



Annual Report

FY 2016-2017

About Us



The Neighborhood Place for Early Head Start (TNPEHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM). The ELCMDM is the largest of 31 early learning coalitions in Florida. The early learning coalitions administer the funds from the Child Care Development Block Grant (CCDBG), which provides child care subsidies to eligible families. Since 2000, the ELCMDM has provided high-quality early education in two counties; Miami-Dade and Monroe.

In 2014, the ELCMDM saw an opportunity through the Office of Head Start to provide comprehensive services to the infants and toddlers in our community and to support early education programs in raising their level of quality. In February 2015, the ELCMDM was awarded the Early Head Start – Child Care Partnership grant. With our strong belief that a unified community plays a vital role in improving the lives of children, it seemed natural to name the project, The Neighborhood Place for Early Head Start.

Population:

The project is funded to serve 750 children, ages zero to three years, and their families who reside in the Office of Head Start's identified high poverty zip codes.

Service:

The Neighborhood Place for Early Head Start takes a holistic approach to education. Content area experts are on staff to track all areas of a child's development (health, social emotional, cognitive, nutrition, dental, hearing and vision, etc.). When children demonstrate a delay in their development, the program partners with community partners to provide intervention that will foster the child's development. As new research sheds light on children's development, a team of Technical Assistance Specialists work with classroom teachers to ensure best practices are being used in the center.

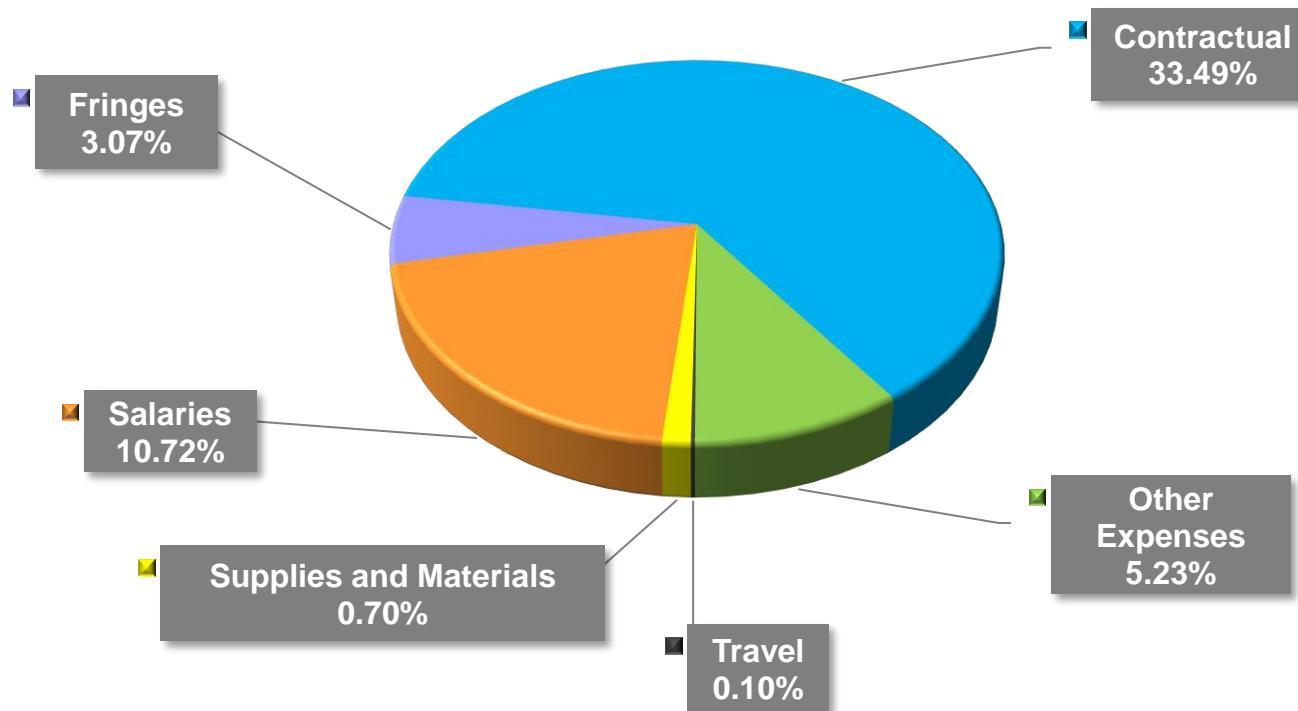
The Neighborhood for Early Head Start recognizes that a successful family contributes to a child's success in school. Therefore, the program works closely with families to identify their strengths, needs, and wants. Based on these outcomes, families develop a Family Partnership Agreement (FPA) with their family advocate. The FPA identifies the family's goal(s) and lists the steps to be taken to achieve the goal(s). Additionally, the program is committed to helping parents build strong relationships with their children. The program selected a strength-based parenting curriculum in which parents are asked to reflect on experiences from their own childhood. With guidance from a facilitator and support from the other parents, the participants reflect on their upbringing to set goals for creating a positive relationship with their children.

