I. Call Meeting to Order               Maria Cristina Nunez

II. Roll Call                           Naomie Morency

III. Action Item                       Maria Cristina Nunez
    a. February 15, 2023 Minutes
    b. Resolutions                        Maria Cristina Nunez
       i. 04192023-01 Budget 2023-2024
           Approve the Early Head Start budget and authorize the President and CEO to submit the
           Early Head Start budget as part of the 2023-2024 non-competing continuation grant
           application.
       ii. 04192023-02 Grant Application
            Approve and authorize the President and CEO to submit the Early Head Start non-competing
            continuation grant application and all of its supporting documents for the 2023-2024
            program year.
       iii. 04192023-03 Training and Technical Assistance Plan
            Approve and authorize the President and CEO to submit, with the Early Head Start non-
            competing continuation grant application, and implement the Early Head Start Training and
            Technical Assistance Plan for the 2023-2024 program year.

IV. Reports                            Belkis Torres
    a. Annual Report
    b. Program Goals Update             Belkis Torres
    c. School Readiness Goals Update    Sarahi Rivera
    d. Expenditure and Credit Card Reports
       (January and February 2023)       Maggie Casanova
    e. Meal Reports (February and March 2023) Belkis Torres
    f. Enrollment Reports
       (February and March 2023)         Kimii Robinson
    g. Attendance Reports
       (February and March 2023)         Kimii Robinson
    e. Office of Head Start Update      Belkis Torres
V. **General Updates**

VI. **Reminders**
   a. Next Meeting June 21, 2023 at 5:30pm

VII. **Public Comments**

VIII. **Adjournment**

Attachments: [How to Make a Motion](#)
I. **Call to Order**  
Naomie Morency presided over the meeting. The meeting was called to order at 5:33 p.m.

II. **Roll Call**  
The following participated in the meeting:

<table>
<thead>
<tr>
<th>Members</th>
<th>Representing Centers</th>
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<tbody>
<tr>
<td>Marques Stokes</td>
<td>Children of the New Sun</td>
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<tr>
<td>Maria Aponte (Alternate)</td>
<td>It’s a Small World Academy II</td>
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<tr>
<td>Naomie Morency (Secretary)</td>
<td>Jitta Bug</td>
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<tr>
<td>Deja Moorehead</td>
<td>Kinderkids Academy III</td>
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<td>Cristina Casmir</td>
<td>Miami Gardens Learning Center</td>
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<td>Betty Pierre (Parliamentarian)</td>
<td>Shores School</td>
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<td>Arletis Gonzalez Perez</td>
<td>Springview Academy</td>
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<td>Denise Fernandez</td>
<td>Tiny Tikes</td>
</tr>
<tr>
<td>Randy Grice</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Polo Coronado</td>
<td>Community Representative</td>
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<tr>
<td>Iris Strachan</td>
<td>Board Representative</td>
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<table>
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<th>EHS Staff</th>
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<tr>
<td>Alexander Sanchez</td>
<td>Controller</td>
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<tr>
<td>Angelo Parrino</td>
<td>Chief Operating Officer</td>
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<tr>
<td>Belkis Torres</td>
<td>Vice President for Early Head Start</td>
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<tr>
<td>Bob De La Fonte</td>
<td>Legal Counsel</td>
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<td>Casie Haines</td>
<td>Deputy Director of Finance</td>
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<td>Cecilia Nariznis</td>
<td>Early Head Start Mental Health Manager</td>
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<td>Elicenia Del Rio</td>
<td>Early Head Start Fiscal Analyst</td>
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<td>Kristine Gregory</td>
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<td>Maggie Casanova</td>
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<td>Mariamanda Borge</td>
<td>Human Resources Deputy Director</td>
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<td>Maria Fegan</td>
<td>Family Advocate Supervisor</td>
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<td>Mercy Castiglione</td>
<td>Chief Financial Officer</td>
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<td>Otilia Gonzalez-Varese</td>
<td>Early Head Start Disability Manager</td>
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<tr>
<td>Pamela Hollingsworth</td>
<td>Sr. Vice President for Strategic Initiatives and Program</td>
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<tr>
<td>Salvatore Martorano</td>
<td>Early Head Start Compliance Manager</td>
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<tr>
<td>Sandra Gonzalez</td>
<td>Senior Vice President of School Readiness and VPK</td>
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<tr>
<td>Sarahi Rivera</td>
<td>Director of Child Development and Education Support Services</td>
</tr>
<tr>
<td>Yissel Morales</td>
<td>Contract Manager</td>
</tr>
</tbody>
</table>

III. **Action Item**  
A. **Approval of Board Appointed Member**  
Ms. Naomie Morency asked for a motion to approve the appointment of Ms. Iris Strachan as Board Representative to the Policy Council.
- Motion made by Randy Grice
- Motion seconded by Polo Coronado
• No discussion
• Motion passed in 10 favor and 0 opposed

B. January 18, 2023 Meeting Minutes
Ms. Naomie Morency asked for a motion to approve the January 18, 2023 meeting minutes.
• Motion made by Randy Grice
• Motion seconded by Maria Aponte
• No discussion
• Motion passed in 10 favor and 0 opposed

C. Resolutions
i. 02152023-01 Self-Assessment and Action Report
Ms. Torres reviewed the results and action plan of the Self-Assessment that began on page 32 of the English and Spanish packets. She reviewed the program’s plans to have every teacher become certified in Best Practices in Inclusive Early Childhood Education (BPIECE); increase parent engagement by volunteering and through communication apps.; increase the enrollment of dually enrolled children; increase submission of well-baby forms by refining policies and procedures, as well as educating pediatricians on Early Head Start health requirements; and progressively increase staff knowledge base on Mental Health by having everyone meet the infant mental health competencies development by The Michigan Association for Infant Mental Health.
Ms. Naomie Morency asked for a motion to approve Resolution 02152023-01: Self-Assessment and Action Plan.
• Motion made by Randy Grice
• Motion seconded by Maria Aponte
• No discussion
• Motion passed 10 in favor and 0 opposed.

ii. 02152023-02 Recruitment and Selection Plan
Ms. Maria Fegan shared changes and modifications that were made to this year’s recruitment plan. She explained that the Recruitment and Selection Plan represents a framework intended to ensure that the program meets one hundred percent of enrollment at all times. The plan outlines the steps that the Early Learning Coalition will take to recruit, as well as the role of our partners and parents. Ms. Fegan explained the plan is divided into two categories, outreach and recruitment strategies. Outreach is identified as the process we take to increase the community’s awareness of our program. Recruitment is the task completed to increase inquiries and enrollment. Additionally, it was shared that the Early Learning Coalition has a contract with Armstrong Creative Consulting to assist with both outreach and recruitment efforts.
Ms. Fegan shared the changes made to the plan:
• the targeted population was expanded to include pregnant women and Supplemental Nutrition Assistance Program (SNAP) recipients.
• The point criteria used to select families was modified to include factors that would focus on the selection of pregnant women: Gestational age was added and several other factors related to pregnancy risks.
• The point criteria also now include receiving points for documented SNAP recipients.
• Next item was to include SNAP recipients in the plan.
• Canvassing Resources was updated to include several locations that may be visited by pregnant women.
Ms. Naomie Morency asked for a motion to approve Resolution 02152023-02: Recruitment and Selection Plan.

