



The Neighborhood Place for Early Head Start
A division of the Early Learning Coalition of Miami-Dade/Monroe

2017-2018
A Year
in Review

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About Us

The Neighborhood Place for Early Head Start (TNPEHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM). In February 2015, the ELCMDM was awarded the Early Head Start – Child Care Partnership grant by the United States Department of Health and Human Services with the intent of working with local, private childcare providers to offer Early Head Start services. Annually, the Neighborhood Place for Early Head Start serves a minimum of 750 children, ages zero to three, and their families who reside in high poverty zip codes in Miami-Dade County. With the 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. It is in this spirit of community that the program works with private childcare providers and community partners to create the groundwork that counteracts the effects of living in poverty.

Research has proven that child poverty has a profound effect on specific circumstances, such as birth weight, infant mortality, language development, chronic illness, environmental exposure, nutrition, and injury.¹ Additionally, living in transitory or persistent poverty can create emotional stress on parents resulting in less nurturing and more punitive parent-child interactions.² Therefore, 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.) and intervene when necessary. When a child demonstrates a delay in his/her development, the program connects with community partners to provide intervention that will foster the child's development and minimize any toxic stressors that can have adverse effects lasting a lifetime.³

The Neighborhood Place for Early Head Start recognizes that a family's well-being and stability contribute to a child's success in school. Therefore, family advocates work closely with families to identify their strengths, needs, and wants. Based on these outcomes, families select goals for themselves. With support from their family advocate, families develop a plan of action, Family Partnership Agreement, to achieve their goals. Through the parenting curriculum, Parenting Journey, parents are able to build strong and positive relationships with their children. As part of the curriculum, parents engage in a process of self-reflection by linking their parenting style to how they were raised. This results in parents being able to identify the strong parent practices they inherited and making a conscious decision to change the practices that negatively impact their relationship with their children.

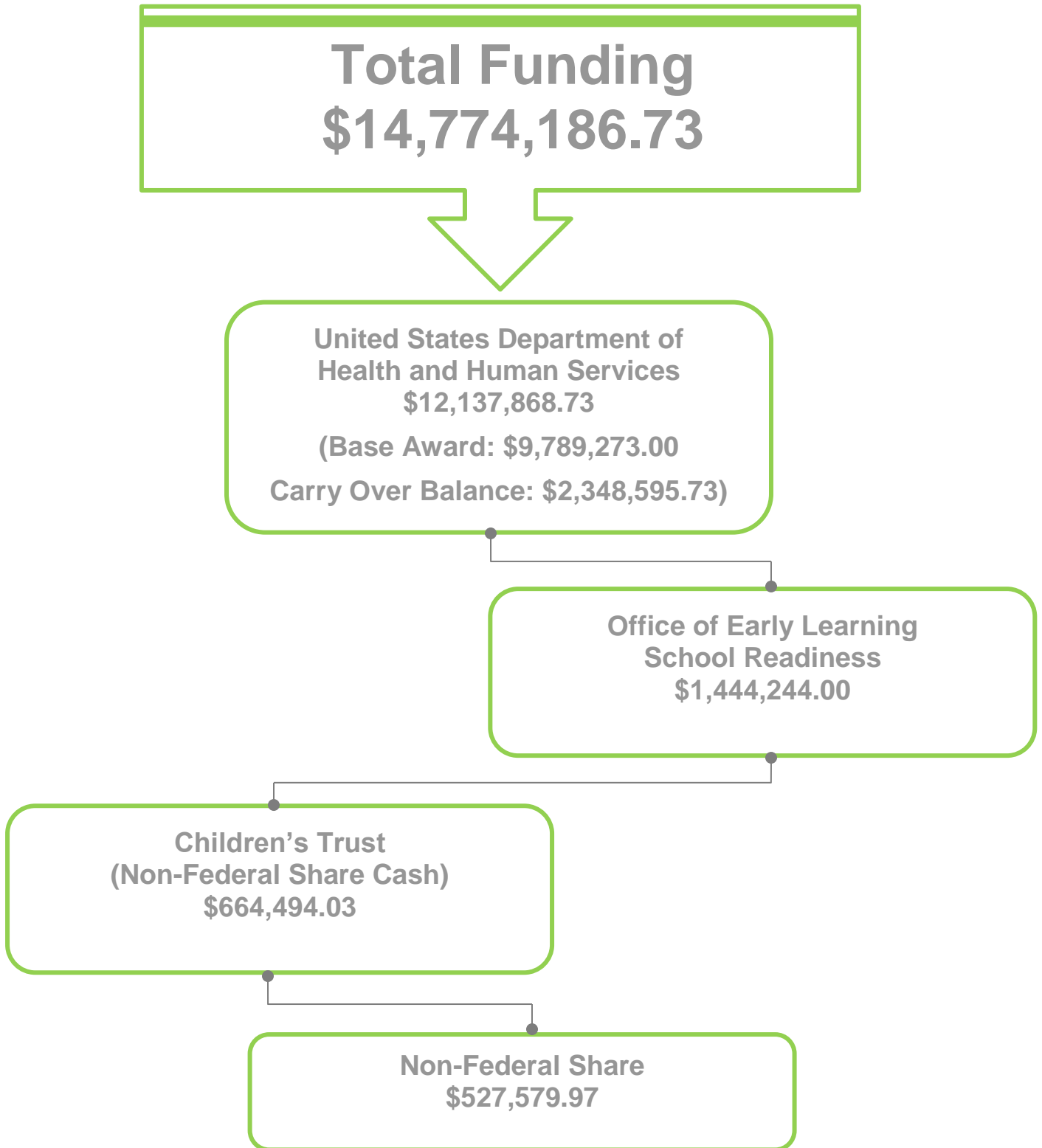
As new research sheds light on children's development, a team of Technical Assistance Specialists work with classroom teachers to ensure best practices are used in the classroom. Ongoing professional development, through training and coaching, helps teachers better understand the distinctive milestones of development in infants and toddlers. Through continuous child assessment, teachers are able to use their understanding of infants and toddlers to individualize experiences that will cultivate a child's developmental progress. Home visits and parent-teacher conferences provide an opportunity for teachers to share with parents their child's progress and work hand-in-hand to consistently and continuously support the child in his/her development across all environments.