2016-2017 Funding Sources

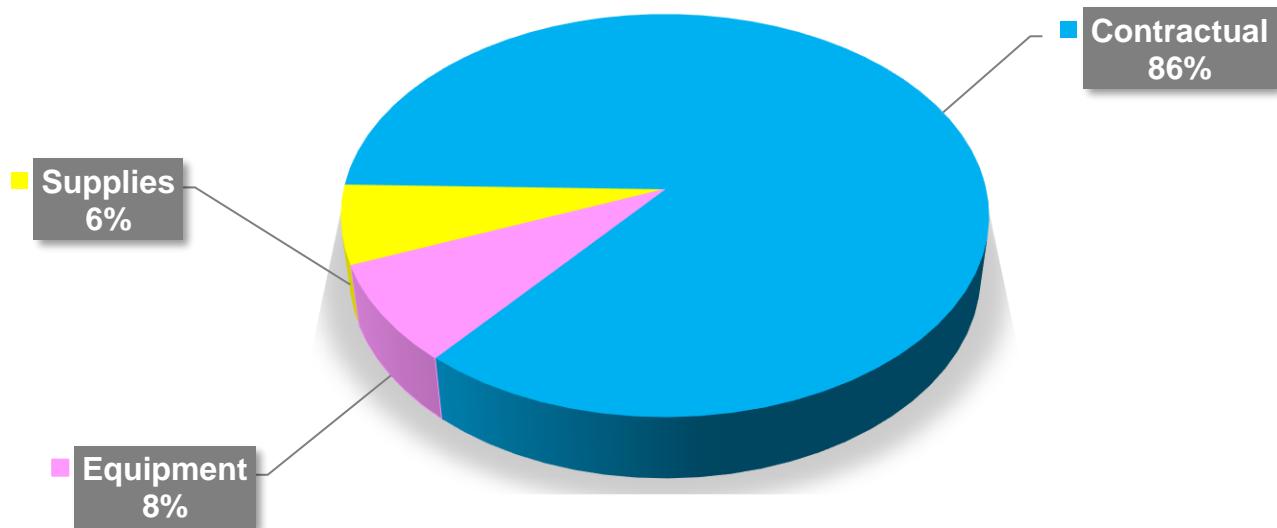


2016-2017 Expenditures

Base Award



Carry Over Balance



2017-2018 Proposed Budget

Category	Budget	% of Budget
Salaries	\$2,027,778.00	14.97%
Fringe benefits	\$668,827.00	4.94%
Travel	\$50,500.00	0.37%
Supplies	\$70,187.00	0.52%
Contractual	\$8,588,892.00	63.42%
Other	\$2,137,615	15.78%
Total Proposed Program Operations Budget (HHS, SR, and CT)*	\$13,543,889	100.00%
Non-Federal Share	\$2,447,215.00	20%

* HHS = United States Department of Health and Human Services

SR = School Readiness (Subsidized Child Care)

CT = Children's Trust



2016 - 2017 Enrollment



Children are selected for enrollment into The Neighborhood Place for Early Head Start using a selection criteria developed based on the program's Community Assessment. The Community Assessment takes a look at the needs of families with children that are age and income eligible for Early Head Start Services. The issues that plague a great number of families are added to the programs selection criteria.

