the NAEYC process and ways to prepare partnering providers for NAEYC accreditation.

Expected Outcomes: The training will prepare program staff to observe programs in the same manner that NAEYC assessor conduct their observations.

- ii. During the second through fifth year of the grant period, TNPEHS will identify a cohort of 8 providers who will become NAEYC accredited. Early Head Start (EHS) staff trained by NAEYC will be assigned a provider(s) to guide and support in the NAEYC process. The trained EHS staff will meet with their assigned provider based on their mutually agreed upon timeline. (This objective was modified, please see Goal Progress on page 10 for update).

Expected Outcomes: Providers will be able to improve the quality of operation in their schools and attain NAEYC accreditation.

- d. **Goal #4:** To provide families with the opportunity to positively strengthen the parent-child relationship.

Objectives:

- i. During the first year of implementation, 13 program staff will be trained on how to conduct parenting classes using the Parenting Journey Curriculum and provide two parenting classes to a cohort of parents with a maximum of 18 parents per cohort.

Expected Outcomes: Program staff will be able to conduct parenting courses for parents. Parents will be able to self-reflect on their current parenting styles. Through self-reflection, parents will use acquired knowledge to strengthen parent-child interactions.

- ii. During the second through fifth year of the grant period, TNPEHS staff will provide six parenting classes every year to a cohort of parents, with a maximum of 18 parents per cohort.

Expected Outcomes: Parents will be able to self-reflect on their parenting style and make changes that will strengthen their relationship with their children.

- e. **Goal #5:** To ensure compliance with children’s medical and dental requirements. (A change occurred to this objective, please see underlined area below).

Objectives:

- i. During the first year of implementation the program will educate EHS and Jackson staff on the EHS health performance standards.

Expected Outcomes: EHS and Jackson staff will gain knowledge of Early Head Start requirements and how the different services are integrated.



- ii. During the first through fifth year of the grant period, TNPEHS will partner with Jackson Health System to provide care coordination within 90 days of enrollment for 100% of the children by assessing children’s medical and dental needs.

Expected Outcomes: Children will be up-to-date on EPSDT requirements and follow-up will be conducted for children needing intervention. Additionally, parents and child care providers will gain knowledge of the expected health requirements of children ages 0-3 years of age.

Change to this objective:

During the second through fifth year of the grant period, the program will develop partnerships with local LEAs, community health organizations, and community agencies to coordinate care within 90 days of enrollment for 100% of the children by assessing children’s medical, dental, developmental, and/or mental health needs.

Expected Outcomes: Children will be up to date on EPSDT requirements and follow-up will be conducted for children needing intervention. Those with special needs will be provided therapies at their school location. Additionally, parents and their older children will gain knowledge and access to the services provided by the community agencies with which TNPEHS is partnered.

2. Goal Progress

- a. Goal #1: To support providers in creating an environment that is developmentally appropriate, ADA compliant, and safe for children.

- i. A locally developed Compliance Checklist was used to determine if furniture and materials at all sites were safe and in good condition.
 - ii. The program completed 100% assessment of all furniture and materials at all sites. All 26 sites received new furniture in their Early Head Start classroom as a result of this assessment.
 - iii. The program contracted a general contractor to assess the conditions of provider facilities. The general contractor completed assessments on all 26 sites. Additionally, program staff completed the OHS Health and Safety Screener and Compliance Checklist on all 26 facilities.
 - iv. Repairs and renovations of provider facilities and playgrounds were prioritized based on the health and safety conditions and available funds. The grantee and child care owner reviewed the results of the general contractor's assessment, Health and Safety Screener, Compliance Checklist and available funds to jointly identify and select the improvement projects. A total of fifty-seven projects were identified for 23 centers. Thirty-five percent (35%) of the improvement projects have been completed this year. Furthermore, all playground equipment for all 26 sites have been purchased.
- b. **Goal #2:** To support school readiness goals by strengthen the quality of teaching and family services.
- i. The program has established a professional development plan for 100% of the teachers.

ii. The program has contracted with Miami-Dade College to assist teachers in obtaining the minimum educational requirements. Although teachers have at least the state's equivalent of a Child Development Associate (CDA), the program has required teachers to obtain a national CDA. Seventy-seven (77) teachers have benefitted from this opportunity. Below is a progress of the number of semesters teachers have completed:

- ten (10) teachers have completed three (3) semesters;
- twenty-four (24) teachers have completed two (2) semesters; and
- thirty (30) teachers have completed one (1) semester.

Additionally, thirteen (13) teachers who separated from the program also attended courses towards their CDA:

- ten (10) of the thirteen (13) teachers who separated completed 1 semester;
- two (2) of the thirteen (13) teachers who separated completed 2 semesters; and
- one (1) of the thirteen (13) teachers who separated completed 3 semesters

iii. The program has decided to delay this objective to the third year of implementation. After assessing the level of knowledge and experience of teachers, the program felt other trainings were pertinent in order for teachers to understand the intent of the Early Head Start program.

c. Goal #3: To support providers with elevating the overall standards of their center by following a self-reflective and transformational process that encourages parent engagement.

- i. Training for staff on the NAEYC process was completed during the first 18-months of implementation.
 - ii. The initial intention of this goal was modified. During contract negotiations, child care owners negotiated to select the accrediting body of their choice. Sites selected the following accreditations (get info from Lucretia). The program will support the center’s choice of accreditation by establishing a process for incorporating support with the various accrediting bodies.
- d. Goal #4: To provide families with the opportunity to positively strengthen the parent-child relationship.
- i. The program partnered with Parenting Journey. Thirteen staff were trained to facilitate the Parenting Journey sessions. Parenting Journey sessions were offered at two provider locations. A total of 21 parents signed up for the first two cohort. Of the 21 parents that signed up there were 13 successful graduates.
 - ii. In year two the program sought to begin the second installment of Parenting Journey sessions. During the recruitment phase, the marketing tools were vetted by our Executive Leadership team to ensure that the community was represented for its diversity and to encourage a broader outreach and engagement amongst our EHS parents. This vital but extensive process delayed the recruitment and delivery of Parenting Journey. Additionally, the EHS program partnered with our local Quality Rating Improvement System (QRIS) program to reach a vast range of children and



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families. Through this partnership the Parenting Journey will be offered to families that are not enrolled the EHS program for the duration of QRIS's funding for this initiative; allowing for a greater reach and enrichment of the community.

- e. Goal #5: To ensure compliance with children's medical and dental requirements.
- i. The program staff received training and technical assistance on Early Head Start health requirements.
 - ii. Providers received technical assistance on their health and safety protocols, as well as compliance with universal precautions and HIPAA. The initial intent to partner with Jackson Health System has changed. Access to Jackson Health System was a challenge for many of our families, particularly those living in the Homestead area. In order to meet family needs, the program has decided to broaden their partnership with different healthcare systems in the various communities. Informal meetings have taken place and some services have begun for families with Medicaid or insurance. A formal partnership will be developed to provide additional services, especially for families who are undocumented and have had a difficult time accessing health insurance.
3. Program Impact: At the end of the five-year grant period, the program will have provided high quality early learning and comprehensive services to over 3,750 at risk infants and toddlers in the community. This unparalleled experience will be the basis for preparing children to enter school ready to learn. Over 375 children will have been identified as having developmental delays who otherwise may have not been diagnosed or much less have



received intervention. Through appropriate and early identification, children will have been afforded services that are specific to their need with the likelihood of overcoming their delay prior to entering school.

Providing children with a quality experience that supports their development and establishes a foundation for acquiring skills that gets them ready for school will be evident in the following ways:

- **Teacher Education:** Over 190 teachers will have a minimum of a National Child Development Associate with an Infant and toddler endorsement. Through reflective practice, teachers will gain a better understanding of how to support infants and toddlers in their development, establish nurturing relationships, and create safe and secure environments. Teachers will learn to utilize a diverse range of information (such as health, social emotional, developmental, nutrition, etc.) to effectively plan activities that are developmentally appropriate and individualized for each child based on his/her developmental stage, needs, and interests.
- **Provider Growth:** Providers will have benefitted from managerial trainings that will inform them of ways to build a sound and prosperous business that focus on providing the highest quality early childhood care. Providers will gain a greater understanding of the principles of quality represented in the Early Head Start program and expand a similar model to other families in their center. Consequently, all twenty-six providers will become accredited and understand the benefits of providing comprehensive services to families. Additionally, participation in the Early Head Start –Child Care



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Partnership program will create a forum for providers to share ideas with one another and create a camaraderie of support.

- **Facility Improvement:** All twenty-one (21) agencies will have had improvements to their twenty-six (26) sites. Improvements will have been in the form of furniture acquisition, site repairs, and installation of new playgrounds. As a result of health and safety monitoring, providers will establish systems that ensure consistent and ongoing compliance with health and safety.
- **Coaching and modeling:** Over two hundred teachers will have received support from content area experts using a coaching and modeling approach. Teachers will gain a greater understanding of the stages of development and incorporate nurturing and positive techniques to support children’s growth.
- **Parent Education and Engagement:** Over 3,750 families will accomplish personal goals leading to self-sufficiency. At least 468 parents will have gone through a self-reflective parenting journey. As part of this journey, parents will have reflected on how they were parented. This historical journey will have proffered parents with insight on their parenting styles and allow them the opportunity to break bad habits.

4. School Readiness Goals: (continued on next page)

Domain: Social and Emotional Development			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
Children will develop and engage in positive relationships and interactions with others.	<ul style="list-style-type: none"> • Turns to adults for comfort and security • Responds to others and environments by cooing, smiling, crying, or reaching out • Smiles at own accomplishments 	<ul style="list-style-type: none"> • Uses adults to help accomplish goals • Shows interest in other children • Engages in parallel play 	<ul style="list-style-type: none"> • Seeks support from parents/caregivers to address conflict • Engages in positive social play • Interacts with other children in simple games
Children will begin to develop and demonstrate control over some of their feelings and behaviors.	<ul style="list-style-type: none"> • Allows a trusted adult to help them calm down with words and touch along with self-soothing efforts such as finger sucking 	<ul style="list-style-type: none"> • Looks, vocalizes, and points towards parent/caregiver when they are upset 	<ul style="list-style-type: none"> • Uses words or cries to get attention • Uses emotionally-charged words to convey emotions • Starts to say “I love you”
Children will begin to learn and internalize rules, routines, and directions.	<ul style="list-style-type: none"> • Recognizes and anticipates daily routines • Responds to changes in their environment 	<ul style="list-style-type: none"> • Becomes familiar with surrounding and enacting familiar routines • Begins to recognize boundaries 	<ul style="list-style-type: none"> • Understands rules • Repeats rules to others • Helps pick up and put away toys

Domain: Language and Communication			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
Children will understand and begin to use oral language for conversation.	<ul style="list-style-type: none"> • Engages in back and forth exchanges • Uses language-like sounds in conversation 	<ul style="list-style-type: none"> • Uses two-word sentences • Invents new words as they experiment with language • Follows simple instructions • Understand positional words such as on, under, up, down, etc. 	<ul style="list-style-type: none"> • Repeats words heard in conversations • Says sentences in two to four words • Follows simple requests not accompanied by gestures • Uses and Understands Positional words such as on, under, up, down, etc.
Children will demonstrate receptive and expressive skills	<ul style="list-style-type: none"> • Looks at the person who is speaking • Moves arms and legs when they hear a familiar voice • Turns and smiles when their name is spoken by parents and caregivers • Begins to coo and babble 	<ul style="list-style-type: none"> • Responds to speech by looking toward the speaker • Uses appropriate eye contact, pauses, and simple verbal prompts when communicating. • Responds to simple spoken requests • Points to show someone what he/she wants 	<ul style="list-style-type: none"> • Uses language to express thoughts and needs • Points to things and pictures when they are named • Uses words to describe their feelings such as happy, sad, tired, or mad

Domain: Language and Communication			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
Children will engage with stories and books	<ul style="list-style-type: none"> • Responds to adult voices with excitement 	<ul style="list-style-type: none"> • Responds to adult voices with excitement • Recognizes familiar books by their covers 	<ul style="list-style-type: none"> • Learns that pictures represent objects, events, and ideas • Shows growing interest in print and books • Asks and answers questions about what is happening in a book or story.
Children will begin to learn and demonstrate how print works.	<ul style="list-style-type: none"> • Mimics and imitates • Follows a moving object with their eyes 	<ul style="list-style-type: none"> • Pretends to read environmental print • Draws pictures using scribbles 	<ul style="list-style-type: none"> • Recognizes the first letter of their name • Draws pictures using scribbles and talks with others about their drawings • Draws straight and/or curved lines • Makes letter-like marks or scribbles on paper

Domain: Approaches Towards Learning			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	<ul style="list-style-type: none"> Shows interest in the environment Explores an object using all their senses Positions and moves their body toward a familiar object 	<ul style="list-style-type: none"> Imitates familiar activities Engages in longer periods of turn taking or back and forth 	<ul style="list-style-type: none"> Demonstrates ability to try different solutions to problem Displays awareness of change, is active in exploration, asks questions, and demonstrates the beginning of symbolic play
Children will learn and use words to describe what they are thinking and doing.	<ul style="list-style-type: none"> Has ongoing, meaningful relationships with adults who provide a rich language environment Has different objects to explore by using all senses 	<ul style="list-style-type: none"> Learns the names of objects and actions from an involved adult and begins to name some objects and action they are doing 	<ul style="list-style-type: none"> Acts out familiar life scenes Uses language to ask for help Communicates during play, and converses with others about what they are doing
Children will solve problems by using available information, resources and materials to overcome obstacles.	<ul style="list-style-type: none"> Reacts to problems by grunting, crying, among others. Turns head towards colors, lights, spoken languages & noises. Seeks out toys/things Reaches for toys and other items 	<ul style="list-style-type: none"> Points to things. Takes things apart. Seeks for help using simple words. Observes how others do things and imitates. 	<ul style="list-style-type: none"> Seeks for help using his/her words. Solves problem on his/her own. Completes puzzles. Engages in games and toys.