¹ AAP COUNCIL ON COMMUNITY PEDIATRICS. Poverty and Child Health in the United States. *Pediatrics*. 2016; 137(4):e20160339

² Aber, J. L., Bennett, N. G., Conley, D. C., & Li, J. (1997). The effects of poverty on child health and development. *Annual Review of Public Health*, 18, 463-483. <https://doi.org/10.1146/annurev.publhealth.18.1.463>

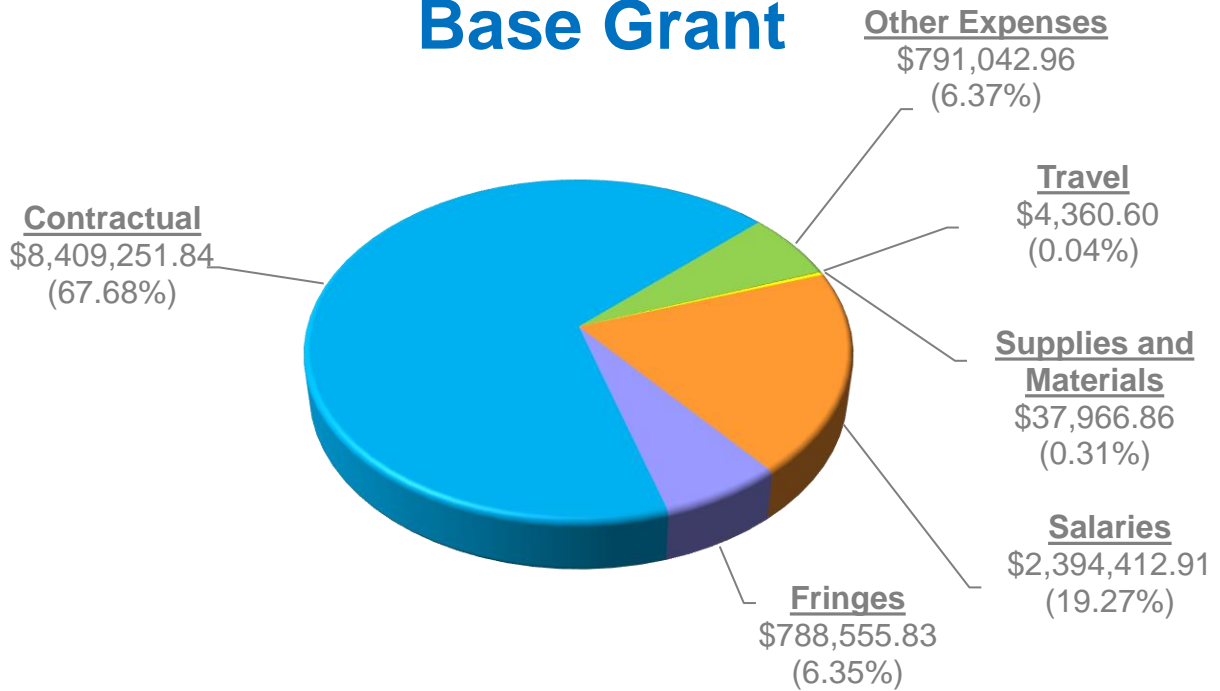
³ Center on the Developing Child (2007). *The Science of Early Childhood Development (InBrief)*. Retrieved from www.developingchild.harvard.edu.