- Motion made by Randy Grice
- Motion seconded by Maria Aponte
- No discussion
- Motion passed 10 in favor and 0 opposed.

IV. Reports

I. Expenditure Report and Credit Card Reports

October 2022 Expenditure Report
In October 2022, the program spent twenty-one percent (21%) of the forecasted budget for salary and fringe, just under twenty-seven percent (26.9%) for childcare services, twenty-four percent (24%) for contractual services, and nine percent (9%) for other. The usage goal through October was 25%. The program has used just over twenty-four percent (24%) of the total budget to date and had $8,224,043 remaining. The program is forecasting $10,639,182.76 in expenses for the year.

October 2022 Credit Card Report
There were $1,876.10 in credit card expenses for the month of October for 2022. This amount was for travel and lodge for staff for 2 staff to attend an out of town conference.

November 2022 Expenditure Report
As of November 2022, the program spent twenty-seven percent (27%) of the forecast budget for salary and fringe, thirty-five percent (35%) for childcare services, thirty-three (33%) for contractual services, and seventeen percent (17%) for other. The usage goal through November was 33%. The program has used just over thirty-three percent (33%) of the total budget to date and had $7,263,953 remaining. The program is forecasting $10,814,262.98 in expenses for the year.

November 2022 Credit Card Report
There were no credit card expenses for the month of November for 2022.

December 2022 Expenditure Report
In December 2022, the program spent Thirty-four percent (33.94%) of the forecast budget for salary and fringe, forty-three percent (43%) for childcare services, forty-three percent (42.8%) for contractual services, and twenty percent (20%) for other. The usage goal through December was 41.7%. The program has used just under forty percent (40.4%) of the total budget to date and had $6,481,946 remaining. The program is forecasting $10,727,580.80 in expenses for the year.

December 2022 Credit Card Report
There were $580.25 in credit card expenses for the month of December for 2022. This amount was to complete background checks for 12 staff.

II. Meal Reports

December 2022
Number of meals served in December were as follows:
  - Breakfasts - 11,699 (99.49%)
- Lunches - 11,738 (99.82%)
- Snacks - 11,692 (98.43%)

At several schools, none of the meal services reached 100% due to children either being dropped off late or picked up early, or both:
- Children of the New Sun
- Little Ones Academy
- My Little Angels Day Care Center
- Rainbow Intergenerational
- Step Above Academy
- Tiny Tikes

January 2023
Number of meals served in January were as follows:
- Breakfasts - 11,699 (99.49%)
- Lunches - 11,738 (99.82%)
- Snacks - 11,692 (98.43%)

At several schools, none of the meal services reached 100% due to children either being dropped off late or picked up early, or both:
- Children of the New Sun
- Little Ones Academy
- My Little Angels Day Care Center
- Rainbow Intergenerational
- Step Above Academy
- Tiny Tikes

III. Enrollment Report

November 2022 Enrollment Report
During the month of November, there were a total of 750 allocated slots and 740 enrolled. The program had 10 vacancies. The slots were vacant due to several children leaving the program and the program trying to attain full enrollment. Four (4) of the slots were vacant for more than 30 days at one of the new partner sites. The average number of days for filling the remaining 6 vacancies was 9 days. The longest timeframe for filling vacancies was 19 days and the shortest was 3 days.

December 2022 Enrollment Report
During the month of December, there were a total of 750 allocated slots and 737 enrolled. The program had 13 vacancies. The slots were vacant due to several children transitioning out of the program. None of the slots were vacant for more than 30 days. The average number of days for filling a vacant slot was 7 days. The longest number of days to fill a slot was 11 days and the shortest number was 2 days.

January 2022 Enrollment Report
During the month of January, there was a total of 750 allocated slots and 745 enrolled. The program had 5 vacancies. On average, slots were vacant for 5 days. None of the centers experienced a vacancy longer than 30 days. The average number of days for filling a vacant slot was one day.
IV. Attendance Report

November 2022
During the month of November, the program offered only in-person services to children. The average monthly attendance was 82.08% which decreased from October's 84.62%. The top two (2) reasons for absences were children being out on vacation, and children being out sick.

December 2022 Attendance Report
During the month of December, the program offered only in-person services to children. The average monthly attendance was 82.46% which increased from November's 82.08%. The top two (2) reasons for absences were children being out on vacation, and children being out sick.

January 2022 Attendance Report
During the month of January, the program offered only in-person services to children. The average monthly attendance was 83.11% which increased from December's 82.46%. The top two (2) reasons for absences were children being sick, and inclement weather conditions.

V. General Updates
Ms. Torres gave an update on the Parent Activity Fund that was approved by the Policy Council in November. The Parent Activity Fund is a portion of the budget that is set aside specifically for parent education/training. The program has started identifying vendors for the approved trainings that the Policy Council approved. Parents were asked to be attentive to the emails that will be going out regarding the trainings. Parent members were asked to please share the information with the other parents so that they can participate. The trainings will similar to the ones offered last year. Therefore, any parent who missed a training last year had another opportunity to attend this year.

The program has purchased a new parent program called Ready Rosie. Ready Rosie is a subsection of the program's curriculum, Creative Curriculum. Ready Rosie is a library of short one-minute videos that shows parents how to support their children's development. Short videos were shared: https://www.readyrosie.com/modeled-moments/

Every year the program must do an assessment of the community to determine which areas to serve and to what level is the need for Early Head Start. In 2020, the program acquired zip codes 33161, 33157, and 33012 through the community assessment. The program has contracted with Mano-y-Ola to do this year's community assessment. As part of the community assessment, they ask key stakeholder in the community and parents to complete a survey. Members were asked to complete the survey link that was sent to them in the morning.

Ms. Torres shared that the program contracted a nutrition consultant, Fruity Veggie. Fruity Veggie will be doing nutrition assessments on the new children, creating special diet menus, conducting nutrition consultation with families, and will be doing trainings. The program is coordinating a Nutrition Training for parents for Nutrition Month which is in March.

VI. Reminders
The next Policy Council meeting is Wednesday, April 15, 2023 at 5:30 p.m.
VII. **Public Comments**  
No public comments.

VIII. **Adjournment**  
Mrs. Naomie Morency adjourned the meeting at 6:29 p.m.
Early Learning Coalition Policy Council Meeting

April 19, 2023

Resolution: 04192023-01

Action Requested: Approve the Early Head Start budget and authorize the President and CEO to submit the Early Head Start budget as part of the 2023-2024 non-competing continuation grant application.