Domain: Cognition			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
<p>Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<ul style="list-style-type: none"> • Explores the immediate environment by looking around, reaching out, and touching objects • Interacts with the environment to see cause and effect 	<ul style="list-style-type: none"> • Pokes, drops, pushes, pulls, and squeezes objects to see what will happen • Uses materials, such as pencils, paints, and modeling clay in different and varied ways • Uses trial and error to problem-solve 	<ul style="list-style-type: none"> • Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions over and over. Takes things apart, stacks, sorts, traces, etc. • Turns puzzle pieces in various directions to complete the puzzle • Looks in several different places for a toy that was played with a few days before
<p>Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.</p>	<ul style="list-style-type: none"> • Looks toward and smiles at familiar objects or individuals • Repeats actively a newly learned activity 	<ul style="list-style-type: none"> • Uses objects for other than their intended purposes • Searches for removed or missing objects • Associates spoken words with familiar objects or actions • Repeats simple words over and over 	<ul style="list-style-type: none"> • Answers questions about prior events • Imitates other children's play and begins to play with other children for brief period of time • Pretends to be a story character • Completes three- or four piece puzzles • Predicts or anticipates how things move

Domain: Perceptual, Motor, and Physical Development			
Goal	Indicator		
	Infants	Young Toddlers	Older Toddlers
Children will develop control of large muscles for movement, navigation, and balance.	<ul style="list-style-type: none"> • Demonstrates balancing skills (head control, sitting up, cruising, etc.) • Demonstrates the ability to roll over 	<ul style="list-style-type: none"> • Demonstrates traveling skills (cruising, walking, crawling) • Demonstrates the ability to go from sitting to standing 	<ul style="list-style-type: none"> • Demonstrates traveling skills (walking, running, climbing) • Demonstrates balancing skills (balancing on one foot) • Experiments with different ways of moving the body
Children will develop control of small muscles for manipulation and exploration.	<ul style="list-style-type: none"> • Uses fingers and hands to reach for, touch, and hold objects 	<ul style="list-style-type: none"> • Uses fingers and whole-arm movements to manipulate and explore objects • Uses hands for self-feeding 	<ul style="list-style-type: none"> • Uses refined wrist and finger movements • Uses both hands to connect blocks or link toys

Sub-section B: Service Delivery

1. Needs of Children and Families: Any changes are documented in the areas below.
2. Service Area: No changes or updates since last year’s continuation application.
3. Recruitment and Selection:

Change: The initial grant application states that “once families are deemed eligible for EHS and choose to participate, they will be enrolled and meet with the Family Advocate (FA) within 5 days.” The timeframe for meeting with eligible and accepted families is now ten (10) days. Additional days are being provided to allow families sufficient time to arrange their



personal schedules and to obtain any required documentation for their initial meeting with the FA. This will minimize having to reschedule or ask parents to return for another appointment to present any documents that they did not have for their initial meeting.

4. Transportation: Not applicable - Transportation is not being provided by the program.
5. Education Services:

Change: The grant states that sites will receive CLASS and ITERS-R assessments at least every other year with TA and other supports to facilitate continuous quality improvement. In order to ensure appropriate and individualized quality improvement support is offered to each classroom, sites will receive CLASS observations at least once a year. ITERS-R and ECERS-R will be completed at sites as needed.

Change: The grant states that the developmental screener, Ages and Stages Questionnaire 3rd edition (ASQ-3), and the behavioral screener, Ages and Stages Questionnaire: Social Emotional, 2nd edition (ASQ:SE-2), are administered by the Family Advocates. These screeners are administered by the teachers in conjunction with the parents. This process is aligned with the process followed by our subsidized program, School Readiness. Since many of our EHS children receive subsidy care and teachers are required to do this as a part of School Readiness, the program decided to eliminate duplication of services and to eliminate the impact it was having on parents completing the form twice with two different staff. Once the screener is completed, EHS Technical Assistant Specialists (TAs) collect and review for accuracy. When concerns arise from the screening results, the teacher or director work in partnership with the Disabilities and Mental Health Manager, the TA, Family Advocate (FA), and families to determine next steps. When screening results indicate potential



disabilities or delays, referral for additional evaluation through our local Part C provider, Early Steps, will be initiated within 15 days.

Change: When screening results indicate potential disabilities or delays, the Disability and Mental Health Manager works closely with Early Steps. However, the Disability and Mental Health Manager has found the value of including the Family Advocates in the process. Therefore, Family Advocates now work closely with the Disability and Mental Health Manager in monitoring referrals submitted to our Early Steps and ensuring parents keep appointments so that children are evaluated in a timely manner.

6. Health Services:

Change: The program will no longer be using Jackson as the sole resource for providing Health services. The program is partnering with community based health organizations that are conveniently accessible to families. Currently the program has partnered with Community Health of South Florida, Inc. (CHI), a nonprofit health care organization, to provide behavioral health care services to families in the South Florida area. Another healthcare organization, Jessie Trice Community Health Center, Inc., will provide healthcare services in Hialeah and North Miami. Each healthcare organization has multiple locations which provides options for our families.

Change: The program has partnered directly with the Florida Department of Health's (FDOH) Seals on Wheels program rather than using Jackson as a liaison. The Seals on Wheels is a grant awarded service managed by the FDOH which allows for a 40-foot bus equipped with two dental chairs and necessary oral care equipment to provide preventative dental care to children through the eighth grade. The bus maintains a six month rotation to ensure children



are receiving the necessary preventative dental care as early as possible. If additional dental services are needed, the assigned Family Advocate works with the family to find a dental home for continued treatment.

7. Family Services and Social Services:

Change: The grant applications states that the Family Advocates “will conduct home visits at least twice per year.” EHS teachers will now be conducting home visits twice a year and Family Advocates will conduct home visits on an as needed basis.

8. Early Head Start Specific

a. Continuity of services: No changes or updates since last year’s continuation application.

b. Pregnant women services: Not applicable to this program.

9. Transition: No changes or updates since last year’s continuation application.

10. Coordination: No changes or updates since last year’s continuation application.

Sub-section C: Approach to School Readiness

1. Updates to Approach in School Readiness: - No changes or updates since last year’s continuation application.

2. Progress on School Readiness: CLASS assessment data supports the increase in teacher-child interactions, which led to the progress towards school readiness in all domains. Infant teachers have shown significant gains in responsiveness and teacher sensitivity, which promotes the development of strong, positive and trusting relationships.

Screening results indicated that language and communication was the most common concern among children screened within 45 days of enrollment. As a result, children have been



exposed to language and books at home through the implementation of the public awareness and action campaign, “Talking is Teaching: Talk, Read, Sing”, which empowers parents to recognize their ability to increase their children’s early brain and vocabulary development throughout daily routines. Teachers have provided parents with simple, everyday actions and tips to implement language and communication so that what the child experiences in school is mirrored at home. Additionally, the program is working with the Director of Research and Evaluation to analyze the impact of this campaign. Parents are given a pre-survey to capture the language and communication practices prior to implementing this campaign and a post survey at the end of the school year to see if parents have made any changes in their language and communication practices after implementing Talk, Read, Sing.

Most recent CLASS results show an increase in language modeling, which include turn-taking conversations, child-initiated talk, and peer conversations.

3. School Readiness Program Improvement: The program has trained three additional coaching staff in the Program for Infant and Toddler, whose mission is to increase the practice of responsive, respectful and relationship based infant toddler care. These trainings increased the capacity and knowledge of quality practices among the Technical Assistance Specialists who support teachers every day. Additionally, Technical Assistance Specialists provide teachers with one-on-one trainings that are specific to the needs of the teacher and the children in the classroom. These trainings vary and include, but are not limited to, health and safety practices, curriculum, parent engagement, lesson planning, and teacher-child interactions. Through continued modeling and coaching Technical Assistance Specialists are able to encourage teachers to increase the amount of language and communication that



occurs in the classroom. Additionally, they are able to assist teachers in obtaining a better understanding of what is developmentally appropriate and set appropriate expectations that positively impact children’s continued growth and development.

Obtaining accurate screening results is essential for ensuring that children with delays are flagged early. In order to ensure that accurate scores are reported, all teachers received intensive one-on-one training on how to use the Ages and Stages Questionnaire with fidelity. This ensued in a reduction of false-positive results and minimized the amount of time used for validating results. Consequently, children who are flagged with delays are addressed in a shorter period of time.

During the past year, the program noticed a disconnect between services offered by various community organizations and the program. Teachers were getting information from several entities and intervention with families was piecemealed. This was creating confusion for teachers and families. With assistance from the Director of Research and Evaluation, the program initiated a Care Coordination Consultation Model that uses a multidisciplinary approach to coordinate services for children, families, and partners. The Care Coordination Consultation Model also addresses concerns and services for other children in the family who are not enrolled in the EHS program. A pre-meeting is held to identify concerns and the cause of the concerns. These meetings include internal and external partnering agencies that provide an array of services within the community and to the identified child/family. The pre-meeting is followed by a meeting that includes all parties: families, teachers, EHS leadership, EHS support staff, and community agencies. A care coordination plan is developed and



agreed upon at the meeting, which includes providing accommodations, resources, and training.

Sub-Section D: Parent, Family, and Community Engagement

1. Changes in Family Outcomes: No changes or updates since last year's continuation application.
2. New Data Source: No changes or updates since last year's continuation application.
3. Family Progress Supporting School Readiness:

Transition: As of April 2017, thirteen percent (13%) of children scheduled to transition out of EHS have successfully completed the transition process and have gone on to other early childhood programs. The remaining families have begun the process and are working closely with their Family Advocate to secure appropriate services that will build on the knowledge the children have gained and increase their capacity for learning. Staff work diligently to ensure that parents are educated on the transition process and its importance to their child's lifelong success. Families are supported and informed about the various options available to them once their children leave the EHS program. By presenting all of the different options and their potential benefits, parents are empowered to make an informed and favorable decision about their child's education. Transition is approached through a collaborative effort between program staff, families, and the agency/program to which the child is transitioning. Timeframes and activities are developed to create a seamless process that positively support the child's ability to adapt and integrate into their new environment.

Parent-Teacher Conferences: Helping parents understand screening results and the progression of their child's development is the role of Early Head Start teachers. Parents are



invited to attend parent-teacher conferences where they are kept abreast of educational goals and are informed of children’s developmental level. Parent-teacher conferences also allows a teacher an opportunity to obtain pertinent information from the parent about changes in their child’s behavior or development. These individual meetings establish a partnership between parent and teacher that focuses on meeting developmental goals. Accordingly, parents and teachers can jointly discuss how to best support the child in their development. To date, 710 Parent-Teacher Conferences have been completed.

Attendance: Since the beginning of this program year, the average daily attendance for the program has been 91.05%. Creating good attendance habits for young children is a responsibility of parents. In order to fully benefit from the Early Head Start program, families are encouraged and counseled to bring their children to school every day. Daily attendance fosters a continuity in learning that is essential for scaffolding learning and development, as well as minimizing any learning loss resulting from poor attendance. Family Advocates and child care partners maintain strong communication with regards to children’s attendance. After two (2) consecutive absences, the Family Advocates follow up with families to identify the reasons for the absences and provide support if needed. In cases of excessive or chronic absences, the Family Advocates meet with families to discuss barriers that prevent a child from attending school on a consistent basis; an Attendance Intervention Plan is developed to identify the attendance challenges and delineate a plan of action that eliminates barriers and improves attendance.

4. Communicating Parent, Family, and Community Engagement (PFCE) Goals: Families and Family Advocate engage in a process for developing family goals and objectives which include