2017-2018 Funding Sources

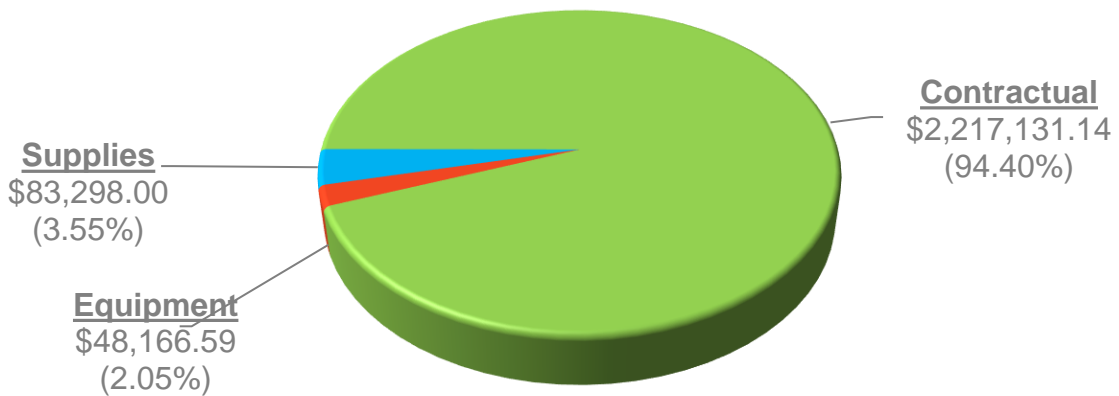


2017-2018 Expenditures

Base Grant

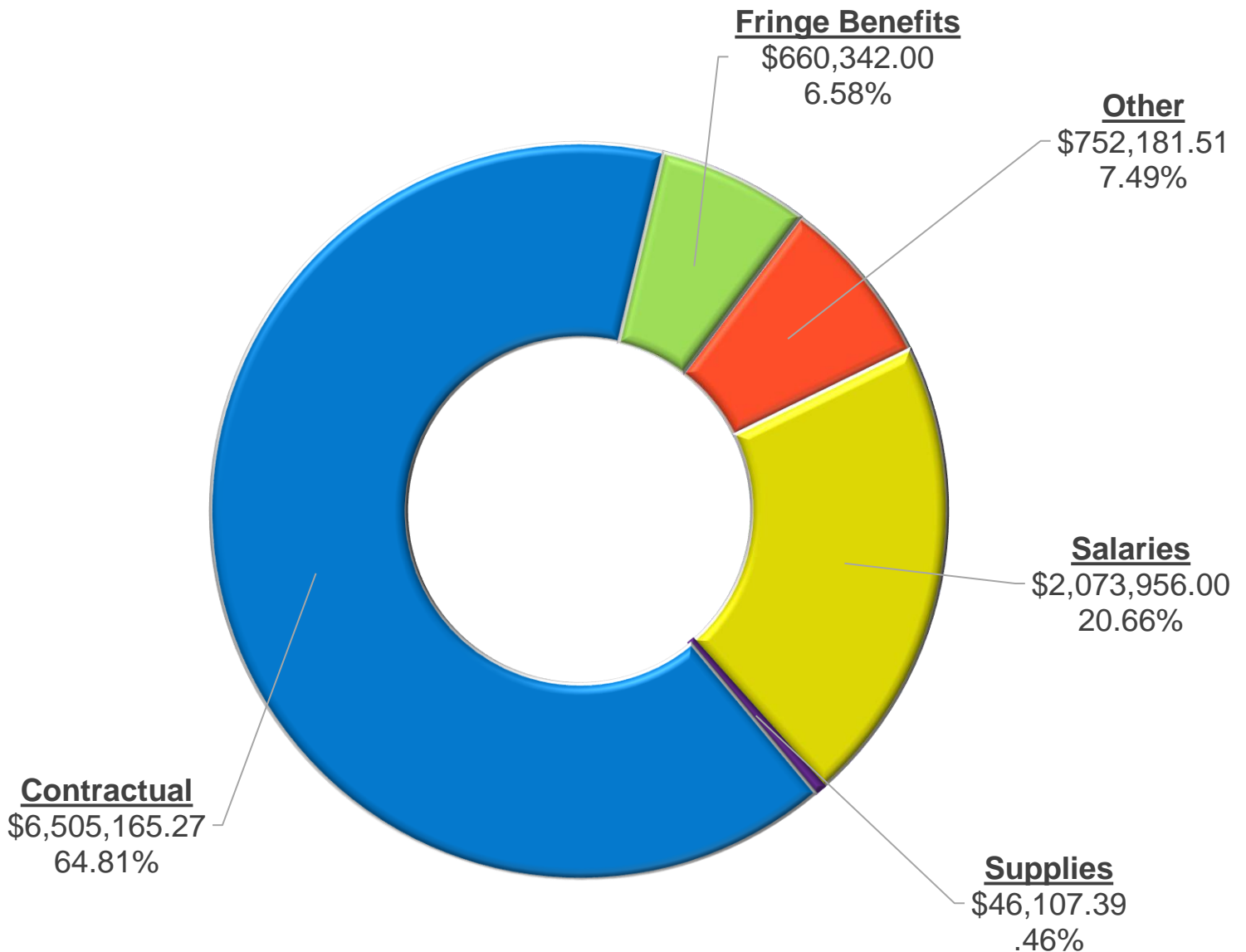