Fiscal Impact: $12,039,388.00

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

Strategic Goal:
- ☒ Target High Needs
- ☒ Increase Enrollment
- ☒ Increase Awareness
- ☒ Parent Engagement
- ☒ Enhance Services for Infants & Toddlers
- ☒ Support Early Care & Education Partners
- ☒ Enhanced Resources for Children with special needs

Resolution: 04192023-01

APPROVE THE EARLY HEAD START BUDGET AND AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT THE EARLY HEAD START BUDGET AS PART OF THE 2023-2024 NON-COMPETING CONTINUATION GRANT APPLICATION.

WHEREAS, the Early Head Start Policy Council has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Early Head Start Policy Council is in agreement with the goals described therein;

WHEREAS, the Early Head Start Policy Council recommends approving this action;

NOW, THEREFORE, be it resolved that the Early Head Start Policy Council shall approve the Early Head Start budget and authorize the President and CEO to submit the Early Head Start budget as part of the 2023-2024 non-competing continuation grant application.
The foregoing resolution and attachment was offered by XXX, who moved its approval. The motion was seconded by XXX, and upon being put to a vote, the vote was as follows: XX members in favor and XX opposed.

The chairperson thereupon declared this resolution duly passed and adopted this 19th day of April, 2023.

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

By: _________________________________________

Naomie Morency, Policy Council Secretary

Background

The Early Head Start program will provide comprehensive services to 750 infants, toddlers, and pregnant women through center-based and family childcare home options in targeted zip codes of Miami-Dade County from August 1 through July 31. On an annual basis, the program receives federal funding for Program Operations and Training and Technical Assistance. The anticipated total funding for 2023-2024 is $12,039,388.00. This funding amount is comprised of:

- $10,881,410.00 for Program Operations,
- $609,359.00 Cost of Living Adjustment (COLA),
- $316,245 for Quality Improvement, and
- $232,374.00 for Training and Technical Assistance.

Additionally, the program is required to match the federal funding with a non-federal share. The non-federal share for the 2023-2024 program year is in the amount of $3,009,847. The program must submit a grant application on May 1, 2023, for the next program year which includes the budget for the delivery of service. The 2023-2024 budget is as follows on the next page.
### Sub-section A: Budget

**Applicant Name:** Early Learning Coalition of Miami-Dade/Monroe  
**Award Number:** 08HP000224

**Budget Information - Non Construction Programs**

#### Section A - Budget Summary

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<tr>
<th>Grant Program Function or Activity</th>
<th>Estimated Unobligated Funds</th>
<th>Newer Revised Budget</th>
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<td></td>
<td>Federal</td>
<td>Non-Federal</td>
</tr>
<tr>
<td>(a)</td>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>1. Early Head Start: Program Operations</td>
<td>33.6</td>
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<td>2. Early Head Start: TTA</td>
<td>33.6</td>
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<td>3.</td>
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<td>5. Totals</td>
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**SF-424A**  
Prescribed by OMB Circular A-102

#### Section B - Budget Categories

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<td>c. Travel</td>
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<td>g. Construction</td>
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<td>h. Other</td>
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<td>j. Indirect Charges</td>
<td>Sum of (a-I)</td>
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<td>k. Totals</td>
<td>Sum of (a-K)</td>
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7. Program Income | | | $0
### Section B - Budget Categories

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<th>Total (2022-2023)</th>
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<td>d. Equipment</td>
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<td>i. Total Direct Charges (sum of 6-6h)</td>
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<td>j. Indirect Charges</td>
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<td>k. Total (sum of 6-6j)</td>
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<td>$11,113,784</td>
<td>$919,604</td>
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Variance from previous year:

- Personnel: $428,767
- Fringe Benefits: $695,238
- Travel: $11,072
- Equipment: $2,236
- Supplier: $5,130
- Contractual: $284,484
- Other: $60,441
- Total Direct Charges: $919,604
- Indirect Charges: $0
- Total: $919,604

### Section II: Budget and Budget Justification Narrative

#### Section C - Non-Federal Resources

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#### Section D - Forecasted Cash Needs

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#### Section E - Budget Estimator of Federal Funds Needed For

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<th>Future Funding Periods (Years)</th>
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#### Section F - Other Budget Information

21. Direct Charges
22. Indirect Charges
23. Remarks

**SF-424A**

Prescribed by OMB Circular A-
Action Requested: Approve and authorize the President and CEO to submit the Early Head Start non-competing continuation grant application and all of its supporting documents for the 2023-2024 program year.

Fiscal Impact: $12,039,388.00

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

Strategic Goal: ☒ Target High Needs ☒ Enhance Services for Infants & Toddlers
☒ Increase Enrollment ☒ Support Early Care & Education Partners
☒ Increase Awareness ☒ Enhanced Resources for Children with special needs

Resolution: 04192023-02

APPROVE AND AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT THE EARLY HEAD START NON-COMPETING CONTINUATION GRANT APPLICATION AND ALL OF ITS SUPPORTING DOCUMENTS FOR THE 2023-2024 PROGRAM YEAR.

WHEREAS, the Early Head Start Policy Council has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Early Head Start Policy Council is in agreement with the goals described therein;

WHEREAS, the Early Head Start Policy Council recommends approving this action;

NOW, THEREFORE, be it resolved that the Early Head Start Policy Council shall approve and authorize the President and CEO to submit the Early Head Start non-competing continuation grant application and all of its supporting documents for the 2023-2024 program year.
The foregoing resolution and attachment was offered by XXX, who moved its approval. The motion was seconded by XXX, and upon being put to a vote, the vote was as follows: XX members in favor and XX opposed.

The chairperson thereupon declared this resolution duly passed and adopted this 19th day of April, 2023.

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

By: ________________________________
    Naomie Morency, Policy Council Secretary

Background

The Early Head Start program provides comprehensive services to 750 pregnant women, infants, toddlers, and their families in targeted zip codes of Miami-Dade County from August 1 through July 31. On an annual basis, the program receives federal funding for Program Operations and Training and Technical Assistance. All agencies wishing to be considered for designation as an Early Head Start agency must submit an application to operate Early Head Start. The application must be submitted in accordance with the application instructions. The following items must be submitted as part of the non-competing continuation application:

- Application Narrative
- Annual Report
- Budget and Budget Justification Narrative
- Governing Body and Policy Council Decisions
- Program Goals
- Results of Self-Assessment and Improvement Plan (approved 2-15-23)
- Training and Technical Assistance Plan
- School Readiness Goals
- Selection Criteria (approved 2-15-23)

The 2023-2024 grant application narrative will include any changes to the original and subsequent applications, use of Cost of Living Adjustment (COLA), and Quality Improvement funds.