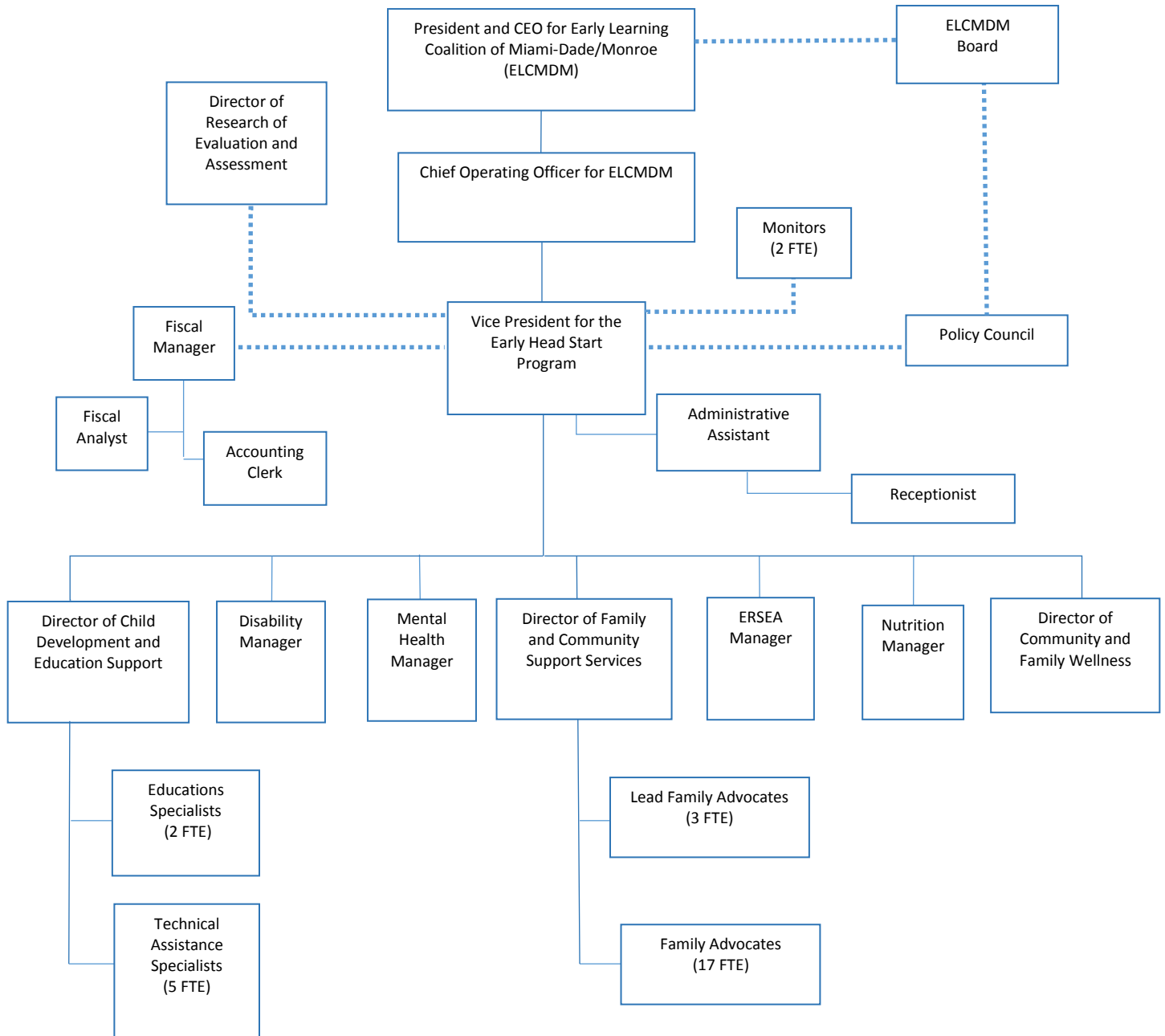
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completing a Family Assessment and establishing a Family Partnership Agreement. Progress towards meeting the family goals and objectives is obtained from the parents at regular follow-up meetings with Family Advocates. In collaboration with the parents, Family Advocates complete a Preliminary and End of year assessment. Currently, 648 families have completed the Preliminary Family's Needs Assessment. The assessments are used to develop goals and establish areas of need for each family. Progress with family goals is shared at the Board and Quarterly Leadership meetings.

5. Changes in Board and Policy Council: No changes or updates since last year's continuation application.

6. Organizational Chart



7. Staff Qualifications: No changes or updates since last year’s continuation application.

8. Changes In Management Systems: No changes or updates since last year’s continuation application.

Section II: Budget and Budget Justification Narrative

Sub-section A: Budget

Applicant Name: Early Learning Coalition of Miami-Dade/Monroe Award Number: 04HP0007

Budget Information - Non Construction Programs

Section A - Budget Summary						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1 Early Head Start: Program Operations	93.600			\$9,462,276	\$2,423,700	\$11,885,976
2 Early Head Start: TTA	93.600			\$232,374	\$0	\$232,374
3						\$0
4						\$0
5 Totals		\$0	\$0	\$9,694,650	\$2,423,700	\$12,118,350

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Section B - Budget Categories					
Object Class Categories 6	Grant Program, Function or Activity				Total (5)
	(1) Early Head Start: Program Operations	(2) Early Head Start: TTA	(3)	(4)	
a. Personnel	\$1,895,726				\$1,895,726
b. Fringe Benefits	\$608,500				\$608,500
c. Travel	\$50,000				\$50,000
d. Equipment	0				\$0
e. Supplies	68,578				\$68,578
f. Contractual	\$6,468,717				\$6,468,717
g. Construction	\$0				\$0
h. Other	\$370,755	\$232,374			\$603,129
i. Total Direct Charges (sum of 6a-6h)	\$9,462,276	\$232,374	\$0	\$0	\$9,694,650
j. Indirect Charges	\$0				\$0
k. Totals (sum of 6i-6j)	\$9,462,276	\$232,374	\$0	\$0	\$9,694,650
7 Program Income					\$0



Section C - Non-Federal Resources				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) Totals
8. Early Head Start: Program Operations	\$2,423,700			\$2,423,700
9. Early Head Start: TTA				\$0
10.				\$0
11.				\$0
12. Total (sum of lines 8 - 11)	\$2,423,700	\$0	\$0	\$2,423,700

Section D - Forecasted Cash Needs					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th quarter
13. Federal	\$9,694,650	\$2,423,000	\$2,423,250	\$2,423,500	\$2,424,900
14. Non-Federal	\$2,423,700	\$605,000	\$605,000	\$605,000	\$608,700
15. Total (sum of lines 13 and 14)	\$12,118,350	\$3,028,000	\$3,028,250	\$3,028,500	\$3,033,600

Section E - Budget Estimates of Federal Funds Needed for Balance of the Project				
(a) Grant Program	Future Funding Periods (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.				
17.				
18.				
19.				
20. Total (sum of lines 16-19)	\$0	\$0	\$0	\$0

Section F - Other Budget Information	
21. Direct Charges	22. Indirect Charges

23. Remarks

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Sub-Section B: Budget Narrative

PROGRAM OPERATIONS

\$9,462,276.00

Personnel		Federal \$1,895,726.00	
Position: VP of EHS and Child Care Partnerships			Total: \$96,319.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$96,319.00	12	\$96,319.00
Responsibilities:	Responsible for the administration of the Early Head Start program, including program design, management and systems integration. Provides oversight of record-keeping and monitoring systems and development of community partnerships. Works in collaboration with EHS Senior Director, program consultants/managers and community child care partnership sites to deliver EHS services. Must meet requirements per Federal Head Start Performance Standards and any local, state and or agency policies and procedures.		
Position: Receptionist			Total: \$38,000.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$38,000.00	12	\$38,000.00
Responsibilities:	Answers multiple telephone lines in a timely manner and directs calls to appropriate staff, logs and signs for all incoming Fed-Ex, UPS, DHL, and registered mail. Checks voicemail messages and transfers to appropriate employees. Distributes mail or any other office related products to staff, assists with supply orders and inventory.		
Position: Administrative Assistant			Total: \$30,264.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$30,264.00	12	\$30,264.00
Responsibilities:	Supports the administrative team, including gathering data, record keeping, completing reports, working on special projects as requested by the administrator		
Position: ERSEA Manager			Total: \$42,538.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$42,538.00	12	\$42,538.00
Responsibilities:	Manages, develops, and administers eligibility, recruitment and selection policies to meet and maintain enrollment and waitlist numbers.		
Position: Health and Family Wellness Director			Total: \$59,527.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$59,528.00	12	\$59,528.00
Responsibilities:	Oversees and monitors the program's health/dental services, develops partnerships with community medical and dental providers, and ensures environments comply with health and safety standards		



Position: Disabilities Manager			Total: \$55,211.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$55,211.00	12	\$55,211.00
Responsibilities:	Oversees contracted services such as screening, assessment, developmental and special education provisions in addition to planning and program development.		
Position: Mental Health Manager			Total: \$54,728.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$54,728.00	12	\$54,728.00
Responsibilities:	Oversees contracted mental health services such as screening, assessment, referral for mental health, developmental and special education provisions in addition to planning and program development.		
Position: Child Development and Education Director			Total: \$47,828.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$47,828.00	12	\$47,828.00
Responsibilities:	Supervises the educational services of the EHS program; guides curriculum and program planning, development, and training in addition to as managing the educational specialists and technical assistance specialists.		
Position: Director Family and Community Support			Total: \$60,832.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$60,832.00	12	\$60,832.00
Responsibilities:	Supervises family advocates and collaborate with community agencies to coordinates social services.		
Position: Nutrition Manager			Total: \$57,380.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$57,380.00	12	\$57,380.00
Responsibilities:	Conducts nutrition assessments, plans menus, oversee food operations, reviews child and family nutrition data, develops individual nutrition plans/special diets, and provides nutrition education and training to staff and families.		
Position: Educational Specialist			Total: \$91,234.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
2	\$46,877.00	12	\$91,234.00
Responsibilities:	Is an expert resource and/or trainer for classroom staff, program administration and volunteers, observes and monitors classroom activities and children's records, coordinates with Technical Assistance staff in supporting program quality, analyzes child data.		



Position: Technical Assistance Specialist			Total: \$210,208.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
2	\$42,519.00	12	\$85,038.00
1	\$40,815.00	12	\$40,815.00
1	\$40,152.00	12	\$40,152.00
1	\$44,203.00	12	\$44,203.00
Responsibilities:		Mentors and models for classroom staff and volunteers, and coaches teachers in curriculum implementation and quality improvement.	
Position: Lead Family Advocate			Total: \$81,631.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$40,493.00	12	\$40,493.00
1	\$41,138.00	12	\$41,138.00
Responsibilities:		Serves as a resource to family advocates, leads special projects that supports the social service goals of the programs, serves as an advocate and liaison between the family/client and community services, conducts home visits, assists clients and families by providing resources and making referrals.	
Position: Family Advocate			Total: \$535,534.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$35,936.00	12	\$35,936.00
1	\$36,131.00	12	\$36,131.00
4	\$36,634.00	12	\$146,536.00
2	\$38,466.00	12	\$76,931.00
1	\$40,793.00	12	\$40,793.00
2	\$37,000.00	12	\$74,000.00
2	\$42,408.00	12	\$84,817.00
1	\$40,390.00	12	\$40,390.00
Responsibilities:		Serves as an advocate and liaison between the family/client and community services, makes home visits, assists clients and families by providing resources and making referrals.	
Position: Quality Assurance Monitors			Total: \$86,020.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$43,435.00	12	\$43,435.00
1	\$42,585.00	12	\$42,585.00
Responsibilities:		Monitors all data and records related to contract performance measures and Head Start Performance Standards to ensure regular compliance, analyzes and synthesizes relevant reports, assist in identifying deficiencies.	
Position: Director of Research, Evaluation, and Assessment			Total: \$6,250.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
.10	\$62,500.00	12	\$6,250.00
Position: Finance Manager			Total: \$60,707.00

A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$60,707.00	12	\$60,707.00
Responsibilities:	Manages the fiscal functions for Early Head Start program to include cash management, projection and analysis, and budget monitoring; prepares reports, plans, and forecasts; and maintains and monitors non-federal share documentation.		
Position: EHS Accountant			Total: \$60,231.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$60,231.00	12	\$60,231.00
Responsibilities:	Exercises accounting control over a group of EHS accounts within a given specialized area; develops financial reports for financial analysis, forecasting, trending, and results analysis; interprets financial transactions and events; records, classifies and summarizes transactions; compiles financial information; processes journal entries into various accounts; reconciles reports and financial data; reconciles sub-ledgers to the general ledger and resolves differences; and assists in budget preparation.		
Position: Attendance and Enrollment Coordinator			Total: \$33,418.00
A. Number of FTE:	B. Annual Salary per FTE:	C. Months of Employment:	Total: (A x B)
1	\$33,418.00	12	\$33,418.00
Responsibilities:	Tracks attendance and enrollment for all EHS children and assists with provider payments and fiscal reporting.		
Positions: Administrative Allocated Salaries			Total: \$187,865.00
A. Number of FTE:	B. Annual Base Salary per FTE:	C. Months of Allocation:	Total: (A x B)
Responsibilities:	The ELC identifies Administrative and Infrastructure expenses by allocating shared costs to all programs. The Cost Allocation Plan is approved by the State of Florida annually and the primary methodology for allocating is direct labor hours. Administrative salaries reflect such areas as Finance, Contracts, Procurement, Human Resources, and MIS and benefit all programs. 11.0% of 1,707,861 (Base Salaries)= \$187,865.00		
N/A	\$1,707,861.00	12	\$187,865.00

Fringes	Federal \$608,500.00		
A. Gross:	B. Allocation	Total: (A x B)	
FICA/MICA		Total: \$130,651.00	
\$1,707,861.00	0.0765	\$130,651.00	



Retirement			Total: \$102,472.00
\$1,707,861.00		0.06	\$102,472.00
Disability/Life			Total: \$17,079.00
\$1,707,861.00		0.01	\$17,079.00
Group Insurance			Total: \$341,572.00
\$1,707,861.00		0.20	\$341,572.00
A. FTE:	B. Salary Limitation/Base	C. Allocation	Total: (A x B x C)
State Unemployment			Total: \$7,201.00
38.1	\$7,000	.027	\$7,201.00
Worker's Comp			Total: \$9,525.00
38.1	\$250	1	\$9,525.00

Contractual		Federal \$6,468,721.00		
A. Contractor:	B. Description			Total:
Medical	Provides comprehensive health and dental services to ensure health and dental screenings are completed and ongoing service is provided			\$125,000.00
Citrus Health Network	Provides mental health screenings and services to all children, families, and staff at EHS sites.			\$100,000.00
Devereux Foundation	Conducts Environmental Classroom Assessment Services			\$19,281.00
My Teach stone Subscription	Annual License Subscription			\$19,000.00
Miami-Dade College	EHS Formal Education and Credentialing			\$153,740.00
Reimbursement to Child Care Partners Non-subsidized Children				Total: \$4,206,850
Description:	The daily rate enables performance requirements by provider, to include maintaining correct teacher ratio, upholding health and safety standards, purchase of quality classroom materials, adequate administrative support, and purchase of diapers, and formula.			
A. Number of Children	B. Daily Rate	C. Days of Service	D. Layered Funding	Total: (A x B x C - D)
450 (750 children x 60%)	\$43.00	251	\$650,000 (match)	\$4,206,850
Reimbursement to Child Care Partners Subsidized Children				Total: \$1,844,850
Description:	The daily rate for subsidized enrollments is leveraged by CCDF funds, and together the rates enable performance requirements by provider, to maintain correct teacher ratio, uphold health and safety standards, purchase quality classroom materials, adequate administrative support, and purchase of diapers, wipes, and formula..			
EHS Contribution				
A. Number of Children	B. Daily Rate	C. Days of Service	Total: (A x B x C)	