Carry Over Balance



2018-2019 Proposed Budget

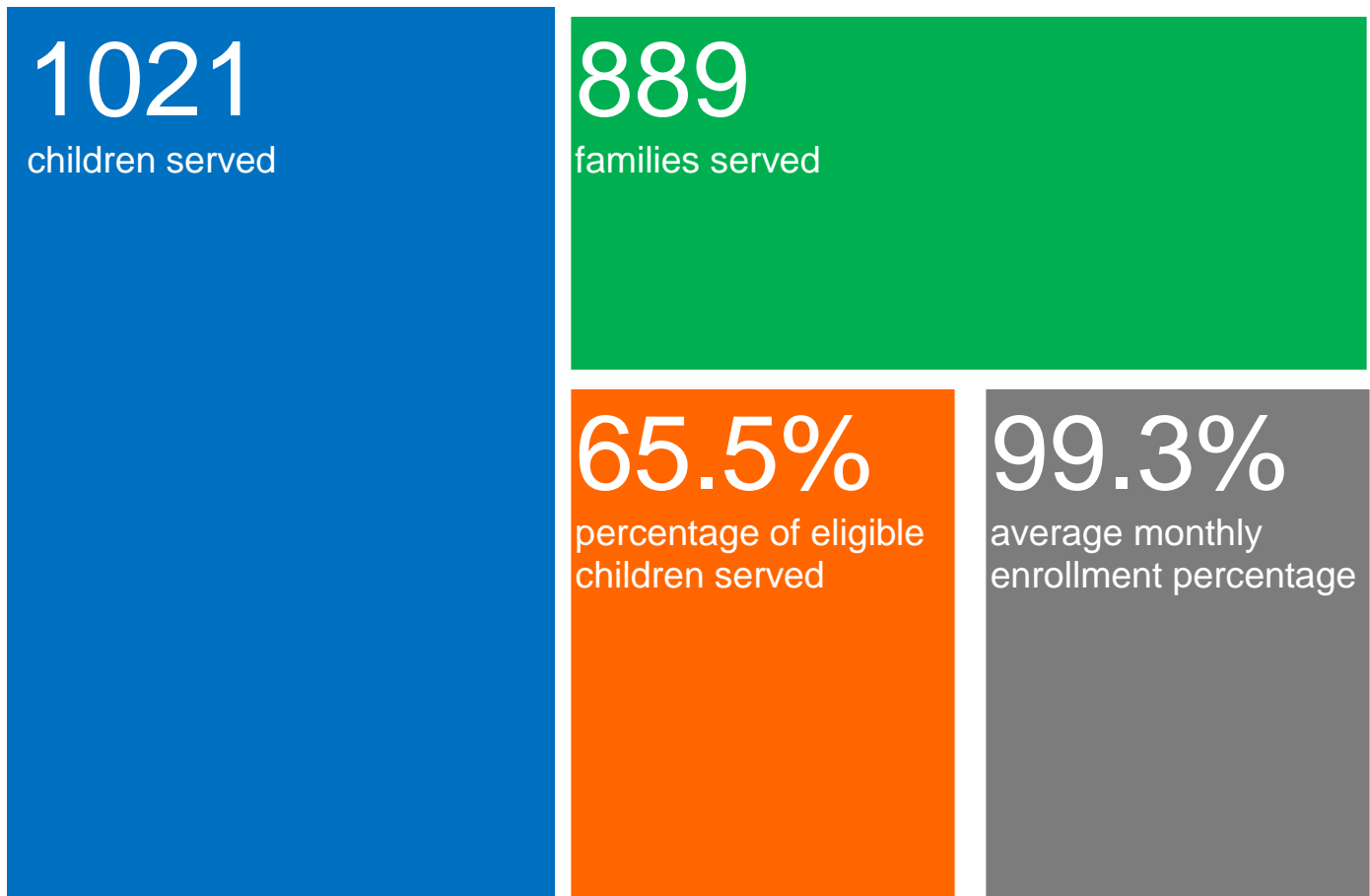
Total Proposed Budget (Program Operations) \$10,037,752.00