Regulations: 45 CFR 1304.15 Grantees must apply to be considered for Designation Renewal.
Changes to the Grant Application Narrative:

Section I: Program Design and Approach to Service Delivery
Sub-section B: Service Delivery

- Question 4 (item a): List any additions, deletions, or changes to your service locations, including partners, and describe the reasons for changes.

Response:

The following partner changes have occurred since the last grant applications was submitted:

<table>
<thead>
<tr>
<th>Partner Deletion</th>
<th>Centers</th>
<th>Type</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Miami Gardens Learning Center</td>
<td>center-based</td>
<td>sold business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner Addition</th>
<th>Centers</th>
<th>Type</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 Heaven for Kids</td>
<td>center-based</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
<tr>
<td></td>
<td>B &amp; G Preschool, Inc.</td>
<td>center-based</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
<tr>
<td></td>
<td>Jitta Bug Learning Center</td>
<td>family childcare home</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
<tr>
<td></td>
<td>K.K.L.B. Learning Center, Inc.</td>
<td>family childcare home</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
<tr>
<td></td>
<td>Sunshine Childcare and Preschool Center</td>
<td>center-based</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
<tr>
<td></td>
<td>Thy Kingdom Kids Learning Center</td>
<td>center-based</td>
<td>insufficient partners to serve all of the slots</td>
</tr>
</tbody>
</table>

In 2021-2022 some of the partners requested not to continue with the program or to reduce the number of slots due to staffing shortages. To fill the void created by partners who left, the program recruited and contracted with above new partners.

- Question 5 (item a): Describe the recruitment process to ensure services will be provided to those in greatest need of program services.

Response:

The program initiated a partnership with the Healthy Start Coalition.
• Question 7 (a): Describe how your program will, in partnership with parents, meet the oral health, nutritional, and mental health and social and emotional well-being, and health status and care needs of children that are developmentally, culturally, and linguistically appropriate and support each child’s growth and school readiness
Response:
Due to lack of interest, the program will not be offering the Breastfeeding Peer Counseling Program provided by Women, Infants and Children (W.I.C) as previously planned.

• Question 8 (c): Describe how your program has selected and is implementing a research-based parenting curriculum. Describe how your program engages parents in a research-based parenting
Response:
The program will supplement the current parenting curriculum, Parenting Journey, with a researched-based parent curriculum called ReadyRosie from Teaching Strategies. ReadyRosie is and early education tool that provides parents with a library of short bilingual videos to promote school readiness by helping parents understand and support all aspects of their child’s development.

Sub-section C: Governance, Organizational, and Management Structures

• Question 1 (c): Describe the makeup of the policy council or if applicable, the policy committee. Include how each program option is represented.
Response:
The Policy Council will consist of one representative from each center, 2 community representatives, and one representative from the Board who will be appointed by the Early Learning Coalition of Miami-Dade/Monroe Board Chair.

• Question 2 (a): Provide an organizational chart identifying the management and staffing structure including the Executive Director, the Program Directors, managers, and other key staff. Include assigned areas of responsibility and lines of communication.
Response:
The organization chart will include two (2) compliance specialist position to support the work of the Compliance Manager.

Section II: Budget and Budget Justification Narrative

Question 3: Describe the planned use of cost-of-living adjustment (COLA) funds based on the related Program Instruction.
Response:
Cost-of-Living-Adjustment of 5.6% will be used to increase staff salaries and salary scale. An allocation of 5.6% will be applied to operating cost. Childcare partners will receive a 5.6% increase on the federal share for the daily child rate. The 5.6% allocated to partners will be used to increase teacher salary and pay scale. The increase rate allocated to partners will also be used to offset increase in operating cost.
Question 6: If proposing a waiver of the non-federal share match requirement, provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Act.
Response:
The program is requesting a non-federal share equivalent to $2,000,000 of $3,009,847. Some reasons contributing to the difficulties of meeting the non-federal share are:
- Partners not meeting their portion of the non-federal share
- Low parent attendance at meetings and volunteering, and
- Ensuring all non-federal share is documented.

Criteria for the Waiver:
If the Early Head Start program ceased to carry out its obligations, the impact on children and families in the community would be damaging.
Ways it would be damaging:
- The approximate 785 children who are age and income eligible on the waitlist would have less of a chance of being served.
- There are no other Early Head Start programs serving zip code 33012.
- There would be less opportunities for undocumented families to receive assistance with childcare.
- Current partners could possibly have financial impact due to low enrollment, have less training and coaching available, and would not be able to provide comprehensive services to children and families.

Question 11: If requesting funds for equipment, describe the procurement procedures to be followed for the purchase of such equipment. See equipment definition at 45 CFR §75.2.
Response:
The program has budgeted for the installation of playgrounds at three (3) childcare partner sites. A solicitation was released in January 2022. The selected contractor was approved by the Board on April 4, 2022. The program will continue with the same vendor for 2023-2024.

Question 12: Provide how 2023-2024 Quality Improvement Funds will be allocated.
Response:
One of the criteria listed in Program Instruction ACF-PI-HS-23-02 is to:

Increase compensation, particularly for positions that are not receiving competitive wages and benefits (including consideration of elementary school compensation), experiencing higher rates of turnover, challenging to fill, or preventing programs from reaching full enrollment.

The program will use the majority of the Quality Improvement Funds to mitigate staff turnover and to attract qualified applicants for the positions that are currently
vacant. A program like Early Head Start, with many regulations, takes time to learn. When vacancies occur, knowledge is lost and a great deal of time and effort is used on training new staff. It is important for the program to increase staff retention. The program wants to ensure that it is providing competitive wages to programs in the community that provide the same or similar services.

A small portion of the Quality Improvement Funds will be used to pay for teachers to obtain and renew their Child Development Associate Credential that is required by the Head Start Program.
Action Requested: Approve and authorize the President and CEO to submit, with the Early Head Start non-competing continuation grant application, and implement the Early Head Start Training and Technical Assistance Plan for the 2023-2024 program year.

Fiscal Impact: $232,374.00

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

Strategic Goal: 
☐ Target High Needs  ☒ Enhance Services for Infants & Toddlers
☐ Increase Enrollment  ☒ Support Early Care & Education Partners
☐ Increase Awareness  ☒ Enhanced Resources for Children with special needs
☐ Parent Engagement

Resolution: 04192023-03

APPROVE AND AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT, WITH THE EARLY HEAD START NON-COMPETING CONTINUATION GRANT APPLICATION, AND IMPLEMENT THE EARLY HEAD START TRAINING AND TECHNICAL ASSISTANCE PLAN FOR THE 2023-2024 PROGRAM YEAR.