300 (750 children x 40%)	\$24.50	251	\$1,844,850
CCDF Contribution			
The CCDF contribution amount is not part of the federal request or the non-federal match, but enables more children to receive EHS funding.			
A. Number of Children	B. Daily Rate	C. Days of Service	Total: (A x B x C)
300 (750 children x 40%)	\$18.50 (\$50.00-\$24.50)	251	\$1,393,050

Supplies	Federal \$68,578.00		
A. FTE:	B. Cost:	C. Number of annual purchases:	Total: (A x B x C)
Technology			Total: \$5,715.00
38.1	\$150.00	1	\$5,715.00
Office			Total: \$8,395.00
38.1	\$18.36	12	\$8,395.00
Classroom			Total: \$35,890.00
97	\$561.42	1	\$54,468.00

Travel	Federal \$50,000.00		
Activity: National Head Start Conference			Total: \$18,980.00
A. Number of Travelers:		B. Cost Per Traveler:	Total: (A x B)
6		\$3,163.00	\$18,980.00
Cost Breakdown	\$750.00 airfare \$750.00 registration \$1,400.00 lodging \$180.00 per diem \$83.00 miscellaneous		
Activity: Florida Head Start Association			Total: \$18,980.00
A. Number of Travelers:		B. Cost Per Traveler:	Total: (A x B)
10		\$2,030.00	\$20,300.00
Cost Breakdown	\$750.00 airfare \$500.000 registration \$600.00 lodging \$180.00 per diem		
Activity: Regional Head Start Conference			Total: \$18,980.00
A. Number of Travelers:		B. Cost Per Traveler:	Total: (A x B)



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
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	5	\$2,144.00	\$10,720.00
Cost Breakdown	\$750.00 airfare \$600.000 registration \$650.00 lodging \$144.00 per diem		

Other		Federal \$370,755.00	
Office Space			Total: \$123,032.00
Description:	Other EHS Program		
A. Cost	B. Total Square Feet Occupied	Total: (B x C)	
\$28.00	4,394 square feet	\$123,032.00	
Local Travel			Total: \$64,525.00
Description:	Other EHS Program		
A. Cost	B. Allocation Basis	Total: (B x C)	
\$0.445/Mile	145,000 miles (estimated annual miles for 38.1 FTE)	\$64,525.00	
Bus passes			Total: \$1,390.00
Description:	For families enrolled in the program to go to appointments related to program services or referrals.		
A. Cost	B. Basis	Total: (B x C)	
\$5.56/pass	250 passes	\$1,390.00	
Allocated Administrative/ Infrastructure			Total: \$176,558.00
Description:	The ELC distinguishes Administrative and Infrastructure expenses by allocating shared costs to all programs. The Cost Allocation Plan is approved by the State of Florida annually and the primary methodology for allocating identified costs. Administrative expenses are generated from such areas as Finance, Executive Office, Contracts/Procurement, Human Resources, and MIS and benefit all programs. Line items include ELC main office rent, utilities, and like facility costs that are shared by all programs as well as Contracts, Professional Services, Audit, and other like administrative and infrastructure costs.		
A. Cost	B. Allocation	Total: (B x C)	
\$1,514,850.00	11%	\$176,558.00	
Parent Activity Funds			Federal \$5,250.00
A. Amount per child:	B. Number of enrolled children:	Total: (A x B)	
\$7.00	750	\$5,250.00	



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TRAINING AND TECHNICAL ASSISTANCE

\$232,374.00

Training/Supplies				Federal \$232,374	
Managing Comprehensive Health/Nutrition Services				Total: \$5892.00	
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)	
4		\$1,473.00		\$5,892.00	
Cost Breakdown	<u>Flight: \$1,400</u> \$350/pp 4 participants	<u>Hotel: \$2,136</u> \$178/night/pp 3 nights 4 participants	<u>Per Diem: \$576</u> \$36/pp 4 days 4 participants	<u>Registration:</u> \$1,780 \$445/pp 4 participants	
Yearly Health/Orientation Fair				Total: \$8,091.09	
C. Number of Participants:		D. Cost Per Participant:		Total: (A x B)	
750		\$10.78812		\$8,091.09	
Cost Breakdown	<u>Orientation booklets:</u> <u>\$2062.50</u> \$2.75 booklets 750 participants	<u>Toothbrushes:</u> <u>\$815.85</u> (12 toothbrushes per pack) \$12.95/pack 63 packs	<u>Toothpaste:</u> <u>\$277.74</u> (144 toothpaste tubes per pack) \$46.29 per pack 6 packs	<u>Food: \$4,125</u> \$5.50/pp 750 participants <u>Plastic Grab Bags:</u> <u>\$375</u> \$0.50/bag 750 bags	
Pedestrian Safety Training				Total: \$330.00	
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)	
750		.44		\$330.00	
Cost Breakdown	<u>Brochures: \$330</u> \$0.11 copy per page 4 pages 750 copies				
Health Manager Meetings				Total: \$1,924.00	
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)	
3		641.33		\$1,924.00	
Cost Breakdown	<u>Rental Car: \$200</u> \$50/day 4 days <u>Tolls (round trip): \$40</u>	<u>Registration:</u> <u>\$150</u> \$50/pp 3 participants <u>Parking: \$30</u>	<u>Hotel: \$1,080</u> \$180/night 2 nights 3 participants <u>Gas: \$100</u>	<u>Per Diem: \$324</u> \$36/pp 3 days 3 participants	



		\$10/day 3 days		
Health Literacy for Families and Staff and Nutrition in Early Head Start				Total: \$6,120.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
120		\$51.00		\$6,120.00
Cost Breakdown	<u>Materials and Trainer's Expenses (hotel, travel, per diem, rental car): \$1,820</u>	<u>Flat Fee: \$2,500</u> Two trainings (North and South)	<u>Food: \$1,800</u> \$15/pp 120 participants	
Head Start University Training				Total: \$3,600.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
6		\$600.00		\$3,600.00
Cost Breakdown	<u>Application Fee: \$485</u> <u>Online Training: \$1,585</u>	<u>Exams: \$1,110</u> \$185/per exam 6 exams	<u>Course book: \$200</u> <u>Technology Fee: \$220</u>	
Partners in Practice: Health and Nutrition for Family Services Staff				Total: \$6,180.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
6		\$1030.00		\$6,180.00
Cost Breakdown	<u>Flight: \$2,100</u> \$350/pp 6 participants	<u>Hotel: \$1,452</u> \$121/night/pp 2 nights 6 participants	<u>Per Diem: \$648</u> \$36/pp 3 days 6 participants	<u>Registration:</u> \$1,980 \$330/pp 6 participants
Parenting Journey (Parent Sessions)				Total: \$21,882.00
A. Number of Cohorts:		B. Cost Per Cohort:		Total: (A x B)
6		\$3,647.00		21,882.00
Cost Breakdown	<u>PJ Parent Books: \$1,392</u> \$116 per set 12 sets (12 books per set)	<u>Cohort Materials: \$1,050</u> \$175 per cohort 6 cohorts	<u>Food for participants: \$19,440</u> \$15/pp 18 participants per cohort 6 cohorts 12 sessions per cohort	
Parenting Journey Consultation				Total: \$600.00
A. Number of Consultation:		B. Cost Per Consultation:		Total: (A x B)
6 (hours each)		\$100.00		\$600.00
Cost Breakdown	<u>Consultation: \$600</u> \$50/ph 2 hours 6 consultative sessions			



Parenting Journey Facilitator Training		Total: \$19,040.00	
A. Number of Participants:		B. Cost Per Participant:	
8		\$2,380.00	
		Total: (A x B)	
		\$19,040.00	
Cost Breakdown	<u>Flight: \$2,400</u> \$300.00/pp 8 participants <u>Hotel: \$8,800</u> \$275/night/pp 4 nights 8 participants <u>Per Diem: \$1,440</u> \$36/pp 5 days 8 participants	<u>Registration: \$6,400</u> \$800/pp 8 participants <u>Materials:</u> (Included with registration cost) <ul style="list-style-type: none"> • 26 Session Posters for use in each of the 12 group sessions • 12 Parent Workbooks 55 custom Parenting Journey “Ice-Breaker” Buttons (used to open the program in the first session)	
Western Kentucky University Training and Technical Assistance (Family Services)		Total: \$15,085.00	
A. Number of Sessions:		B. Cost Per Sessions:	
7		\$2,155.00	
		Total: (A x B)	
		\$15,085.00	
Cost Breakdown	<u>Training: \$15,085</u> \$2,155 per session 7 sessions		
Instructor Academy for Family Services Credentialing		Total: \$5,832.00	
A. Number of Participants:		B. Cost Per Participant:	
3		\$1,944.00	
		Total: (A x B)	
		\$5,832.00	
Cost Breakdown	<u>Hotel: \$1,350</u> \$150/per night 3 nights 3 participants	<u>Airfare: \$1,200</u> \$400/pp 3 participants	<u>Per Diem: \$432</u> \$36/pp 4 days 3 participants
			<u>Registration: \$2,850</u> \$950/pp 3 participants <u>Materials:</u> Included in registration cost.
Learning Coach Training		Total: \$150.00	
A. Number of Participants:		B. Cost Per Participant:	
2		\$75	
		Total: (A x B)	
		\$150.00	
Cost Breakdown	<u>Online Training: \$150</u> \$75/pp 2 participants		



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Credential for Strengths-based Family Workers		Total: \$6,500.00	
A. Number of Participants:		B. Cost Per Participant:	
20		\$325.00	
		Total: (A x B)	
		\$6,500.00	
Cost Breakdown	<u>Registration: \$500</u> \$25/pp 20 participants	<u>Credentialing: \$6,000</u> \$300/pp 20 participants	
		<u>Materials:</u> Material cost included in credentialing fee.	
Adult-Child-Infant CPR & First Aid			Total: \$1,750.00
A. Number of Participants:		B. Cost Per Participant:	
50		\$35.00	
		Total: (A x B)	
		1,750.00	
Cost Breakdown	<u>Training Cost: \$1,750</u> \$35/pp 50 participants		
2-Day Coaching Teachers to Fidelity of Implementation			Total: \$4,437.00
A. Number of Days:		B. Cost Per Day:	
2		\$2,218.50	
		Total: (A x B)	
		\$4,437.00	
Cost Breakdown	<u>Registration: \$4,437</u> \$2,218.50 per day 2 days (35 participants per session)		
Toddler CLASS® Observation Train-the-Trainer			Total: \$5,814.00
A. Number of Participants:		B. Cost Per Participant:	
1		\$5,814.00	
		Total: (A x B)	
		\$5,814.00	
Cost Breakdown	<u>Rental Car: \$250</u> \$50/day 5 days	<u>Hotel: \$540</u> \$180/night 3 nights 1 participants	<u>Registration: \$4,700</u> \$4,700/pp 1 participant
	<u>Tolls (round trip): \$40</u>	<u>Parking: \$40</u> \$10/day 4 days	<u>Per Diem: \$144</u> \$36/pp 4 days 1 participant
	<u>Gas: \$100</u>		

Infant CLASS® Observation Train-the-Trainer		Total: \$5,814.00	
A. Number of Participants:		B. Cost Per Participant:	
1		\$5,814.00	
Total: (A x B)		\$5,814.00	
Cost Breakdown	<u>Rental Car: \$250</u> \$50/day 5 days <u>Tolls (round trip): \$40</u> <u>Gas: \$100</u>	<u>Hotel: \$540</u> \$180/night 3 nights 1 participants <u>Parking: \$40</u> \$10/day 4 days	<u>Registration: \$4,700</u> \$4,700/pp 1 participant
			<u>Per Diem: \$144</u> \$36/pp 4 days 1 participant
Challenging Behaviors of Infants and Toddlers			Total: \$4,310.00
A. Number of Sessions:		B. Cost Per Session:	
2		\$2155.00	
Total: (A x B)		\$4,310.00	
Cost Breakdown	<u>Registration: \$4,310</u> \$2155 per session 2 sessions (36 participants per session)		
Emotional Development for Infants and Toddlers			Total: \$4,310.00
A. Number of Sessions:		B. Cost Per Session:	
2		\$2155.00	
Total: (A x B)		\$4,310.00	
Cost Breakdown	<u>Registration: \$4,310</u> \$2155 per session 2 sessions (36 participants per session)		
Early Brain Development			Total: \$4,310.00
A. Number of Sessions:		B. Cost Per Session:	
2		\$2155.00	
Total: (A x B)		\$4,310.00	
Cost Breakdown	<u>Registration: \$4,310</u> \$2155 per session 2 sessions (36 participants per session)		
Achieving Corporate Excellence, Inc.			Total: \$3,620.96
A. Number of Participants:		B. Cost Per Participant:	
35		\$103.456	
Total: (A x B)		\$3,620.96	
Cost Breakdown	<u>Registration: \$3,620.96</u> (35 participants per session)		