Early Head Start must make at least 10% of their enrollment opportunities available to children with disabilities who are eligible for Part C services under the Individuals with Disabilities Education Act (IDEA). The Neighborhood Place for Early Head Start works closely with Early Steps to insure children with disabilities are included in an inclusive program where they have the opportunity to learn alongside typically developing children.

Families that are selected for enrollment participate in a comprehensive interview prior to enrollment. The interview is designed to give program staff a closer look at each family's unique set of circumstances and introduce the family to the program. Staff work to identify strengths and barriers and assist the families with planning and strategizing to expound on their strengths and overcome barriers.

Aug. 2016	Sept. 2016	Oct. 2016
740	746	746

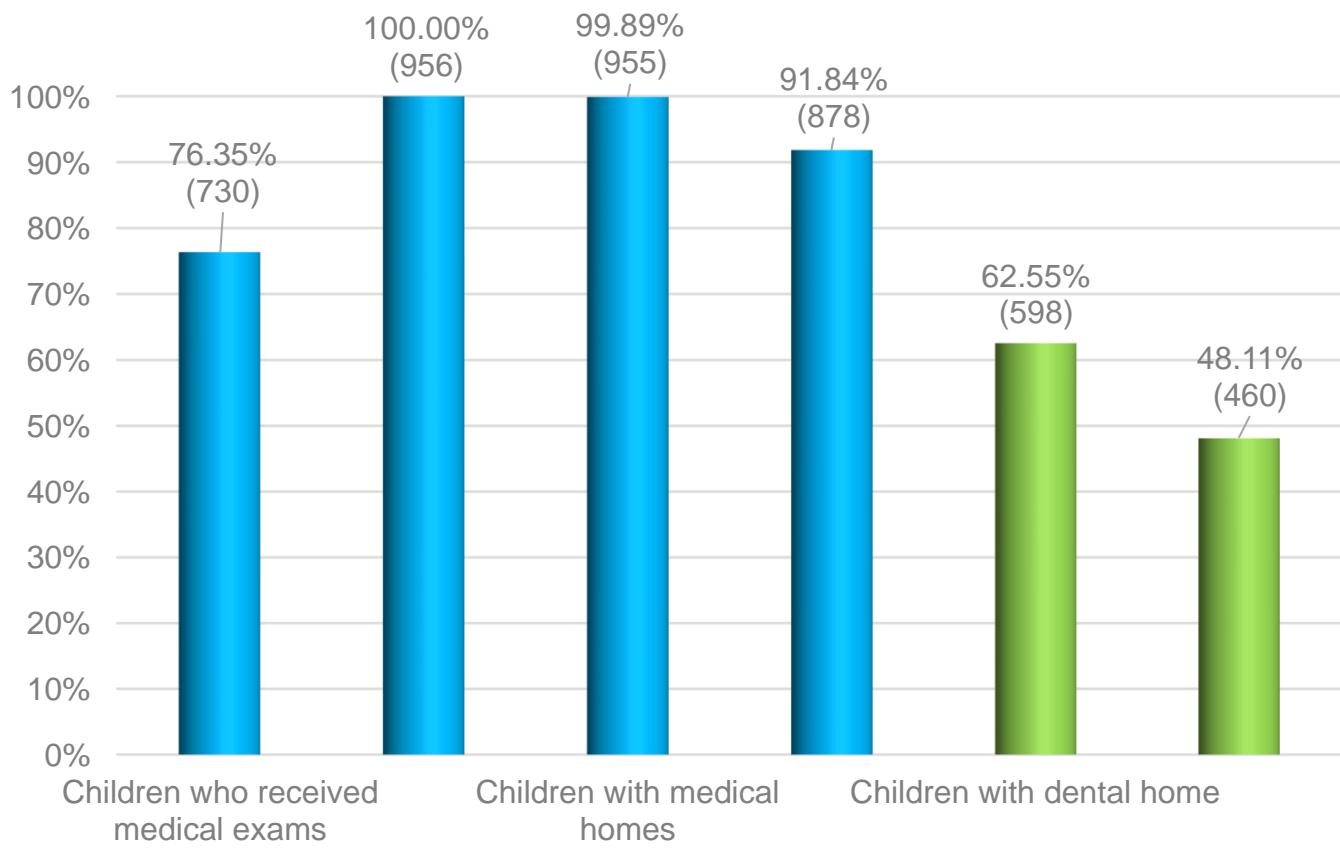
Nov. 2016	Dec. 2016	Jan. 2017
712	712	748

Feb. 2017	Mar. 2017	Apr. 2017
750	750	750

May 2017	Jun. 2017	Jul. 2017
750	749	750

Medical and Dental Services

The Neighborhood Place for Early Head Start focuses on children's health status by educating parents/guardians on its importance. Families learn of and are connected to organizations in their respective communities that are able to provide needed health services. Such efforts allow parents/guardians to stay abreast of their child's developmental health needs.