WHEREAS, the Early Head Start Policy Council has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Early Head Start Policy Council is in agreement with the goals described therein;

WHEREAS, the Early Head Start Policy Council recommends approving this action;

NOW, THEREFORE, be it resolved that the Early Head Start Policy Council shall approve and authorize the President and CEO to submit, with the Early Head Start non-competing continuation grant application, and implement the Early Head Start Training and Technical Assistance Plan for the 2023-2024 program year.
The foregoing resolution and attachment was offered by XXX, who moved its approval. The motion was seconded by XXX, and upon being put to a vote, the vote was as follows: XX members in favor and XX opposed.

The chairperson thereupon declared this resolution duly passed and adopted this 19th day of April, 2023.

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

By: _________________________________________
    Naomie Morency, Policy Council Secretary

Background

As part of the grant application, the Early Head Start program is required to submit a Training and Technical Assistance Plan annually. The purpose of the plan is to improve the quality of services for children and family and strengthen program operations by expanding staff knowledge, improving staff qualifications, and encouraging staff to continually improve their skills and expertise through trainings, coursework, coaching and consultations. The Office of Head Start provides the Early Head Start program $232,374.00 annually to support the implementation of the Training and Technical Assistance Plan.

Regulations:
Head Start Act Sec. 648 [42U.S.C.9843](d)(1)
## Training and Technical Assistance Plan Summary

### Goal #1: Strengthen the parental role in supporting their child’s development

**Expected Outcomes:** Parents will increase their knowledge of their child’s development and obtain strategies to foster their children’s development.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Children’s Developmental Milestones</td>
</tr>
<tr>
<td>Parenting Curriculum (Parenting Journey)</td>
</tr>
<tr>
<td>Parenting Curriculum (Online Early Education Tool):</td>
</tr>
<tr>
<td>Ready Rosie</td>
</tr>
</tbody>
</table>

### Goal #2: Help families understand how to navigate and access community resources to achieve goals and overcome challenges.

**Expected Outcomes:** Parents will become familiar with available resources in the community to help them attain their goals, minimize challenges, and improve their standard of living.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Orientation</td>
</tr>
<tr>
<td>Women, Infants, and Children (WIC) Technical Assistance</td>
</tr>
<tr>
<td>Mother Nutrition Training</td>
</tr>
<tr>
<td>Breastfeeding Training</td>
</tr>
<tr>
<td>Financial Literacy Outcome</td>
</tr>
</tbody>
</table>

### Goal #3: Expand staff’s knowledge and toolkit for fostering all aspects of a child’s development and family engagement.

**Expected Outcomes:** Staff will produce more intentional experiences that will support a child’s natural development, meet their individual needs, and work with families to support their child’s development.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant Mental Health Competency Training</td>
</tr>
<tr>
<td>Program for Infant-Toddler Care (PITC) Trainings</td>
</tr>
<tr>
<td>MyTeachstone Online Professional Development</td>
</tr>
<tr>
<td>Pediatric First Aid/CPR and Automated External Defibrillator (AED) and EpiPen Autoinjector Training</td>
</tr>
<tr>
<td>Conscious Discipline</td>
</tr>
<tr>
<td>Food Allergy Online Training</td>
</tr>
<tr>
<td>Child Development Associate (CDA) Courses</td>
</tr>
<tr>
<td>Introduction to CLASS</td>
</tr>
<tr>
<td>National Association for the Education of Young Children (NAEYC) Conference</td>
</tr>
<tr>
<td>Miami International Child and Adolescent Mental Health Conference</td>
</tr>
<tr>
<td>Science, Technology, Engineering, Art, Math (STEAM) Integration Workshop</td>
</tr>
</tbody>
</table>

### Goal #4: Individualize teacher support through coaching and consultations.

**Expected Outcomes:** Teachers will maximize their individual professional growth and become more intentional in their approach to teaching.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting School Readiness through Ongoing Assessment</td>
</tr>
<tr>
<td>Mental Health Consultations</td>
</tr>
<tr>
<td>Coaching to Fidelity Training</td>
</tr>
<tr>
<td>Intensive Coaching</td>
</tr>
<tr>
<td>Developmental Consultations/Technical Assistance</td>
</tr>
</tbody>
</table>
Goal #5: Expand knowledge of the Early Head Start program and community services.

Expected Outcomes: Staff will increase their understanding of the Head Start program at a local, state, regional, and national level.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Head Start Association (NHSA) 2023 Conference</td>
</tr>
<tr>
<td>Region IV Head Start Association Conference</td>
</tr>
<tr>
<td>Florida Head Start Association (FHSA) Conference</td>
</tr>
<tr>
<td>Roadmap to Early Intervention</td>
</tr>
<tr>
<td>Annual International Conference on Young Children with Special Needs, Division of Early Childhood (DEC) of the Council for Exceptional Children.</td>
</tr>
</tbody>
</table>

Goal #6: Promote healthy eating and lifestyle among children

Expected Outcomes: Children will build the foundation for making healthier choices as they develop and become adults.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Kids Healthy Future by SNAP-ED and Nemours</td>
</tr>
<tr>
<td>Family Style Dining Online Training</td>
</tr>
<tr>
<td>Gardening training by University of Florida/Institute of Food and Agricultural Sciences (UF/IFAS)</td>
</tr>
<tr>
<td>Family Nutrition Program (FNP)</td>
</tr>
</tbody>
</table>

Goal #7: Promote healthy eating and lifestyle among parents and staff

Expected Outcomes: Parents and staff will become more aware of their decisions and make gradual changes toward selecting healthy lifestyle choices.

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Nutrition Program nutrition education by UF/IFAS</td>
</tr>
<tr>
<td>Expanded Food and Nutrition Education Program (EFNEP) by UF/IFAS: Nutrition education seminars and interactive training (9-session course)</td>
</tr>
<tr>
<td>Common Threads Parent Nutrition and Cooking Workshops</td>
</tr>
<tr>
<td>Various Pregnant Women Topics: nutrition; risk of alcohol, drugs, and smoking; labor and delivery; postpartum recovery; parental depression; infant care and safe sleep practices; and benefits of breastfeeding.</td>
</tr>
</tbody>
</table>

Office of Head Start Required Trainings

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screenings (ASQ-3 and ASQ:SE-2) training:</td>
</tr>
<tr>
<td>Part C (Early Intervention Agency) services overview – Refresher</td>
</tr>
<tr>
<td>Individualized Family Support Plan (IFSP) overview</td>
</tr>
<tr>
<td>Pedestrian and Vehicle Safety video</td>
</tr>
<tr>
<td>New Provider Onboarding Training</td>
</tr>
<tr>
<td>Best Practices for Engaging Families in developing and meeting family goals</td>
</tr>
<tr>
<td>Eligibility Training</td>
</tr>
<tr>
<td>New staff Onboarding Training</td>
</tr>
<tr>
<td>Curriculum Training</td>
</tr>
<tr>
<td>Health and Safety Practices</td>
</tr>
<tr>
<td>Transition Overview (staff)</td>
</tr>
<tr>
<td>Child Abuse Training</td>
</tr>
<tr>
<td>Policy Council/Board Training on Performance Standards</td>
</tr>
</tbody>
</table>
Early Head Start
2021-2022 Annual Report
A Year in Review
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Summary

In 2021-2022, the Early Head Start program continued to feel lingering effects of COVID-19. While there was a decrease of exposure compared to 2020-2021, staffing became a challenge. As a result, the program lost partners in 2021-2022 or partners reduced the number of children they would serve. The program, much like other programs across the nation, started the year under enrolled by 25%. After an aggressive plan to recruit new partners, the program ended the year with 94% of the enrollment opportunities contracted to partners and the remaining in the process for being contracted.