Mountains of Opportunities: Interdisciplinary Collaboration in the New Millennium		Total: \$15,498.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
6	\$2,583.00	\$15,498.00
Cost Breakdown	<u>Registration: \$15,498</u> \$2,583/pp 6 participants	
NAEYC's Annual Conference		Total: \$9,625.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
5	\$1,925.00	\$9,625.00
Cost Breakdown	<u>Registration: \$9,625</u> \$1,925 /pp 5 participants	
Zero to Three Annual Multidisciplinary Education & Networking Event for Early Childhood Professionals.		Total: \$7,900.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
4	\$1,975.00	\$7,900.00
Cost Breakdown	<u>Registration: \$7,900</u> \$1,975 /pp 4 participants	
Policy Council/Board Training		Total: \$5,500.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
50	\$1,110.00	\$5,500.00
Cost Breakdown	<u>Registration, Materials and Trainers for Travel:</u> \$4,000 \$80/pp 50 participants	<u>Breakfast/Lunch: \$1,500</u> \$30.00/pp 50 participants
LEAD: Leaders Engaged as Decision Makers for Governing Bodies, Policy Making Groups, and Management Team		Total: \$425.00
A. Number of Books:	B. Cost Per Book:	Total: (A x B)
5	\$85.00	\$425.00
Cost Breakdown	<u>Books: \$425</u> \$85 per pack 5 packs (10 books per pack)	
Finding the Keys to E.R.S.E.A. Resource		Total: \$49.95
A. Number of Books:	B. Cost Per Book:	Total: (A x B)
1	\$49.95	\$49.95
Cost Breakdown	<u>Book: \$49.95</u>	
Self-Assessment CATscan Tool		Total: \$80.00
A. Number of Books:	B. Cost Per Book:	Total: (A x B)
1	\$80.00	\$80.00



Cost Breakdown		<u>Book: \$80.00</u>		
Aligning Community Assessment to your 5-Year Grant Application: Connecting Needs, Goals and Results				Total: \$2,448.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
2		\$1,224.00		\$2,448.00
Cost Breakdown	<u>Registration: \$790</u> \$395/pp 2 participants	<u>Per Diem: \$144</u> \$36/pp 2 days 2 participants	<u>Flight: \$1,134</u> \$567/pp 2 participants	<u>Hotel: \$380</u> \$190/night 1 nights 2 participants
E.R.S.E.A: Developing Policies and Procedures				Total: \$5,020.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
4		\$1,255.00		\$5,020.00
Cost Breakdown	<u>Registration:</u> <u>\$2,380</u> \$595/pp 4 participants	<u>Per Diem: \$288</u> \$36/pp 2 days 4 participants	<u>Flight: \$1,676</u> \$419/pp 4 participants	<u>Hotel: \$676</u> \$169/night 1 nights 4 participants
Public Relations Online (MDC)				Total: \$400.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
1		\$400.00		\$400.00
Cost Breakdown	<u>Online Registration: \$400</u> \$400/pp 1 participant			
Digital Press Release (PRSA)				Total: \$750.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
3		\$250.00		\$750.00
Cost Breakdown	<u>Online Registration: \$750</u> \$250/pp 3 participants			
Finding the Keys to E.R.S.E.A.				Total: \$2,898.00
A. Number of Participants:		B. Cost Per Participant:		Total: (A x B)
4		\$724.50		\$2,898.00
Cost Breakdown	<u>Parking: \$20</u> \$10/day 2 days <u>Rental Car: \$150</u> \$50/day 3 days	<u>Hotel: \$720</u> \$180/night 1 nights 4 participants <u>Gas: \$100</u>	<u>Registration: \$1,580</u> \$395/pp 4 participant	<u>Per Diem: \$288</u> \$36/pp 2 days 4 participant <u>Tolls (round trip):</u> <u>\$40</u>

Variety of Topics on Communication and Leadership		Total: \$3,500.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
40	\$87.50	\$3,500.00
Cost Breakdown	<u>Flat Fee: \$3,500</u> (for 40 participants) Includes: <ul style="list-style-type: none"> • Trainer Travel • Materials • 1 ½ days of training • Pre-program survey • Evaluation Summary • 4 Executive debriefs for 6 months In-kind <ul style="list-style-type: none"> • 1 hour of bonus program for 25 participants 	
High Impact Series Maximizing Time Management Through a Successful Sourcing Plan (AIRS Webinar)		Total: \$400.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
4	\$100.00	\$400.00
Cost Breakdown	<u>Webinar Registration: \$400</u> \$100/pp 4 participants	
Time Management		Total: \$4,000.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
40	\$100.00	\$4,000.00
Cost Breakdown	<u>Flat Fee: \$4,000</u> (for 40 participants) Includes: <ul style="list-style-type: none"> • Trainer Travel • Materials • 1 day of training 	
Business Leadership Institute		Total: \$7,500.00
A. Number of Participants:	B. Cost Per Participant:	Total: (A x B)
5	\$1,500.00	\$7,500.00
Cost Breakdown	<u>Cost: \$7,500</u> \$1,500/pp 5 participants	



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
Agency Name: Early Learning Coalition of Miami-Dade/Monroe
Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gable, FL 33134
Early Head Start Grant Number: 04HP0007



Grant Writing		Total: \$4,550.00	
A. Number of Participants:		B. Cost Per Participant:	
10		\$455.00	
Total: (A x B)		\$4,550.00	
Cost Breakdown	<u>Cost: \$4,550</u> \$455/pp 10 participants		
Total: \$26,238.00			
A. Number of Participants:		B. Cost Per Participant:	
3		\$8,746.00	
Total: (A x B)		\$26,238.00	
Cost Breakdown	<u>Registration/Hotel/Materials:</u> <u>\$22,908</u> \$3,818/pp/each session 3 participants 2 sessions (5-day each session)	<u>Per Diem: \$1,080</u> \$36/pp 10 days (both sessions) 3 participants	<u>Flight: \$2,250</u> \$375/pp/each session 3 participants 2 sessions (5-day each session)

OTHER

Non -Federal Total \$2,423,700.00

Non- Federal		\$650,000.00
Reimbursement to Child Care Partners		Total: \$650,000.00
Description:	Children’s Trust Fund for child services.	

Non- Federal In-Kind						\$1,773,700.00
Volunteers						Total: \$1,623,066.00
Description:		Classroom, Parent/child curricular activities, and Parent extracurricular activities				
A. Number of Parents	B. Participation Rate	C. Hours of Service	D. Days of service	E. Hourly Rate	Total: (A x B x C x D x E)	
750	78.666666667%	1	251	\$10.96 (Teacher Assistant Rate)	\$1,623,066.00	
Professional In-kind Services for ELC Board meetings						Total: \$35,200.00
Description:		Provide legal and financial support and decision making to the program.				
A. Number of Members	B. Hours of Service	C. Days of service	D. Hourly Rate	Total: (A x B x C x D)		
20	2	11	\$80.00	\$35,200.00		

Professional In-kind Services for Advisory Committee				Total: \$13,981.00
Description:		Provide support to the program in the various service areas.		
A. Number of Members	B. Hours of Service	C. Number of Yearly Meetings	D. Hourly Rate	Total: (A x B x C x D)
15 (3 professionals each for Education, Nutrition, Health, Parent Involvement, and Social Services)	2	6	\$45.67	\$8,221.15
A. Number of Members	B. Hours of Service	C. Number of Yearly Meetings	D. Hourly Rate	Total: (A x B x C x D)
6 Inclusion Professionals	2	6	\$80.00	\$5,760.00
Professional in-kind services for ELC Finance Committee:				Total: \$7,040.00
Description:		Provide financial support and decision making to the program		
A. Number of Members	B. Hours of Service	C. Days of service	D. Hourly Rate	Total: (A x B x C x D)
4	2	11	\$80.00	\$7,040.00
Professional In-kind Services				Total: \$1,000.00
Description:		In kind donation from ChildPlus.net for implementation/training of program database.		
Professional In-kind Services				Total: \$56,250.00
Description:		In kind donation from Citrus Health Network for Social Emotional Service and Medical Services Contract.		
Professional In-kind Services				Total: \$37,163.00
Description:		In kind donation from Miami-Dade for CDA/training.		



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Early Head Start Grant Number: 04HP0007



THE NEIGHBORHOOD PLACE FOR EARLY HEAD START

2016-2017 TRAINING AND TECHNICAL ASSISTANCE PLAN

Goal: Increasing staff’s knowledge of the best early childhood practices in all areas of development and applying this knowledge to practice is a goal of The Neighborhood Place for Early Head Start.

Method for Achieving Goal: Scaffolding or building staff’s knowledge and connecting that knowledge to every day practice will be attained through continuous and sustained learning and support. Information will be introduced through workshops, courses, research, journals and periodical literature, peer discussions, and webinars. Information learned will be reinforced by using individual technical assistance and support and internalized through self-reflection.

Expected Outcomes: It is expected that staying abreast of the latest trends in all facets of early childhood and developing systems for implementation will result in the highest quality of service for children and families. Various tools, such as environmental rating scales, parent surveys, ongoing assessments, goal attainment from family partnership agreements, monitoring tools, etc. will provide information to assess the level of quality and satisfaction in the program.

Funding: \$232,374.00

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
Topic: <u>Policy Council Budget Training</u> Cost: N/A (in-house training)	<ul style="list-style-type: none"> • Parent Engagement • Governance • Fiscal 	<ul style="list-style-type: none"> • Participants will learn fiscal terms and the organization of budget. • Participants will be able to identify red flags in the budget and ask appropriate questions. 	<ul style="list-style-type: none"> • Parents • Community Representatives 	Materials Breakfast Cost: <u>\$234.00</u> (26 people @ \$9.00 p/p)	12/2016	\$234
Topic: <u>EHS Staff Budget Training</u> Cost: N/A (in-house training)	<ul style="list-style-type: none"> • Management 	<ul style="list-style-type: none"> • Participants will learn fiscal terms and the organization of budget. • Participants will be able to identify red flags in the budget and ask appropriate questions. • Participants will be able to develop a budget and plan for their service area effectively. 	<ul style="list-style-type: none"> • Directors • Managers 	Materials N/A	8/2016	N/A

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Governance Training</u></p> <p>Cost: <u>\$3,800</u> (1 contracted consultant x 1 day)</p>	<ul style="list-style-type: none"> • Parent Engagement • Governance • Fiscal 	<ul style="list-style-type: none"> • Participants will understand the EHS regulations and the role of the ELC Board and Policy Council in shared decision-making. 	<ul style="list-style-type: none"> • Parents • Community Representatives • ELC Board Members 	<p>Materials Breakfast</p> <p>Cost: <u>\$400.00</u> (40 people @ \$10.00 p/p)</p> <p>Manuals (10 in a set)</p> <p>Cost: <u>\$340.00</u> (4 sets @ \$85.00 a set)</p>	12/2016	\$4,540
<p>Topic: <u>CLASS Observer Recertification</u></p> <p>Cost: <u>\$1,000</u> [\$100 p/p x 5 participants x 2 modules (toddler and infants)]</p>	<ul style="list-style-type: none"> • Education 	<ul style="list-style-type: none"> • Education staff will maintain CLASS reliability to conduct bi-annual CLASS Observations in TNPEHS Classrooms. 	<ul style="list-style-type: none"> • Director of Child Development and Education • Education Specialist • Technical Assistance Specialists 	<p>Materials: N/A</p>	8/2016 - 7/2017	\$1,000

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Head Start Conferences</u></p> <ul style="list-style-type: none"> <u>FHSA</u> Cost: <u>\$5,675</u> (5 participants x \$1,025 p/p) + (2 car rental x \$275 per car rental) <u>RIVHSA</u> Cost: <u>\$9,625</u> (5 participants x \$1925p/p) <u>NHSA</u> Cost: <u>\$10,325</u> (5 participants x \$2,065 p/p) 	<ul style="list-style-type: none"> Health Education Disability Family Engagement Mental Health Nutrition 	<ul style="list-style-type: none"> Participants will obtain the latest information about the Early Head Start program and early childhood. Participants will have the opportunity to network with other programs to exchange ideas. 	<ul style="list-style-type: none"> Directors Managers Parents Providers 	<p>Materials N/A</p>	8/2016-7/2017	\$25,625

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>A Winning Trifecta: Knowledge, Implementation, and Evaluation of DEC Recommended Practices</u></p> <p>Cost: <u>\$9,760</u> (\$2,440 x 4 participants)</p>	<ul style="list-style-type: none"> Disabilities Education Family Services 	<ul style="list-style-type: none"> Participants will absorb new skills and practices so that teaching can be enhanced in the classrooms. This event also aims to support families of children with disabilities by promoting and encouraging good policies and practices in the classrooms these children attend. 	<ul style="list-style-type: none"> Director of Education Technical Assistant/Education Staff Disabilities and Mental Health Manager Director of Family Support Services 	<p>Materials N/A</p>	10/17/16-10/21/16	\$9760
<p>Topic: <u>Toddler CLASS® Observation Train-the-Trainer</u></p> <p>Cost: <u>\$4,500</u> (\$4,500 p/p x 1 participant)</p>	<ul style="list-style-type: none"> Education Mental Health 	<ul style="list-style-type: none"> Education staff will be able to train other participants to become reliable CLASS observers and provide an overview to EHS teaching staff and TNPEHS staff on the Toddler CLASS Observation Tool. 	<ul style="list-style-type: none"> Education Specialist (1) 	<p>Materials: N/A</p>	8/2016 - 7/2017	\$4,500
<p>Topic: <u>Introduction to Toddler CLASS®</u></p>	<ul style="list-style-type: none"> Education Mental Health 	<ul style="list-style-type: none"> EHS teaching staff will be able to gain a deeper understanding of developmentally appropriate teacher-child interactions and implement strategies in EHS classrooms. 	<ul style="list-style-type: none"> EHS Partners (Directors and Teaching Staff) 	<p>Materials: Toddler CLASS Dimension Guides</p> <p>Cost: <u>\$3,000</u> (150 books x \$20.00 per book)</p>	8/2016 - 7/2017	\$3,000