2017-2018 Enrollment

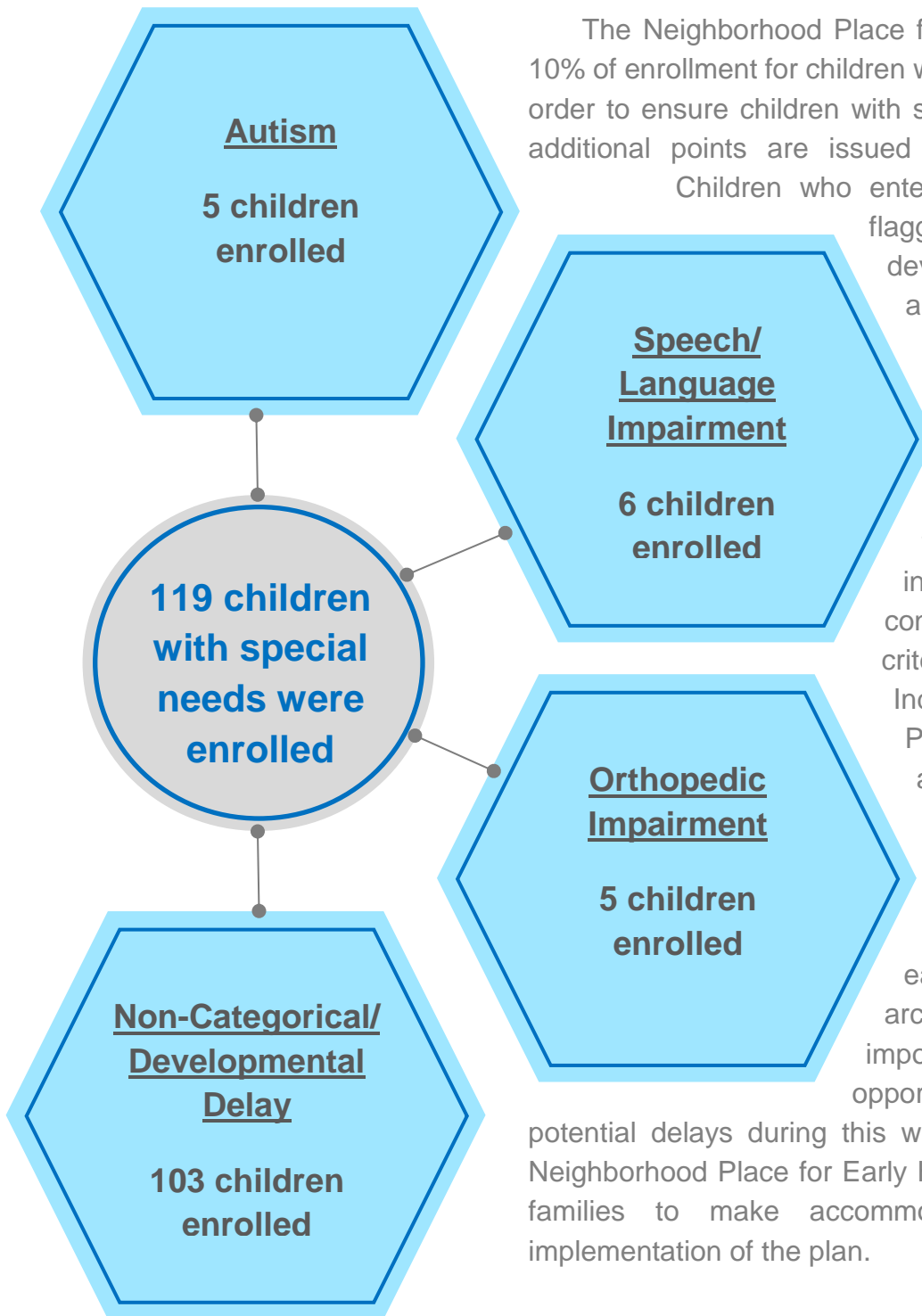
The Neighborhood Place for Early Head Start provides services in four high poverty areas in Miami-Dade County: Liberty City, Little Havana, Miami Gardens/Opa-Locka, and Homestead/Florida City. Recruiting families for the program is an organized and well thought-out plan that solicits the support of our community partners. Once families complete the application, selecting families follows a fair process that ensures the neediest families receive priority into the program. Selection is based on a carefully developed point system that reflects the needs of the area as detailed in the program's Community Assessment. Families with the highest points indicate a higher need and are considered most eligible for the program. Eligible families not selected are placed on a waiting list until an enrollment opportunity arises or are referred to other programs with immediate openings.

Enrollment Information for the 2017-2018 School Year



Special Needs Enrollment

Number of Children Enrolled by Identified Categories:



The Neighborhood Place for Early Head Start reserves 10% of enrollment for children with an identified disability.⁴ In order to ensure children with special needs receive priority, additional points are issued at the time of application.

Children who enter the program and are red flagged based on the developmental screening, Ages and Stages Questionnaire, 3rd Edition, are referred to the local Part C agency, Early Steps, for more in-depth evaluation. A determination is made on whether or not the child will benefit from intervention. With parental consent, children who meet the criteria for intervention receive an Individualized Family Support Plan (IFSP) detailing the type and amount of intervention services to be received. Since the brain grows rapidly during the first few years of life and its plasticity makes it easier to influence the architecture of the brain,⁵ it is important to maximize the learning opportunities and minimize any potential delays during this window of development. The Neighborhood Place for Early Head Start works closely with families to make accommodations and support the implementation of the plan.

⁴ United States. (2016). *Head Start Program performance standards and other regulations*. Washington, D.C.: U.S. Dept. of Health and Human Services, Administration for Children and Families, Head Start Bureau.

⁵ Center on the Developing Child (2007). *The Science of Early Childhood Development (InBrief)*. Retrieved from www.developingchild.harvard.edu.

Medical and Dental

The Neighborhood Place for Early Head Start focuses on children's health status by educating parents/guardians on its importance. Educating families involve fact sharing and connecting parents to organizations in their communities that are able to provide needed health services and information. This allows parents/guardians to understand their children's medical and dental needs as well as to become informed advocates for their children. Research has shown that children living in poverty are less likely to have routine care and continuity of a home health provider.⁶ Family advocates from the Neighborhood Place for Early Head Start work with connecting families to a medical and dental home so that children have a managed and continuous form of health care. Family advocates track children's medical and dental care to ensure children are receiving regular care. Despite these efforts, there is a continuous challenge with having parents understand the importance of early dental care. Therefore, the program developed a partnership with the State of Florida's Department of Health to provide dental exams to children through the Seals on Wheels Program. During the 2017-2018 school year, 376 Early Head Start and 49 non-Early Head Start children received a dental exam through the Seals on Wheels Program. Other medical and dental gains in 2017-2018 included:

68.80% children who received medical exams

99.80% children with health insurance

99.71% children with medical home

94.42% children with up-to-date immunizations

66.39% children who received dental exams

52.30% children with dental home

⁶ Peter RF, Newacheck PW, Halfon N. Access to Care for Poor Children: Separate and Unequal? *JAMA*.1992;267(20):2760–2764. doi:10.1001/jama.1992.03480200068026

Family Engagement

Family engagement are opportunities for parents to be actively involved in their child's education and the program's decision-making process. As a child's first teacher, parents provide a different perspective that is key to the overall success of the program. Keeping in mind that many of our parents experience hardships, the Neighborhood Place for Early Head Start ceases every possibility to educate the parents on the services offered by the program and throughout the community, as well as to furnish parents with information that will fortify the family's well-being.