In order to minimize staffing challenges, the program used funds to provide new hire bonuses. New hire bonuses were provided to increase interest and fill the Early Head Start teacher position in childcare partner sites. Minimizing teacher turn-over was another area addressed by the program using bonuses. Teacher retention bonuses were issued based on years of services and education. A final bonus was given to teachers based on performance using performance measure criteria identified by the program.

Despite the challenges of under enrollment, the program served a total of 941 children during the 2021-2022 program year. Nearly 60% of the total number of children served were one (1) year of age or younger and nearly 75% of the children were from single parent homes. Of the total number of children served, 13% were diagnosed with an identified special need; a breakdown of the types of diagnosis can be found in this annual report.

During the 2021-2022 year, the program was able to offer parents different early childhood settings to place their children. Services were offered in a center-based option, as well as a family childcare home. The family childcare home provided a smaller and more intimate setting for parents who prefer a more familial type setting.

During the latter part of 2021-2022 program year, the program launched an online application system. The new online application provides parent the convenience of accessing the application in the comfort of their own home. It provides a secure way for parents to enter their information and upload sensitive documents without the risk of having their information exposed to the general public or unauthorized individuals. Parents who didn’t have access to a computer, tablet or phone can go to one of the childcare partner locations to apply on one of the program issued laptops. Paper applications are still available for parents who feel more comfortable with a more traditional way of applying.

As 2022-2023 gets underway, the program is looking forward to finding ways to better serve children and their families in association with our childcare and community partners.
2021-2022 Funding Sources

Total: $12,050,470.38

United States Department of Health and Human Services $11,936,015.00

Office of Early Learning - School Readiness $319,615.62

Children's Trust (Non-Federal Share Cash) $758,333.00

Other Non-Federal Share (Goods/Services) $159,608.76

Program Operations $10,580,539.00

Training and Technical Assistance $232,374.00

COVID $1,123,102.00
2021-2022 Expenditures

Salaries $2,074,474.99 18%
Fringes $655,432.24 6%
Supplies and Materials $1,262,725.76 11%
Equipment $180,698.02 2%

Total Expenses $11,469,214.88

Other Expenses** $810,075.06 7%
Contractual $6,485,808.81 56%

Note: Additional COVID funding was awarded in April 2021 and remained unobligated at the end of the fiscal year.

** Other Expenses include but not limited to: rent, repairs, maintenance, training, local travel, In-kind Goods and Services etc.
2022-2023 Proposed Budget

2022-2023 Budget
Total Budget: $11,469,214.88

- American Rescue Plan (COVID Supplement) $1,123,102.00
- Contractual $6,386,746.00
- Supplies $91,602.00
- Salaries $2,597,555.00
- Fringe Benefits $890,871.00
- Other $805,139.00
- Equipment $41,000.00
Program Enrollment

During the 2021-2022 program year, the Early Head Start program provided services in seven areas in Miami-Dade County with limited resources: Liberty City, Little Havana, Hialeah, Miami Gardens/Opa-Locka, North Miami, Perrine, and Homestead/Florida City. Services were provided in collaboration with 28 childcare partners. Recruitment for the program is year-round and focuses on increasing community awareness, encouraging families to apply for services, and ensuring the families most in need of the program are selected. Annually, the program develops a selection plan that is evaluated and considers community changes. The plan outlines the point system that will be used to ensure fair selection of families. Families with the highest points are selected to fill vacancies as they arise and during transition periods.

<table>
<thead>
<tr>
<th>% of Eligible Children in 2021-2022</th>
<th>56%</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Children Served in 2021-2022</td>
<td>941</td>
</tr>
<tr>
<td># of Families Served in 2021-2022</td>
<td>788</td>
</tr>
<tr>
<td>Average Monthly Enrollment</td>
<td>78%</td>
</tr>
</tbody>
</table>
Special Needs Enrollment

The Early Head Start Program reserves a minimum of 10% of enrollment for children with an identified disability. Children who enter the program are identified as needing service through a developmental screening called Ages and Stages Questionnaire, 3rd Edition. In partnership with the local Part C agency, Early Steps, and with parental consent, children are referred for an in-depth evaluation to determine eligibility. 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. Services are provided in an inclusion setting where children receive services in their natural environment and teachers play a supportive role in the progression of development. The Early Head Start Program works closely with families to make accommodations and support the implementation of the plan. The RoadMap to Early Intervention was created to support and guide Early Head Start families, staff and teachers to navigate the early intervention system.

Total Number of Children Served

- Intellectual Disability/Down Syndrome: 2
- Autism: 3
- Hearing Impairment: 2
- Speech/Language Impairment: 7
- Orthopedic Impairment: 1
- Non-Categorical/Developmental Delay: 84
- Total: 99
Child Outcomes

During the 2021-2022 school year, services to children resumed in person. The program continued its partnership with the Miami Children’s Museum to enhance the curriculum in Early Head Start classrooms with a Science, Technology, Art, and Math (STEAM) Integration program. The STEAM Integration program encouraged teachers and their young children to engage in experiential learning and problem solving, to embrace collaboration, and foster a thoughtful and creative approach to new experiences and concepts. In 2021-2022, the STEAM Integration program launched a teacher mentor component where a teacher who had previously participated in the STEAM Integration program served as a mentor for teachers going through the program.

Technical Assistance Specialists continued to provide coaching to teachers to ensure the curriculum was implemented with fidelity. Monthly data meetings with teachers and directors were opportunities to understand children’s progress in each of the areas of development and provide support in areas where children needed a little more support.