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Parenting Journey (Parent Sessions)</u></p> <p>Cost: N/A</p> <p>Topic: <u>Parenting Journey Consultation</u></p> <p>Cost: \$600 (\$50 p/h x 2 hours x 6 consultative sessions)</p>	<ul style="list-style-type: none"> Family Services 	<p>Families will have the opportunity to engage in a curriculum that builds on current strengths and parent child interactions.</p> <p>Consultants will ensure the fidelity of the delivery of the program.</p>	<ul style="list-style-type: none"> Family and Community Support Director Disabilities and Mental Health Manager Family Advocate EHS Parents 	<p>Materials: PJ Parent Books 12 sets (12 books per set)</p> <p>Cost: <u>\$1,392</u> (12 sets @ \$116)</p> <p>Materials: Cohort materials</p> <p>Cost: <u>\$1,050</u> (\$175 per cohort x 6 cohorts)</p> <p>Materials: Food for participants</p> <p>Cost: \$19,440 (\$15 p/p x 18 participants per cohort x 6 cohorts x 12 sessions per cohort)</p>	8/1/16-7/31/17	\$22,482

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Western Kentucky University Training and Technical Assistance:</u></p> <ul style="list-style-type: none"> Family Services Successful Transitions Father Involvement Managing A Case Load Involving Parents in Outcomes Documenting Family Services Setting Goals with Families <p>Cost: <u>\$15,085</u> (\$2,155 per session x 7 sessions)</p>	<ul style="list-style-type: none"> Family Services 	<p>Family services staff will have the opportunity to receive training in order to thoroughly understand their job function as it pertains to the EHS program.</p>	<ul style="list-style-type: none"> Family Advocates Director of Family Support Services 	<p>Materials: N/A</p>	<p>8/1/16-7/31/17</p>	<p>\$15,085</p>
<p>Topic: <u>New Family Service Managers Orientation</u></p> <p>Cost: <u>\$3,435</u> (\$1,145 p/p x 3 participants)</p>	<ul style="list-style-type: none"> Family Services 	<p>Participant will become familiar with best practices in ensuring that staff is properly trained and supervised in the area of Family Services.</p>	<ul style="list-style-type: none"> Director of Family and Community Support Services Family Advocates 	<p>Materials: N/A</p>	<p>8/1/16-7/31/17</p>	<p>\$3,435</p>

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Toddler CLASS® Observation Training</u></p> <p>Cost: N/A</p>	<ul style="list-style-type: none"> • Education • Mental Health 	<ul style="list-style-type: none"> • Education staff will learn how to conduct CLASS observations in TNPEHS toddler classrooms to monitor and support developmentally appropriate teacher-child interactions. 	<ul style="list-style-type: none"> • Education Specialist (1) • Technical Assistance Specialists Staff (2) 	<p>Materials: CLASS Training Program Materials</p> <p>Cost: <u>\$375</u> (3 packages x \$125 per package)</p>	8/2016 - 7/2017	\$375
<p>Topic: <u>Western Kentucky University Training and Technical Assistance:</u></p> <ul style="list-style-type: none"> • <u>Challenging Behaviors of Infants and Toddlers</u> <p>Cost: <u>\$4,310</u> [2 sessions (36 participants per session) x \$2,155]</p> <ul style="list-style-type: none"> • <u>Social-Emotional Development</u> <p>Cost: <u>\$4,310</u> (2 sessions(36 participants per session) x \$2,155)</p>	<ul style="list-style-type: none"> • Education • Mental Health 	<ul style="list-style-type: none"> • EHS Teachers and TNPEHS Education staff will learn key strategies to implement and support in EHS classrooms in regards to Social Emotional Development. 	<ul style="list-style-type: none"> • Director of Child Development and Education (1) • Education Specialist(2) • Technical Assistance Specialists(4) • Disabilities and Mental Health Manager (1) • EHS Partners (Center Directors and Teaching Staff) (64) 	<p>Materials: N/A</p>	8/2016 - 7/2017	\$8,620

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>2016 Early Educators Leadership Conference</u></p> <p>Cost: <u>\$6475</u> (5 participants x \$1295 p/p)</p>	<ul style="list-style-type: none"> • Education 	<ul style="list-style-type: none"> • Participants will improve their leadership skills by obtaining practical knowledge to be used in daily practice. 	<ul style="list-style-type: none"> • Director of Child Development and Education (1) • Education Specialist(2) • EHS providers (2 Directors) 	<p>Materials: N/A</p>	8/2016 - 7/2017	\$6,475
<p>Topic: <u>Making the Most of the Child Welfare System</u></p> <p>Cost: N/A (training offered by Linda Ray Intervention Center free of cost)</p>	<ul style="list-style-type: none"> • Education • Family Services • Disabilities • Mental Health 	<ul style="list-style-type: none"> • Participants will gain knowledge on the impact of maltreatment on young children’s development. • Participants will learn strategies for Early Head Start caregivers to support and nurture children through their toughest life journey. 	<ul style="list-style-type: none"> • Technical Assistance Specialists • Family Advocates • EHS Provider (Directors and EHS Teaching Staff) 	<p>Materials: N/A</p>	8/2016 - 7/2017	N/A
<p>Topic: <u>Creative Curriculum Training</u></p> <p>Cost: <u>\$5,520</u> (40 participants x \$138 p/p)</p>	<ul style="list-style-type: none"> • Education 	<ul style="list-style-type: none"> • Participants will learn how to plan individualized routines and experiences that are responsive to young children’s needs and that support their development and learning in all areas. 	<ul style="list-style-type: none"> • Technical Assistance Specialists (6) • EHS Providers (34 EHS Teaching Staff) 	<p>Materials: N/A</p>	8/2016 - 7/2017	\$5,520

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Mandated Reporter/Child Abuse Training</u></p> <p>Cost: N/A</p>	<ul style="list-style-type: none"> • Education • Family Services • Health • Disabilities and Mental Health • Human Resource 	<ul style="list-style-type: none"> • Participants will gain insight on their legal, professional, and ethical responsibility for mandated reporting and have basic knowledge of the reporting process. 	<ul style="list-style-type: none"> • Directors • Managers • Family Advocates • Technical Assistance Specialists • EHS Providers 	<p>Materials: N/A</p>	8/2016 - 7/2017	N/A
<p>Topic: <u>Digital Press Release (PRSA)</u></p> <p>Cost: <u>\$250.00</u> (<u>\$250.00 x 1 participant</u>)</p>	<ul style="list-style-type: none"> • ERSEA 	<ul style="list-style-type: none"> • Participant will learn how to create eye catching press releases in the digital age. 	<ul style="list-style-type: none"> • ERSEA Manager 	<p>Materials: N/A</p>	2/2017	\$250
<p>Topic: <u>Public Relations Online (MDC)</u></p> <p>Cost: <u>\$400.00</u> (<u>\$400 x 1 participant</u>)</p>	<ul style="list-style-type: none"> • ERSEA 	<ul style="list-style-type: none"> • Participant will learn PR strategies and tactics. 	<ul style="list-style-type: none"> • ERSEA Manager 	<p>Materials: N/A</p>	2/2017	\$400
<p>Topic: <u>Western Kentucky Health/Nutrition Trainings</u></p> <p>Cost: <u>\$3,400</u> (<u>\$1,700 p/p x 2 participants</u>)</p>	<ul style="list-style-type: none"> • Health 	<ul style="list-style-type: none"> • Participants will have the opportunity to obtain practical information that will help them develop better systems in their respective areas. 	<ul style="list-style-type: none"> • Director of Health • Nutritionist 	<p>Materials: N/A</p>	08/2016-07/2017	\$3,400

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>H G Jones Associates</u></p> <p>Three module courses and competency exam: 1. ERSEA Level One Course 2. ERSEA Level Two Course 3. ERSEA Level Three Course 4. ERSEA Competency Based Review & Exam</p> <p>Cost: <u>\$5,677.00</u> (\$5,677.00 for all trainings and competency exam x 1 participant)</p>	<ul style="list-style-type: none"> ERSEA 	<ul style="list-style-type: none"> Participants will begin to develop a systems outlook and approach to ERSEA -Understand the regulations governing ERSEA -Be able to transfer their knowledge to others in their program. Participants will have an in-depth analysis of its ERSEA processes and an outline of possible solutions to important issues. Participants will be able to use a systems approach and integrate ERSEA into its overall program planning activities -Participants will be able to use their knowledge of the regulations to make quality decisions for enhancing current ERSEA plans, policies, procedures, and process. Participants will be able to transfer their knowledge to support other key staff and partners -Participants will identify roles and responsibilities for governing bodies, program managers, the ERSEA team and partners - Participants will have holistic perspective of ERSEA including strengthening accountability measures 	<ul style="list-style-type: none"> ERSEA Manager 	<p>Materials: N/A</p>	9/2016 - 11/2016	\$5,677.00

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Finding the Keys to ERSEA</u></p> <p>Cost: <u>\$5,600</u> (\$1400 p/p x 4 participants)</p>	<ul style="list-style-type: none"> ERSEA 	<ul style="list-style-type: none"> Participants will increase their knowledge of applicable regulations and their adherence to the Head Start Act as well as proposed rules, etc. Participants will expand their understanding of the practical application of ERSEA. Participants will develop an understanding of the relationship of the Communitywide Strategic Planning and Needs Assessment and ERSEA. Participants will enhance their understanding of how ERSEA impacts all services. 	<ul style="list-style-type: none"> ERSEA Manager Director of Family and Community Support Services Disabilities and Mental Health Manager Family Advocate 	<p>Materials: N/A</p>	7/2016 - 7/2016	\$5,600
<p>Topic: <u>CDA</u></p> <p>Cost <u>\$57,840</u> (\$118 per credit x 12 credits per year x 40 participants) + (\$30 registration p/p x 40 participants)</p>	<ul style="list-style-type: none"> Education 	<ul style="list-style-type: none"> Participants will have the opportunity to attain a CDA, AA, BA or renew their CDA 	<ul style="list-style-type: none"> EHS teachers <p>(20 Participants to pursue a CDA and 20 participants to pursue an AA)</p>	<p>Materials: Books</p> <p>Cost: <u>\$21,000</u> (\$175 x 20 participants pursuing an AA x 6)</p>	01/2017-07/2017	\$78,840

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Yearly Health/Orientation Fair</u></p> <p>Cost: N/A</p>	<ul style="list-style-type: none"> • Health • Family Services 	<ul style="list-style-type: none"> • Participants will learn about the required initial health screenings and screenings will be offered for enrolled children • Participants will receive an orientation of the EHS program and school the child attends. 	<p>Enroll children (750) and their parents</p>	<p>Materials: Orientation booklets Cost: <u>\$2062.50</u> (\$2.75 booklets X 750 participants)</p> <p>Passports Cost: <u>\$2062.50</u> (\$2.75 x 750 passports)</p> <p>Raffle Tickets (2000/roll) Cost: <u>\$12.00</u> (1 Roll x \$12)</p> <p>Food Cost: <u>\$4,125</u> (\$5.50 x 750 participants)</p> <p>Toothbrushes Pediatric (144/pack) Cost: <u>\$99</u> 6 packs x,\$16.50 per pack</p> <p><u>Toothpaste:</u> (144/pack) Cost: <u>\$279</u> (6 packs x \$46.50 per pack)</p> <p><u>Plastic Grab Bags:</u> Cost: <u>\$375</u> (\$0.50 x 750 bags)</p>	<p>08/2017</p>	<p>\$9015</p>

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: <u>Pedestrian Safety Training</u></p> <p>Cost: N/A (no cost in-house training)</p>	<ul style="list-style-type: none"> • Education • Parent Engagement • Health and Safety 	<ul style="list-style-type: none"> • Parent will have an opportunity to participate in the required pedestrian training 	<ul style="list-style-type: none"> • EHS Parents 	<p>Materials <u>Brochures</u></p> <p>Cost: <u>\$330</u> (\$0.11 copy per page x 4 pages x 750 copies)</p>	8/2016	\$330
<p>Topic: <u>High Impact Series Maximizing Time Management Through a Successful Sourcing Plan (AIRS Webinar)</u></p> <p>Cost: <u>\$300</u> (\$100 x 3 participants)</p>	<ul style="list-style-type: none"> • ERSEA 	<ul style="list-style-type: none"> • Participant will learn the steps needed to follow and reach a broad spectrum of candidates, as well as learn ways to conduct effective recruitment. 	<ul style="list-style-type: none"> • ERSEA Manager • Family Advocate (2) 	<p>Materials: N/A</p>	6/2017	\$300
<p>Topic: Adult and Pediatric First Aid/CPR/AED</p> <p>Cost: <u>\$8,100</u> (\$30 p/p x 270 participants)</p>	<ul style="list-style-type: none"> • Health/Safety 	<ul style="list-style-type: none"> • Participants will have the ability to perform CPR and First on pediatric children as well as adults. 	<ul style="list-style-type: none"> • EHS staff (40) • Classroom teachers in need of renewal (230) 	<p>Materials: N/A</p>	8/2016-12/2016	\$8,100

Topic/Cost	Service Area(s) Impacted	Expected Outcomes	Target Participants	Materials/Cost	Timeframe	Total Cost
<p>Topic: Health Manager Meetings</p> <p>Cost: \$4,464 (\$1488 p/p x 3 participants)</p>	<ul style="list-style-type: none"> Health 	<ul style="list-style-type: none"> Participants will have the opportunity to learn about the latest trends and stay abreast of changes/new regulations affecting health. 	<ul style="list-style-type: none"> Director of Health Nutritionist Jackson Project Coordinator 	<p>Materials: N/A</p>	04/2017-07/2017	\$4,464
<p>Topic: <u>Integrating Health and Nutrition into Infant/Toddler Programs</u> (local training)</p> <p>Cost \$3,847 [(\$975 training per day x 3 days) + \$922 travel cost]</p>	<ul style="list-style-type: none"> Health 	<ul style="list-style-type: none"> Childcare providers and EHS staff will become knowledgeable of how health/nutrition is integrated in their school 	<ul style="list-style-type: none"> EHS staff (40) Directors and Owners (60) Parents (45) 	<p>Materials: Cost: <u>\$1,500</u> (\$10.00 x 150 participants)</p>	01/2017-07/2017	\$5,347



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2016-2017 Self-Assessment
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2016-2017 Self-Assessment

Introduction

The Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) is one of 31 coalitions in Florida. Since 2000, the ELCMDM has provided early education in two counties, Miami-Dade and Monroe. Under the auspices of the Office of Early Learning, ELCMDM serves more than 50,000 children between the ages of birth through 12 years old and their families. The ELCMDM is committed to increasing children's chances for achieving education success and becoming productive members of society by promoting high-quality early childhood education. In February 2015, the ELCMDM was awarded the Early Head Start – Child Care Partnership grant. This grant allowed the ELCMDM to provide comprehensive services to 750 at risk children, between birth to 3 years of age, living in some of the poorest zip codes in Miami-Dade County. The project's name, the Neighborhood Place for Early Head Start (NPEHS), reflects the ELCMDM's notion that it takes a village to raise a child. It is this idea of community that exemplifies the ELCMDM's belief in the importance of partnerships and collaboration to make a difference.