Medical

Dental

Family Engagement

Family engagement in The Neighborhood for Early Head Start focuses on building relationships with families to promote family well-being, self-sufficiency, community leadership, and advocacy; support strong relationships between parents and their children; foster ongoing learning for both parents and children; and involve parents in the program's decision making process.

Family Engagement Activities	Number of Participating Parents
Goals completed	359
Families who received asset building services	455
Families who received health education	100
Fathers who participated in EHS parent activities	81



Family Outcomes

The Parent, Family, and Community Engagement (PFCE) Framework is a road map for achieving the types of outcomes that lead to positive and enduring change for children and families. Family Advocates complete a survey, Family Snapshot, with our families at the beginning and end of the program year. The Family Snapshot is utilized to establish goals with families as well as link them to resources within the community for better outcomes. Early Head Start families made progress in several areas: Mental Health/Substance Abuse, Nurturing Relationships, Child Development/Parenting, Family Education at Home, and School Readiness.



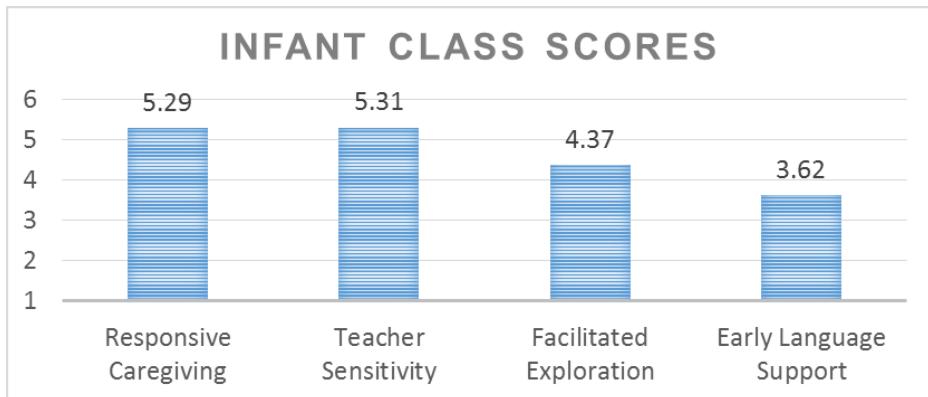
Family Outcomes	Housing	Safety	Health	Mental Health/ Substance Abuse	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/ Parenting	Family Education at Home	School Readiness	Education, Training, and Literacy	Volunteering	Transitions	Families and Communities	Leadership and Advocacy
Preliminary:	4	4.4	4.2	4.5	4.3	3.5	2.9	4.4	4.3	4.2	4.3	4.3	3.8	3	3.8	3.8	3.5
Final Assessment:	4	4.4	4.2	4.6	4.2	3.5	2.9	4.5	4.5	4.3	4.5	4.4	3.8	3	3.7	3.7	3.4
Gains*:	0	0	0	0.1	-0.1	0	0	0.1	0.2	0.1	0.2	0.1	0	0	0	-0.1	-0.1

Legend:

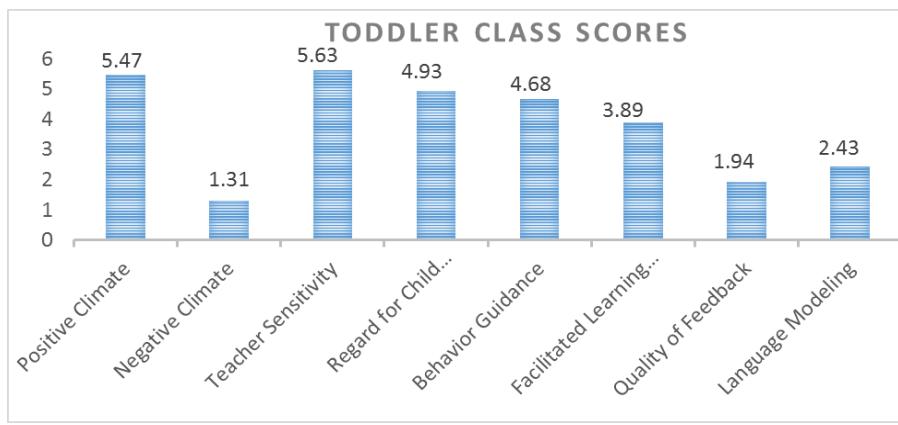
Thriving =5 Self-Sufficient=4 Stable=3 Vulnerable=2 In Crisis=1

*Gains are calculated by comparing the results from the preliminary and final assessments.

Child Outcomes



According to Harvard University's Center on the Developing Child, one of the principles to improve outcomes for children and families is supporting responsive relationships. "Scientists have discovered that the experiences children have early in life—and the environments in which they have them—not only shape their brain architecture, but also affect whether, how, and when the developmental instructions carried in their genes are expressed. This is how the environment of relationships young children experience with adult caregivers, as well as early nutrition and the physical, chemical, and built environments, all get "under the skin" and influence lifelong learning, behavior, and both physical and mental health—for better or for worse." ("Three Principles to Improve Child Outcomes," 2017) Child Development and Education Support Services for the Neighborhood Place for Early Head Start targeted teacher-child interactions as a basis for professional development and ensuring that children and families are exposed to rich and responsive environments that positively impact children's readiness for school.



Source: Three Early Childhood Development Principles to Improve Child Outcomes. (2017, October). Retrieved February 9, 2018, from <https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/>

Federal Review

The most recent federal review occurred on February 14-15, 2017. The following are results from the federal review:

Compliance/Strengths:

- The grantee was fully enrolled with 750 children.
- Written agreements with partners outlined expectations with fiscal management and reporting requirements.
- Required reports were presented to the Board and Policy Council.
- Staff were participating in Infant/Toddler Child Development Associate (CDA) Credential courses and relevant training opportunities.
- Early Head Start – Child Care Partnership funds were distributed in accordance with cost allocation plan and used to purchase developmentally appropriate toys, materials, and classroom furniture.
- The grantee's budget included layered funding, with 52 percent of its enrolled children receiving subsidy at the time of the review.
- The Children's Trust provided non-federal share to supplement loss of child care subsidies.
- The child care partners supported the grantee with obtaining health information from families.
- The grantee had an increased awareness of the importance of oral health care.
- The grantee service area coordinators ensured initial screenings were completed within the required timeframe.
- The grantee had systems to effectively engage families and family services staff conducted home visits to better understand children's health status and capture developmental concerns.
- Early Learning Coalition of Miami-Dade/Monroe ensured its partners incorporated families into the program.
- Partners strengthened the connection with families by displaying pictures of children and their families and labeling classroom items in English and Spanish.
- The grantee helped partners reduce teaching staff's burden and provided additional support toward meeting family needs by assign a Family Advocate and T/TA Specialist.
- The grantee and its partners created a monitoring system to ensure continuous improvement of the program.

Opportunities for Strengthening the Program:

- There was a need for partners to become more familiar with and comply with the Head Start Program Performance Standards.
- The agency underestimated the time needed to effectively implement all fiscal process.
- Observation of 11 partnership sites also found inconsistent with the implementation of the curriculum.



2016-2017 Audit

The Report on Compliance for each major Federal Program was issued without any findings. The audit was done in compliance with Uniform Guidance, Cost Principles and the Code of Federal Regulations.



Acknowledgement

The success of the Neighborhood Place for Early Head Start is a result of many stakeholders who share our purpose in providing infants and toddlers with caring relationships, safe environments, and diverse sensory experiences that builds children's confidence and fosters their development.



Thank you to the Early Learning Coalition of Miami-Dade/Monroe Board, the Early Head Start Policy Council, our parents, child care partners, community partners, and the dedicated staff for your support and invaluable suggestions.