The information below represents the percentage of children who exceeded, met or were below the widely held expectations.1

<table>
<thead>
<tr>
<th>Areas of Development</th>
<th>Percentage of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>19% 73% 9%</td>
</tr>
<tr>
<td>Literacy</td>
<td>23% 69% 7%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>22% 73% 5%</td>
</tr>
<tr>
<td>Physical</td>
<td>24% 70% 6%</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>23% 72% 5%</td>
</tr>
</tbody>
</table>

1 Widely Held Expectations describes the range of knowledge, skills, and abilities that children of a particular age demonstrate over a year of life.
<table>
<thead>
<tr>
<th>Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition Meetings</strong></td>
</tr>
<tr>
<td>Parents are informed of their child's transition as soon as they enroll for services. The assigned family advocate actively meets with the parents six months before a child transitions to assist with the process.</td>
</tr>
<tr>
<td><strong>Program’s Self-Assessment</strong></td>
</tr>
<tr>
<td>Parents worked with staff to identify strengths in the program and opportunities for improvement. Parents made recommendations to strengthen the program.</td>
</tr>
<tr>
<td><strong>Screenings and Assessments</strong></td>
</tr>
<tr>
<td>Children were screened within the first 45 days of enrollment for social emotional and developmental concerns. Results are discussed with parents and recommendations are made accordingly.</td>
</tr>
<tr>
<td><strong>Parent Orientation</strong></td>
</tr>
<tr>
<td>This introductory activity explains the program to parents and shares information on all the services available; the importance of parent engagement is emphasized.</td>
</tr>
<tr>
<td><strong>Parent Committee Meeting and Policy Council</strong></td>
</tr>
<tr>
<td>Parent Committee and Policy Council are ways for parents to be a part of the decision-making process and support the school and program with making positive changes.</td>
</tr>
<tr>
<td><strong>Home Visits and Parent-Teacher Conferences</strong></td>
</tr>
<tr>
<td>Parents stayed abreast of their child’s progress through home visits and parent-teacher conferences. Parents were able to see their child’s developmental progress and how to continue supporting him/her in his/her growth.</td>
</tr>
<tr>
<td><strong>Consultations</strong></td>
</tr>
<tr>
<td>Program content experts provided consultation to parents based on their child needs. Consultations include but are not limited to: how to support children socially and emotionally, addressing children eating habits and other nutrition concerns, and navigating early intervention services.</td>
</tr>
<tr>
<td><strong>Family Goal Setting</strong></td>
</tr>
<tr>
<td>All parents worked with their family advocates to identify a goal and set a plan of action to accomplish their goal(s).</td>
</tr>
<tr>
<td><strong>Nutrition Trainings</strong></td>
</tr>
<tr>
<td>Parents were encouraged to participate in several activities throughout the year related to nutrition. One activity was the Li’I Foodies Virtual Cook Along where parents received live cooking instructions for healthy meals.</td>
</tr>
<tr>
<td><strong>Cleaning Sanitizing and Disinfecting</strong></td>
</tr>
<tr>
<td>This training discussed the differences between cleaning, sanitizing, and disinfecting. It examined the recommended chemicals/agents to use in these processes and included information about the proper use and storage of cleaning materials.</td>
</tr>
<tr>
<td><strong>Behavioral and Mental Health Issues related to COVID</strong></td>
</tr>
<tr>
<td>Parents learned to identify and understand some of the feelings they and their children may be experiencing, as well as learned tips for reducing levels of stress and anxiety.</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Dance Salsa and Bachata</td>
</tr>
<tr>
<td>Arts for Early Learning and Canvas Painting Class</td>
</tr>
<tr>
<td>Protecting Children: Preventing Deaths from Hot Cars</td>
</tr>
<tr>
<td>Natural Soap Making Training</td>
</tr>
<tr>
<td>Homebuying 101</td>
</tr>
<tr>
<td>Situational Awareness</td>
</tr>
<tr>
<td>Food Safety</td>
</tr>
<tr>
<td>Mompreneur (Entrepreneur Workshop)</td>
</tr>
<tr>
<td>Financial Wellness</td>
</tr>
<tr>
<td>Gun/Firearm Safety</td>
</tr>
<tr>
<td>Fire Safety, Prevention, and Extinguisher Usage</td>
</tr>
<tr>
<td>Domestic Violence</td>
</tr>
</tbody>
</table>
Family Outcomes

The Early Head Start program takes a collaborative approach when working with the family unit. Each childcare partner is assigned a family advocate who is culturally and linguistically competent in the different cultures and languages of the parents. Family advocates build and sustain positive relationships with their families through the agency’s Family Need Assessment as well as the goal setting process. The Family Needs Assessment, also known as the "snapshot", is a strength-based approach that focuses on the family's strengths and identifies the needs. This process is completed twice a year. The first assessment is used to provide resources and facilitate the goal setting process. The second assessment measures the family's growth as well as the effectiveness of the program’s interventions and resources. Family advocates also use the needs assessment to identify potential trainings for families.

![Chart showing Family Outcomes](chart.png)
Medical and Dental Services

The Early Head Start Program focuses on children’s health status by educating parents/guardians on its importance. Educating families involve fact sharing and connecting parents to organizations in the community that are able to provide needed health services and information. This allows parents/guardians to understand their child(ren)’s medical and dental needs as well as to become informed advocates for their child(ren). Research has shown that children living in poverty are less likely to have routine care and continuity of a home health provider. Family advocates from the Early Head Start Program 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. In an effort to make dental care accessible to families, the program developed a partnership with the State of Florida’s Department of Health to provide dental exams to children through a mobile dental bus called Seals on Wheels Program.

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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. In some stages of development, deficiency of certain nutrients can have an irreversible effect on the brain. Therefore, the Early Head Start Program 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. 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 2021-2022 school year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Breakfasts Served</th>
<th>Lunches Served</th>
<th>Snacks Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2021</td>
<td>8,141</td>
<td>8,241</td>
<td>8,187</td>
</tr>
<tr>
<td>September 2021</td>
<td>8,996</td>
<td>9,072</td>
<td>9,039</td>
</tr>
<tr>
<td>October 2021</td>
<td>8,575</td>
<td>8,639</td>
<td>8,595</td>
</tr>
<tr>
<td>November 2021</td>
<td>8,749</td>
<td>8,801</td>
<td>8,735</td>
</tr>
<tr>
<td>December 2021</td>
<td>7,819</td>
<td>7,904</td>
<td>7,871</td>
</tr>
<tr>
<td>January 2022</td>
<td>8,515</td>
<td>8,589</td>
<td>8,567</td>
</tr>
<tr>
<td>February 2022</td>
<td>9,056</td>
<td>9,157</td>
<td>9,129</td>
</tr>
<tr>
<td>March 2022</td>
<td>10,718</td>
<td>10,808</td>
<td>10,762</td>
</tr>
<tr>
<td>April 2022</td>
<td>9,461</td>
<td>9,535</td>
<td>9,463</td>
</tr>
<tr>
<td>May 2022</td>
<td>10,250</td>
<td>10,303</td>
<td>10,243</td>
</tr>
<tr>
<td>June 2022</td>
<td>10,051</td>
<td>10,097</td>
<td>10,041</td>
</tr>
<tr>
<td>July 2022</td>
<td>9,358</td>
<td>9,419</td>
<td>9,359</td>
</tr>
</tbody>
</table>

4 See footnote 3.
Mental Health Services

Social-Emotional Development is a critical foundation for children’s success in school and life. For this reason, the program ensures teachers are knowledgeable and well-equipped with strategies for promoting children’s social and emotional development. During the 2021-2022 school year, the program offered social emotional trainings on:

- **Stress Management Trainings**
  A series of Stress Management Trainings that taught staff ways to reduce stress and increase health and well-being within the workplace. Staff learned to identify stressors, how the stressors affect them, and ways to build resilience.