Parent Engagement Activities during 2017-2018 School Year:

Parent Orientation	Family Goal Setting Activity	Financial Literacy
AN INITIAL ACTIVITY TO EXPLAIN THE PROGRAM TO PARENTS AND SHARE INFORMATION ON ALL THE SERVICES AVAILABLE. THE IMPORTANCE OF PARENT ENGAGEMENT IS EMPHASIZED.	ALL PARENTS WORK WITH THEIR FAMILY ADVOCATES TO IDENTIFY A GOAL AND SET A PLAN OF ACTION TO ACCOMPLISH THEIR GOAL(S).	IN PARTNERSHIP WITH REGIONS BANK, FINANCIAL LITERACY TRAININGS WERE OFFERED TO PARENTS, SUCH AS BASIC BANKING AND HOMEOWNERSHIP.
Self-Assessment	Talk, Read, and Sing Initiative	Family Game Night
PARENTS WORK WITH STAFF TO IDENTIFY STRENGTHS IN THE PROGRAM AND OPPORTUNITIES FOR IMPROVEMENT. PARENTS MAKE RECOMMENDATIONS TO STRENGTHEN THE PROGRAM.	DURING HOME VISITS, TEACHERS PROVIDE PARENTS WITH A TALK, READ, AND SING BAG. THE BOOK AND TIP SHEET ENCOURAGE PARENTS TO TALK, READ, AND SING TO THEIR CHILDREN.	A NIGHT OF FAMILY ENJOYMENT WAS ALSO AN OPPORTUNITY TO DISCUSS WITH PARENTS ALL OF THE SKILLS THEIR CHILDREN LEARN WHILE IN PLAY.
DadsTake Your Child to School	Cardiopulmonary Resuscitation (CPR) Training	Parent Committee Meeting and Policy Council
THE STATE'S <i>DADS TAKE YOUR CHILD TO SCHOOL DAY</i> WAS AN OPPORTUNITY TO CELEBRATE DADS AND MALE INFLUENCE IN KID'S LIFE. THE MEN SPENT TIME READING AND PLAYING WITH THE KIDS.	PARENTS WERE TRAINED ON THE LIFE SAVING TECHNIQUES OF PEDIATRIC CPR. PARENTS RECEIVED A CPR CARD UPON SUCCESSFUL COMPLETION OF THE TRAINING.	PARENT COMMITTEE AND POLICY COUNCIL ARE WAYS FOR PARENTS TO BE A PART OF THE DECISION-MAKING PROCESS AND SUPPORT THE SCHOOL AND PROGRAM TO MAKE POSITIVE CHANGES.

Family Outcomes

The Early Head Start program focuses on building respectful relationships with parents “in ways that promote equity, inclusiveness, and cultural and linguistic responsiveness.”⁷ Family advocates initiate the relationship building process by completing a preliminary questionnaire with each family to gain a better understanding of the family structure, family well-being, and family goals; this is the foundation for the family partnership agreement, a roadmap for achieving family goals. The questionnaire is completed again at the end of the program year to measure a family’s gains and losses.

Family Outcomes Indicators		Assessment Periods Outcomes		Gains*
		Preliminary	Final	
Family Well-Being	Housing	4	4	0
	Safety	4.4	4.4	0
	Health	4.2	4.2	0
	Mental Health/Substance Abuse	4.5	4.6	0.1
	Transportation	4.3	4.2	-0.1
	Financial Security	3.5	3.5	0
	Employment	2.9	2.9	0
	Food and Clothing	4.4	4.5	0.1
Positive Parent-Child Relationship	Nurturing Relationships	4.3	4.5	0.2
	Child Development/Parenting	4.2	4.3	0.1
Family as Life Long Educators	Family Education at Home	4.3	4.5	0.2
	School Readiness	4.3	4.4	0.1
Family as Learners	Education, Training, and Literacy	3.8	3.8	0
	Volunteering	3	3	0
Family Engagement in Transitions	Transitions	3.8	3.7	0
Family Connections to Peers and Community	Families and Communities	3.8	3.7	-0.1
Families as Advocates and Leaders	Leadership and Advocacy	3.5	3.4	-0.1

Legend:

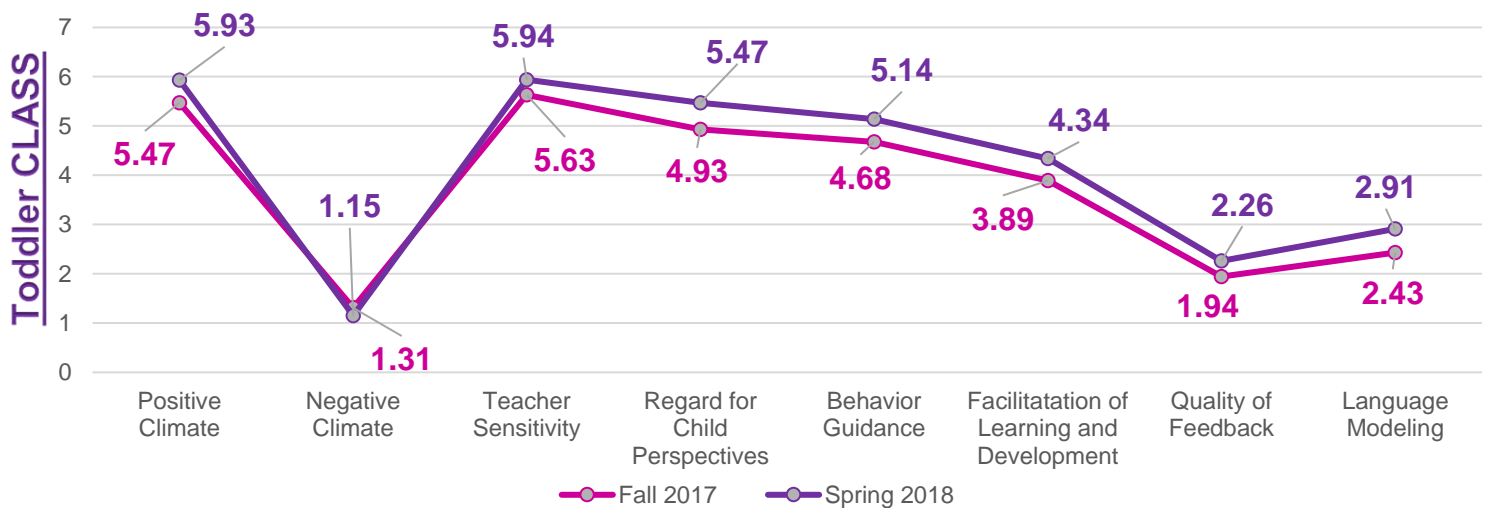
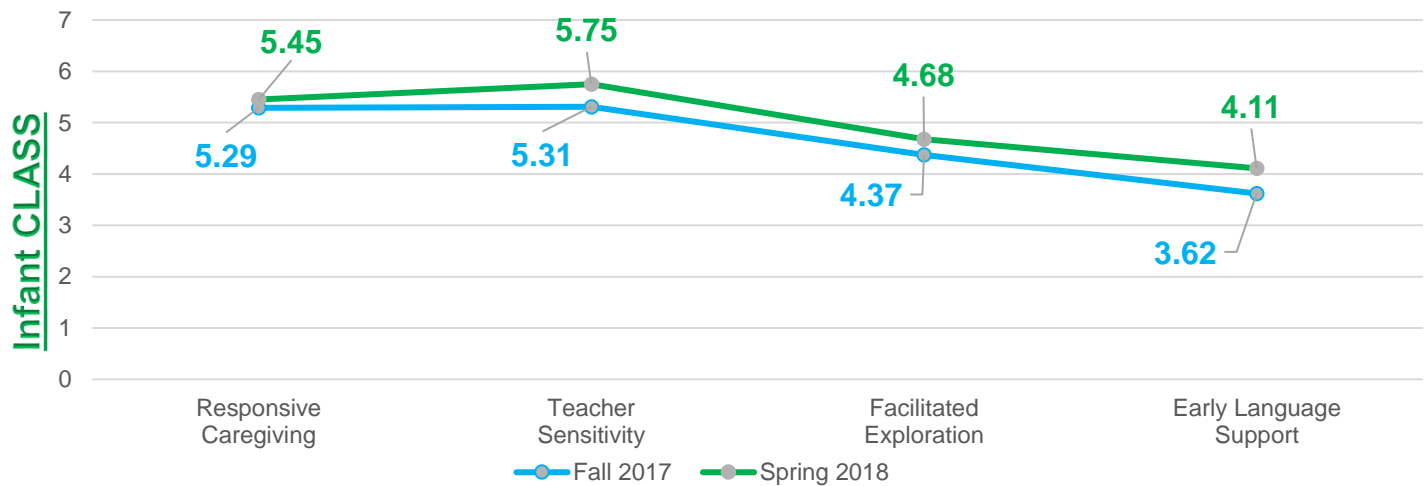
Thriving =5 Self-Sufficient=4 Stable=3 Vulnerable=2 In Crisis=1

*Gains are calculated by deducting the preliminary results from the final.

⁷ U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework

Classroom Assessment

According to Harvard University’s Center on the Developing Child, children’s experiences with all of the people who are consistently in their lives have an important influence on their brain structure and function. This developmental process is fueled by reciprocal, “serve and return” interactions between children and the adults who care for them.⁸ To gauge the quality of interactions between teachers and children in the Early Head Start classrooms, the program uses the Classroom Assessment Scoring System (CLASS). In both the infant and toddler CLASS tools, teachers demonstrated growth. In the infant classrooms, teachers demonstrated the greatest growth in Teacher Sensitivity and Early Language Support. In the classrooms that were predominantly toddlers, teachers showed the greatest growth in Regard for Child Perspectives and Language Modeling. Overall, teachers in the infant and toddler classrooms scored consistently higher in Teacher Sensitivity.