The NPEHS is committed to providing quality education and services to the children and families of Early Head Start Programs. As part of this commitment, the NPEHS engaged in a process of self-examination through the Self-Assessment. Head Start Performance Standard 13024.102(b)(2) requires programs to conduct an annual self-assessment that uses program data to evaluate the program's progress towards meeting goals, compliance with program standards, and the effectiveness of the professional development and family engagement systems in promoting school readiness.

With the approval from the Policy Council on March 1, 2017 and approval from ELCMDM Board on April 3, 2017, the NPEHS began the process of gathering and analyzing data and assessing the effectiveness of its operation and systems. With input from community stakeholders, each service area analyzed the data for their respective area to identify the accomplishments, opportunities of improvement, and challenges/underlying causes. Accordingly, a program improvement plan was developed using the recommendations from the stakeholders. The findings and decisions made by the EHS management team and stakeholders can be found in the subsequent pages of this report and the program improvement plan.



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DISABILITIES/MENTAL HEALTH

ACCOMPLISHMENTS

- The Early Head Start (EHS) Program reached and maintained a minimum of 10% total enrollment of children with disabilities.
- EHS staff (teachers) received coaching that incorporates developmental activities into the lesson plan, utilizing the Individualized Family Support Plan (IFSP) goals.
- Services for children with disabilities were implemented in the classrooms; which aligns with the Early Intervention Natural Environment Model and the Inclusion Model.

OPPORTUNITIES FOR IMPROVEMENT

REGULATION:

1302.42(a)(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program.

SOURCE:

ChildPlus Report
Disability Excel Spreadsheet

CHALLENGES:

The process for screening, submitting, and inputting results have been impacted by inconsistencies in communication, lack of knowledge of the tool, staff turnover, and lack of tracking and follow through.

MANAGEMENT SYSTEMS IMPACTED:

- Communication
- Ongoing Monitoring and Continuous Improvement
- Recordkeeping and Reporting
- Program Planning and Service System Design
- Training and Professional Development

RECOMMENDED IMPROVEMENT STRATEGIES:

- Train new teaching staff on how to administer the ASQ screeners (Developmental and Social/Emotional)
- Create a more effective timeframe for ASQ's completion, collection, and input into CP



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- Maintain a more effective line of communication to identify when children have been enrolled into the program in order to better track when ASQ's are due
- Pilot the ASQ's to be completed through the ASQ online portal

EDUCATION

ACCOMPLISHMENTS

- Infant and toddler teachers have increased quality teacher-child interactions in all dimensions of the Classroom Assessment Scoring System.

OPPORTUNITIES FOR IMPROVEMENT

REGULATION

1302.34(b)(7) Teachers conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.

SOURCE:

ChildPlus Dashboard Reports
Home Visits forms

CHALLENGES/UNDERLYING CAUSES:

Home visits are a new experience for teachers, and as such teachers lacked the knowledge and experience to comfortably conduct a home visit. Adherence to this requirement was also impacted by communication inconsistencies, staff turnover, and home visits not being prioritized.

MANAGEMENT SYSTEMS IMPACTED:

- Training and Professional Development
- Communication
- Ongoing Monitoring and Continuous Improvement
- Recordkeeping and Reporting
- Program Planning and Service System Design

RECOMMENDED IMPROVEMENT STRATEGIES:

- Create a binder/flash drive with all forms, policies, procedures
- Have Technical Assistance Specialist staff conduct quarterly meetings with their assigned directors to strengthen practices, provide training, and collect pending documentation
- Create a timeline with due dates and include specific tasks and topics for teachers to discuss during home visits



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- Provide ChildPlus Education reports to remind providers of pending home visits
- Inform all staff when a child is enrolled, withdrawn, or dropped from the program.

REGULATION

1302.31(b)(1)(i) Teaching practices must emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities

SOURCE:

MyTeachstone CLASS Observation Reports

CHALLENGES/UNDERLYING CAUSES:

Interacting and responding to children in an appropriate and nurturing manner is impacted by staff’s diverse cultures, teaching philosophies, formal trainings, and experiences. Language barrier and opportunities to plan have particularly impacted in facilitating learning.

MANAGEMENT SYSTEMS IMPACTED:

- Training and Professional Development
- Ongoing Monitoring and Continuous Improvement
- Program Planning and Service System Design

RECOMMENDED IMPROVEMENT STRATEGIES:

- Use MyTeachstone Professional Development tools to provide individualized coaching based on CLASS observation scores
- Embed professional development days throughout the program year
- Conduct informal CLASS observations throughout the year to monitor progress

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)



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ACCOMPLISHMENTS

- For the 2016-2017 school year, the program has maintained an average daily attendance of 91.05%. Monthly the program’s average daily attendance has been above 85%.
- Program has attained and maintained full enrollment
- Expanded Recruitment efforts to reach more infants

OPPORTUNITIES FOR IMPROVEMENT

REGULATION:

1302.16(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child’s well-being.

SOURCE:

ChildPlus Report

CHALLENGES/UNDERLYING CAUSES:

Parents have not been receptive to process of providers contacting them at 8:00 a.m. when the child has not arrived to school. Consequently, providers have been unsuccessful with making contact with the parent.

MANAGEMENT SYSTEMS IMPACTED:

- Communication
- Recordkeeping and Reporting
- Program Planning and Service System Design
- Training and Professional Development

RECOMMENDED IMPROVEMENT STRATEGIES

- Providers will reach out to parents within one hour of the child’s usual arrival time, thereby making the calls less intrusive on parents.
- Family Advocates will work to encourage families to bring children to school at the program start time by stressing the importance of a regular routine.

OPPORTUNITIES FOR IMPROVEMENT

REGULATION:

1302.16(2)(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children such as direct contact with parents or intensive case management, as necessary.



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SOURCE:

ChildPlus Report

CHALLENGES/UNDERLYING CAUSES:

Following up with absences has been a challenge for the program due to Family Advocates having a lack of understanding of the program's policy. This has resulted in inconsistent follow through. Additionally, Family Advocates have shown resistance with implementing the program's attendance intervention plans due to a lack of understanding regarding the importance of this process.

MANAGEMENT SYSTEMS IMPACTED:

- Communication
- Ongoing Monitoring and Continuous Improvement
- Recordkeeping and Reporting
- Program Planning and Service System Design
- Training and Professional Development

RECOMMENDED IMPROVEMENT STRATEGIES:

- Establish during the interview process an attendance back-up plan with at least two options for emergency situations.
- Have parents initial a copy of the attendance policy during the interview process.
- Participate in annual Attendance Awareness month (in September)
- Add attendance awareness as one of the mandatory parent trainings.
- Increase the number of attendance monitoring's each quarter.

FAMILY SERVICES

ACCOMPLISHMENTS

- The EHS program continues to offer the self-reflective parent curriculum, the Parenting Journey. This curriculum is widely revered amongst EHS families. Positive indicators include improved parent engagement in the EHS program upon graduating from the curriculum and resource building amongst Parenting Journey graduates. The EHS program has expanded its community outreach and engagement by offering the Parenting Journey curriculum to families outside of EHS. Outcomes will now be captured in a data reflective measure for the upcoming program year.
- Current outcomes measures reflect an increase in family stability in all areas of the PFCE Framework.

OPPORTUNITIES FOR IMPROVEMENT

REGULATION



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1302.52(b) A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start PFCE Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

SOURCE:

ChildPlus Reports
Family Partnership Agreement Document

CHALLENGES/UNDERLYING CAUSES:

Several factors has impacted meeting timely completion of the family assessment and goal setting, such as:

- Difficulty with engaging families and helping parents understand the benefits of the program
- Lack of time organization and time management skills among staff.
- Staff turn-over

MANAGEMENT SYSTEMS IMPACTED:

- Training and Professional Development
- Ongoing Monitoring and Continuous Improvement
- Program Planning and Service System Design

RECOMMENDED IMPROVEMENT STRATEGIES:

- Provide an orientation for EHS families in which all content areas provide details on services offered and expectations are discussed with parents for positive outcomes while in the program
- Provide third party training for staff in the areas of relationship building, case management, organization and time management skills, and motivational interviewing.
- Establish transition process to minimize adverse impact related staff changes.

HEALTH/NUTRITION

ACCOMPLISHMENTS



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- Food provided at the centers are nutritious, evidenced by the low numbers of children seen with cavities at the sites by the dentist.
- Creating collaborations, evidenced by working with Women, Infants, and Children (WIC) to help families receive services is a good step in the right direction.
- The number of medical services received by families is high.

OPPORTUNITIES FOR IMPROVEMENT

REGULATION:

1302.42(b)(4) A program must identify each child’s nutritional health needs, taking into account available health information, including the child’s health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.

SOURCE:

ChildPlus Report

CHALLENGES/UNDERLYING CAUSES:

An understanding for the importance of determining children’s health and nutritional status is lacking among staff. Consequently, staff are not following the program’s process for completing part II of the application, in which children’s health and nutritional assessment are done, as well as entering the information in the program’s database.

MANAGEMENT SYSTEMS IMPACTED:

- Ongoing Monitoring and Continuous Improvement
- Recordkeeping and Reporting
- Program Planning and Service System Design
- Training and Professional Development

RECOMMENDED IMPROVEMENT STRATEGIES:

- Emphasis on health history and nutrition assessments to provide route for preventative care.
- Create timeframe for when the health history and nutrition assessment should be completed with new families and input into the database system.

REGULATION:

1302.46(a) Program must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.



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SOURCE:

ChildPlus Report

CHALLENGES/UNDERLYING CAUSES:

Several factors have been an impediment in children receiving the proper medical and dental care for their age:

- Families are not educated/aware of how often their child(ren) should receive a well-baby check and immunizations.
- Families are not educated/aware of the importance in oral health care.
- Families on Medicaid have not selected a choice for dental.
- The health requirements/follow-up does not align with the health standards childcare centers follow for DCF, thus there is a conflict on the frequency health documentation should be provided.

MANAGEMENT SYSTEMS IMPACTED:

- Communication
- Ongoing Monitoring and Continuous Improvement
- Recordkeeping and Reporting
- Program Planning and Service System Design
- Training and Professional Development

RECOMMENDED IMPROVEMENT STRATEGIES:

- Participate in the Office of Head Start (OHS) ask the experts talks—these are pre-recorded conversations
- Advocacy should begin at the medical home to push families to the dentist. Build relationships with pediatricians in the medical home so they can be the biggest advocate.
- Make services available in the summer and park the dental bus at a particular site so families can access the services
- Utilize the Adverse Childhood Experience (ACE) questionnaire to help identify children at risk.



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STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS		
AREA(S) OF CONCENTRATION:	DISABILITIES/CHILD DEVELOPMENT AND EDUCATION SERVICES		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

FINDINGS	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.42(a)(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program.	Ensure developmental screenings are completed within 45 calendar days of when a child first enters the program.	1. Develop a policy and procedure for administering, collecting, inputting, training new staff, and tracking the 45 day screenings. Policy and procedure must include ways to address non-compliance.	1. Disability Manager and Director of Child Dev. and Ed. Support Svcs.	June 30, 2017	
		2. Identify the date, location, and time to train teachers on the ASQ screeners.	2. Disability Manager	June 7, 2017	
		3. Request to PDI the ASQ training for teachers.	3. Disability Manager	June 9, 2017	
		4. Train new teaching staff on how to administer the ASQ screeners and policies and procedures.	4. ELC Professional Development Institute & EHS staff.	July 25, 2017	
		5. Coordinate a meeting with developers of ASQ to discuss online screeners.	5. Disability Manager and Director of Child Dev. and Ed. Support Svcs.	May 12, 2017	
		6. Develop a plan of action for piloting the ASQ screener online. (include, complete commodities form, select sites to be piloted, training for staff, cost, procurement and purchase of license)	6. Disability Manager and Director of Child Dev. and Ed. Support Svcs.	June 16, 2017	



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STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS		
AREA(S) OF CONCENTRATION:	CHILD DEVELOPMENT AND EDUCATION SERVICES		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

Findings	Goals (Expected Outcomes)	Action Steps	Staff Responsible	Targeted Completion Date	Status
1302.34(b)(7) Teachers conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child’s learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent’s request, or if a visit to the home presents significant safety hazards for staff.	Ensure that teachers conduct two home visits a year for each family enrolled in their center.	<ol style="list-style-type: none"> Develop a policy and procedure for conducting home visits. Policy and procedure must include guidance for conducting a home visit, how to stay safe, timeframes for completing home visit, access to required forms, tracking completion of home visits, and ways to address non-compliance. Develop a plan for reviewing the home visit policy and procedure with staff. 	<ol style="list-style-type: none"> Director of Child Dev. and Ed. Support Svcs. Director of Child Dev. and Ed. Support Svcs. 	<p>June 30, 2017</p> <p>September 29, 2017</p>	



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AREA(S) OF CONCENTRATION:	CHILD DEVELOPMENT AND EDUCATION SERVICES		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

Findings	Goals (Expected Outcomes)	Action Steps	Staff Responsible	Targeted Completion Date	Status
1302.31(b)(1)(i) Teaching practices must emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities	Ensure all teachers create a responsive and nurturing environment that promotes the development of cognition, language, communication, critical thinking, problem solving, and fosters trust and emotional security.	<ol style="list-style-type: none"> Develop a coaching model that includes timeframes, observation and resource tools, feedback forms/action plans, and measures progress. Develop a Scope of Work to partner with agency that will support Technical Assistance Specialists with their role as coaches. Outline requirements for TAs to use when recommending PD. Requirements will include process for tracking teacher’s use on MyTeachstone and timeframe for informal observations. Develop yearly schedule for teacher’s PD 	<ol style="list-style-type: none"> Director of Child Dev. and Ed. Support Svcs. Vice President and Director of Child Dev. and Ed. Support Svcs. Director of Child Dev. and Ed. Support Svcs. Vice President and Director of Child Dev. and Ed. Support Svcs. 	<p>June 30, 2017</p> <p>May 5, 2017</p> <p>May 19, 2017</p> <p>May 31, 2017</p>	



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AREA(S) OF CONCENTRATION:	ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

Findings	Goals (Expected Outcomes)	Action Steps	Staff Responsible	Targeted Completion Date	Status
1302.16(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.	Ensure child's well-being by contacting parents within one hour of the program start time.	<ol style="list-style-type: none"> Develop a procedure for contacting parents to ensure child's well-being. Train child care providers and staff on the new procedure for contacting parents. Include as part of the application interview information a statement explaining to parents the process and reason for contacting parents. 	<ol style="list-style-type: none"> ERSEA Manager ERSEA Manager ERSEA Manager 	<p>June 30, 2017</p> <p>July 14, 2017</p> <p>May 30, 2017</p>	



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AREA(S) OF CONCENTRATION:	ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

Findings	Goals (Expected Outcomes)	Action Steps	Staff Responsible	Targeted Completion Date	Status
1302.16(2)(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children such as direct contact with parents or intensive case management, as necessary.	Ensure that follow up is done on children who are showing patterns of absences.	<ol style="list-style-type: none"> 1. Create an attendance back-up plan in which parents identify at least two option for emergency situation. 2. Train Family Advocates on the new attendance back-up form 3. Update enrollment procedures to include review of the attendance policy during the interview and have parents initial the policy. 4. Promote good attendance by coordinating activities during Attendance Awareness Month and adding attendance awareness to one of the mandatory parent trainings. 5. Update attendance monitoring frequency. 6. Develop a procedure for addressing staff who are not following the attendance policies and procedures. 	<ol style="list-style-type: none"> 1. ERSEA Manager 2. ERSEA Manager 3. ERSEA Manager 4. ERSEA Manager/ Family Advocates/Child Care Providers 5. ERSEA Manager 6. ERSEA Manager 	<p>May 31, 2017</p> <p>June 9, 2017</p> <p>June 30, 2017</p> <p>August 18, 2017</p> <p>May 31, 2017</p> <p>June 30, 2017</p>	



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STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS		
AREA(S) OF CONCENTRATION:	FAMILY AND COMMUNITY ENGAGEMENT		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

FINDINGS	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.52(b) A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start PFCE Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.	Ensure that needs and strength assessments and goals are established with families as early as possible as early as possible in the enrollment process.	<ol style="list-style-type: none"> Identify date, location, and time for parent orientation. Prepare agenda for parent orientation Develop flyer for parent orientation. Distribute flyers to parents Identify trainers/training for FAs on: relationship building, case management, organization and time management and motivational interviewing. Coordinate with procurement the tasks for paying for the FA trainings Identify dates, locations and times for FA trainings. Coordinate with PDI the links for the trainings and send to FAs for registration. Establish a policy and procedure to minimize the adverse effects of staff turnover. Review the policy and procedure to address staff turnover. 	<ol style="list-style-type: none"> EHS VP, Directors, and Managers EHS VP, Directors, and Managers EHS VP, Directors, and Managers, ELC Communication Family Advocate Director of Community and Family Engagement Director of Community and Family Engagement Director of Community and Family Engagement Director of Community and Family Engagement Director of Community and Family Engagement Director of Community and Family Engagement 	<p>May 30, 2017</p> <p>May 30, 2017</p> <p>June 16, 2017</p> <p>June 30, 2017</p> <p>May 30, 2017</p> <p>June 15, 2017</p> <p>June 15, 2017</p> <p>June 15, 2017</p> <p>June 30, 2017</p> <p>July 14, 2017</p>	



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
Agency Name: Early Learning Coalition of Miami-Dade/Monroe
Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gable, FL 33134
Early Head Start Grant Number: 04HP0007



STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS		
AREA(S) OF CONCENTRATION:	HEALTH AND NUTRITION SERVICES		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

FINDINGS	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
<p>1302.42(b)(4) A program must identify each child’s nutritional health needs, taking into account available health information, including the child’s health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.</p>	<p>Ensure children’s health and nutritional information are completed during part II of the applications</p>	<ol style="list-style-type: none"> 1. Create a timeframe for completing the health history and nutritional assessment. 2. Train FA on the forms, process, and reason for completing the health history and nutritional assessment. 3. Develop a monitoring system for tracking the timeliness of conducting the Health history and nutritional assessment. 	<ol style="list-style-type: none"> 1. Director of Community and Family Wellness 2. Director of Community and Family Wellness 3. Director of Community and Family Wellness 	<p>June 30, 2017</p> <p>July 15, 2017</p> <p>May 31, 2017</p>	



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
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STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS		
AREA(S) OF CONCENTRATION:	HEALTH AND NUTRITION SERVICES		
DATE OF PLAN:	4/2017	DATE PLAN WAS UPDATED/REVISED:	

FINDINGS	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.46(a) Program must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.	Ensure children are receiving the proper medical and dental care for their age.	<ol style="list-style-type: none"> 1. Coordinate a date, time, and location to have a meeting with local pediatricians and dentist that serve our families. 2. Host a roundtable discussion with pediatricians and dentist in the community to discuss challenges and solutions for helping educating parents on medical and dental needs. 3. Coordinate dental bus schedule for the summer. 4. Review and establish implementation process for administering the Adverse Childhood Experience (ACE) questionnaire. 5. Develop a plan for EHS and child care staff to watch <i>Ask the Expert</i>. Plan should include discussion topics after viewing the recording. 	<ol style="list-style-type: none"> 1. Director of Community and Family Wellness 2. Director of Community and Family Wellness 3. Director of Community and Family Wellness 4. Director of Community and Family Wellness 5. Director of Community and Family Wellness 	<p>June 30, 2017</p> <p>September 30, 2017</p> <p>May 31, 2017</p> <p>May 31, 2017</p> <p>July 21, 2017</p>	



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-07

Action Requested: Authorize the President and CEO to release a Request for Proposal for Parenting Education for Miami-Dade and Monroe Counties.

Fiscal Impact: An approximate amount of \$200,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: U.S Department of Health and Human Services, Administration for Children and Families (Miami-Dade), The Children's Trust (Miami-Dade), Florida Office of Early Learning (Miami-Dade and Monroe).

Strategic Goal:

- Neediest Children
- Youngest Children
- Educate All

- Providers
- Internal Capacity
- Funding

RESOLUTION NO. 05012017-07

AUTHORIZE THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR PARENTING EDUCATION FOR MIAMI-DADE AND MONROE COUNTIES.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;
NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to release a Request for Proposal for Parenting Education for Miami-Dade and Monroe Counties.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

Parents are a child's first and most important teachers. Meaningful parent engagement is a vital component of a quality early care and education program. When programs engage parents in their child's education, they build a lifelong partnership that fosters children's success in school and life. This increased participation is linked to greater academic motivation and stronger social and emotional skills among all young children, regardless of ethnic and socioeconomic background. Parent education serves as a support to increase the capacity of parents by building their self-efficacy, understanding of child development and secure attachment to their child(ren).

Head Start Performance Standard 1302.51(b) requires programs to offer opportunities for parents to participate in a research-based parenting curriculum that builds parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development.



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-08

Action Requested: Authorize the President and CEO to release a Request for Proposal for an Online Professional Development Program and Training for Classroom Assessment Scoring System (CLASS) for Miami-Dade and Monroe Counties.

Fiscal Impact: An approximate amount of \$60,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: U.S Department of Health and Human Services, Administration for Children and Families (Miami-Dade), Florida Office of Early Learning (Miami-Dade and Monroe), and The Children's Trust (Miami-Dade).

Strategic Goal:

<input checked="" type="checkbox"/> Neediest Children	<input checked="" type="checkbox"/> Providers
<input checked="" type="checkbox"/> Youngest Children	<input type="checkbox"/> Internal Capacity
<input checked="" type="checkbox"/> Educate All	<input type="checkbox"/> Funding

RESOLUTION NO. 05012017-08

AUTHORIZE THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR AN ONLINE PROFESSIONAL DEVELOPMENT PROGRAM AND TRAINING FOR CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) FOR MIAMI-DADE AND MONROE COUNTIES.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the President and CEO to release a Request for Proposal for an Online Professional Development Program and Training for Classroom Assessment Scoring System (CLASS) for Miami-Dade and Monroe Counties.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

The Professional Development online system will provide each teacher individualized strategies for improving the quality of adult-child interaction and raising Classroom Assessment Scoring System (CLASS) scores. This will also include training, training materials, and any other products or services offered by this vendor.



Early Learning Coalition Board Executive Committee Meeting

May 1, 2017

Resolution: 05012017-09

Action Requested: Approval of the Evaluation Committee’s recommendation of the selected vendors for ITN #ELCMDM2017-01 (Office Furniture). Also, authorize the President and CEO to negotiate and execute contracts with the selected vendors.

Fiscal Impact: A total forecasted amount of \$400,000.00 for fiscal year 2017-2018, which is subject to the availability of funding.

Funding Source: All Funding Sources

Strategic Goal:

<input type="checkbox"/> Neediest Children	<input type="checkbox"/> Providers
<input type="checkbox"/> Youngest Children	<input checked="" type="checkbox"/> Internal Capacity
<input type="checkbox"/> Educate All	<input type="checkbox"/> Funding

RESOLUTION NO. 05012017-09

APPROVAL OF THE EVALUATION COMMITTEE’S RECOMMENDATION OF THE SELECTED VENDORS FOR ITNELCMDM2017-01 (OFFICE FURNITURE). ALSO, AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE AND EXECUTE CONTRACTS WITH THE SELECTED VENDORS.

WHEREAS, the Board Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Board Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Board Executive Committee shall authorize the approval of the Evaluation Committee’s recommendation of the selected vendors for ITN #ELCMDM2017-01 (Office Furniture). Also, authorize the President and CEO to negotiate and execute contracts with the selected vendors.

The foregoing resolution and attachment was offered by _____, who moved its approval. The motion was seconded by _____, and upon being put to a vote, the vote was as follows: _____.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of May, 2017.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _____
Executive Committee Secretary

Background:

On March 10, 2017, the Early Learning Coalition released an Invitation to Negotiate (ITN) for Office Furniture (ELCMDM2017-01). On or before March 31, 2017, the Early Learning Coalition received two (2) proposals from the following:

- Apricot Office Interiors, Inc.
- Pradere Manufacturing Corp

On March 31, 2017, the proposals were reviewed by three (3) evaluators who made up the Evaluation Committee.

Evaluation Committee Members:

- #1 Trish Turner, Vice President of Human Resources and Administrative Services, Early Learning Coalition of Miami-Dade and Monroe
- #2 Lissandra Curbelo, Procurement Officer, Early Learning Coalition of Miami-Dade and Monroe
- #3 Juan Castillo, Director of Budget, Early Learning Coalition of Miami-Dade and Monroe

On March 31, 2017, at the 1st Evaluation Committee Meeting, the committee moved and passed a motion to recommend that the Early Learning Coalition invite the two vendors listed below to negotiate and execute contracts. This resolution also requests to move funds between Office Furniture Contracts as needed.

Both vendors are under the State contract list and every quote will be subject to the State Contract Price List.

- Apricot Office Interiors, Inc.
- Pradere Manufacturing Corp

Evaluation Scorecards:

ITN# ELCMDM2017-01 Office Furniture		Max. Score	Apricot Office Interiors, Inc.			Pradere		
			#1	#2	#3	#1	#2	#3
Organizational Background, Qualifications and Capabilities		40						
1	Most strictly meets the requested needs of the agency as listed within the scope.	10	8	8	8	10	10	9
2	Proposal includes summary of the proposer's overall organization.	10	7	8	8	9	10	9
3	Background of the firm, including areas of practice, stability and internal quality control program.	10	7	7	8	8	10	9
4	Proposal clearly states the structure of the corporation, availability of corporation support, and the financial viability of the firm.	10	8	8	8	9	10	9
Product Design and Performance		30						
1	Proposal clearly demonstrates the Product construction and system design.	10	8	8	8	9	10	9
2	Proposal lists the product warranty, test results, safety and maintenance factors for the product design	10	8	7	8	10	10	9
3	Proposal clearly demonstrates prior experience and job performance.	10	7	7	8	8	10	9
Price		30						
1	Proposer submits a complete catalog with detailed information on products and price list	30	28	30	28	28	30	29
TOTAL		100	81	83	84	91	100	92
TOTAL SUM		300	248			283		