⁸ Center on the Developing Child at Harvard University (2016). *From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families*. Retrieved from http://46v5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/05/From_Best_Practices_to_Breakthrough_Impacts.pdf

Child Outcomes

Tracking a child's individual progress over time is essential for teacher planning and safeguarding that each child continues to flourish in their development. Results from an ongoing assessment are used to inform parents of their child's progress and extend learning in the home. The program uses Teaching Strategies Gold as their ongoing assessment. Teaching Strategies Gold classifies all of the developmental areas into Areas of Development and Learning; this includes Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. Each of the Areas of Development and Learning and their corresponding objectives have been proven by research to predict school success and are aligned with Early Head Start outcomes and the State of Florida's early learning standards. While assessments on children are ongoing based on everyday observations, the program uses three (3) check-in points a year to monitor the progress of all children and to make programmatic decisions that strengthen the quality of experiences that infants and toddlers receive in their classrooms.

During 2017-2018, there were small but gradual improvements in children meeting or exceeding Language and Cognitive Areas of Development and Learning. Although the Area of Physical Development had small but gradual decline in the children who were below the widely held expectations for his/her age, there was an increase of about 17% of children who met or exceeded the widely held expectations for his/her age. Literacy and Mathematics were two areas that did not make the positive gains that were expected by the program. Child turnover is one factor that impacts the outcomes of Areas of Development and Learning. As children enroll in the middle of the year, their foundation of development in each or any of the areas may not meet or exceed the expectation for the age. During 2017-2018, the program experienced a 27% turnover rate.

Areas of Development and Learning	Fall 2017		Winter 2017		Spring 2018	
	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding	Below	Meeting/ Exceeding
Social Emotional	37%	63%	16%	84%	26%	74%
Physical	43%	57%	30%	70%	26%	74%
Language	49%	51%	43%	57%	41%	59%
Cognitive	25%	75%	19%	81%	19%	81%
Literacy	18%	82%	23%	77%	34%	66%
Mathematics	23%	77%	28%	72%	36%	64%

A child's nutrition has been proven to affect his/her development. During the gestation period and the formative years, there are critical periods in which certain nutrients affect development, particularly the brain.⁹ In some stages of development, deficiency of certain nutrients can have an irreversible effect on the brain.¹⁰ Therefore, the Neighborhood Place for Early Head Start carefully tracks children's growth by performing a nutritional assessment on all enrolled children. Additionally, an analysis is completed on each menu to ensure children receive at least two-third of their nutritional Recommended Daily Allowance (RDA) while in Early Head Start's care.¹¹ Parents of children with identified nutritional concern are provided relevant nutrition information and offered one-on-one nutrition counseling or referred to other specialists as needed. Special menus are created and implemented for children with special dietary needs. Below is a summary of the number of meals served each month during the 2017-2018 school year.

Month	Breakfasts Served	Lunches Served	Snacks Served
August 2017	11,033	11,121	10,991
September 2017¹²	6,528	6,575	6,532
October 2017	10,415	10,435	10,397
November 2017	11,343	11,314	11,251
December 2017	11,041	11,156	11,075
January 2018	11,797	11,869	11,801
February 2018	12,277	12,454	12,331
March 2018	13,315	13,569	13,436
April 2018	13,381	13,673	13,512
May 2018	14,737	14,964	14,809
June 2018	13,207	13,378	13,280
July 2018	12,656	12,761	12,686

⁹ Nyaradi A, Li J, Hickling S, Foster J and Oddy WH (2013) The role of nutrition in children's neurocognitive development, from pregnancy through childhood. *Front. Hum. Neurosci.* 7:97. doi: 10.3389/fnhum.2013.00097

¹⁰ See footnote 6.

¹¹ United States. (2016). *Head Start Program performance standards and other regulations*. Washington, D.C.: U.S. Dept. of Health and Human Services, Administration for Children and Families, Head Start Bureau.

¹² Number of meals served in September 2017 was significantly below average due to Hurricane Irma making its landfall in South and Central Florida. The impact brought on power outages and other destructions that lead to many days of childcare closures.

Early Head Start-Child Care Partnership Program Performance Review

The most recent federal review occurred on February 14-15, 2017. The FY2017 Early Head Start - Child Care Partnership Monitoring Protocol was used. There were no findings on the Federal Monitoring. The following are results from the federal review:

Performance Outcome Table							
Content Area	Satisfactory Progress	Unsatisfactory Progress	Area of Concern	Noncompliance	Deficiency	Regional Office/T-TA	Targeted Review
Implementation of Services	X						
Fiscal Management	X						
Ensuring the Health and Safety of Children	X						
Providing Quality Learning Environments	X						
Engaging Families and Communities	X						
Program Management and Quality Improvement	X						

Single Audit Results

A Financial Audit Report was issued on December 2018 for the Early Learning Coalition of Miami-Dade/Monroe's fiscal year ending June 30, 2018. The audit was done in compliance with Uniform Guidance, Cost Principals and the Code of Federal Regulations. Based on the results of the audit, classified the Early Learning Coalition of Miami-Dade/Monroe was qualified as a low-risk auditee. The audit report indicates that there were no findings with Financial Statements nor Federal Programs and State Projects. Below is the auditor's summary:

SECTION I – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes None reported

Noncompliance material to financial statements noted? Yes No

Federal Awards and State Financial Assistance

Internal control over major federal programs and state projects:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes None reported

Type of auditor's report issued on compliance for major programs Unmodified

Acknowledgements

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, childcare partners, community partners, and the dedicated staff for your support and invaluable suggestions.