- **Newborn T.O.U.C.H. (Touch, Observe, Understand, Communicate, Hold)**
  This training uses a relationship-focused approach that promotes family-centered care practices that nurture growth through each phase of development. Early Head Start staff learned a strong foundation of knowledge, skills and competencies to create a caregiving environment in which newborns and their families can thrive.

- **The Pyramid Model Training**
  The Pyramid Model promotes young children’s healthy development and prevents challenging behaviors. Teachers learned the reasons and purposes of young children’s challenging behaviors, effective strategies to respond appropriately, and ways to combine several strategies when responding to difficult situations using more intentional and preventative practices.

- **Techniques & Strategies to Support Infant & Early Childhood Mental Health & Wellness**
  Early Head Start staff gained knowledge, tangible techniques and strategies to support the mental health, wellness and success of our future leaders.

- **First & Then Visuals**
  The First & Then Visuals are another way the program offered social emotional support in the classroom. First & Then Visuals are a visual tool with many benefits such as creating a structured and predictable environment for children, increasing their independence, and supporting transitions.

- **Infant Mental Health Endorsement**
  The program implemented an initiative for staff to pursue the Infant Mental Health Endorsement competencies developed by The Michigan Association for Infant Mental Health (MI-AIMH). Endorsement uses a nationally recognized set of competencies that helps define best practice and guides professional growth for professionals who serve...
Financial Audit Results

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND
STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2022

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? __ Yes X No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? __ Yes X No

Noncompliance material to financial statements noted? __ Yes X No

Federal Awards and State Financial Assistance

Internal control over major federal programs and state projects:

Material weakness(es) identified? __ Yes X No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? __ Yes X No

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

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance or Chapter 10.650, Rules of the Auditor General? __ Yes X No

Identification of major programs:

<table>
<thead>
<tr>
<th>CFDA/CFSA Number</th>
<th>Name of Federal/State Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.575, 93.596</td>
<td>Child Care Development Fund (CCDF) Cluster</td>
</tr>
<tr>
<td>93.600</td>
<td>Head Start</td>
</tr>
<tr>
<td>48.108</td>
<td>VPK State General Funds</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs:

$ 3,000,000 Federal

$ 1,445,854 State

Auditee qualified as low-risk auditee? X Yes _ No
EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND
STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2022

SECTION II – FINANCIAL STATEMENT FINDINGS

None

SECTION III - FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

None

SECTION IV – FINDINGS AND QUESTIONED COSTS - MAJOR STATE FINANCIAL
ASSISTANCE PROJECTS

None

SECTION V – OTHER ISSUES

1. No management letter was issued for the year ended June 30, 2022.

2. No Summary Schedule of Prior Audit Findings is required because there were no prior audit findings related to Federal awards programs or State financial assistance projects.

3. No corrective action plan is required because there were no findings required to be reported under the Federal OMB Circular Compliance Supplement or the Department of Financial Services’ State Project Compliance Supplement.

4. As explained in Note 5 to the financial statements, OEL and the Organization believe that the net overpayment remaining to providers as a result of making estimated payments in prior years, which was reported as an audit finding during the year ended June 30, 2019, is $210,802. The finding was addressed and corrected during the year ending June 30, 2020. As a result, no finding has been reported in the current year or disclosed in the accompanying schedule of prior audit findings as this was corrected in the prior audit.
Federal Review Audits

Performance Summary

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Grant Number(s)</th>
<th>Compliance Level</th>
<th>Applicable Standards</th>
<th>Timeframe for Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective and Intentional Teaching Practices</td>
<td>04HP000226</td>
<td>Area of Noncompliance</td>
<td>1302.45(a)(1)</td>
<td>120 days</td>
</tr>
</tbody>
</table>

The program successfully addressed the non-compliance as reported on October 25, 2021:

Follow-up Corrected

The grantee provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. The program strengthened its policies and procedures, training, and monitoring to ensure teacher-child ratios were maintained and to mitigate the risk of child safety incidents.

The program strengthened its active supervision and classroom management, and teacher-child ratio policies and procedures to clarify staff’s knowledge of teacher-child ratio requirements. A review of the policies and procedures regarding classroom ratios and group sizes stipulated teachers must ensure all children remain under their supervision, and under no circumstance would a child be left alone. A review of the active supervision and classroom management procedure found new strategies were designed to encourage effective and proactive supervision.

In an interview, the director of child development and education support services stated the effective teacher practices policy was reviewed and revised to promote using transition activities to provide ample time to transition. The effective teacher practices procedure confirmed the directive for staff to implement supportive and responsive transition activities for children. A review of the onboarding-child care partners policy and procedure for new employees found revisions included the requirement for staff to implement the Pyramid Model to promote social-emotional development and prevent challenging behaviors.

Training was provided to improve staff's understanding of appropriate teacher/child interactions, child-safety incident prevention, staff wellness, and challenging behaviors. A review of training documents found child care partner staff completed the trainings. In an interview, the Early Head Start director stated an outside source provided training to teachers on conscious discipline and stress management. Additionally, a review of Region IV Head Start Training and Technical Assistance agendas and training documents found program staff were provided technical assistance in the areas of ongoing educational monitoring and staff wellness.

monitored partner’s weekly training plans. The plans provided the education team with an understanding of how partners started their centers. A review of staffing plans, daily Early Head Start Staff coverage forms, and regulatory monitoring visit forms found a platform for continuous monitoring and analysis of teacher staffing patterns to ensure sufficient classroom coverage and correct staff-child ratios were maintained.

The Early Head Start director stated the child care partner involved in the incident decided not to renew its contract and was no longer a partner as of August 1, 2021.

The grantee provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. This area of noncompliance is corrected.
Acknowledgements

The Early Head Start program continues to flourish thanks to stakeholders that believe, care and support the work the program does. The program is thankful to the Early Learning Coalition of Miami-Dade/Monroe and the Early Head Start Policy Council for their leadership and guidance. Bringing the mission to life can be attributed to the dedicated staff and childcare partners who provide quality experiences for children and families on a daily basis. It is thanks to community partners that the program is able to enhance services and provide needed resources to families. The program is deeply thankful to the parents who support the program and put their trust in us.
### Program Goal Update

**Goal 1: Increase the selection pool of eligible children in the community.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
</table>
| Increase waitlist by 10% over the number of transitioning families for each community served by the program. | Between August 2021 through February 2022, the program was able to meet and maintain a waitlist of 10% over the transitioning children at some sites:  
  - Eleven (11) center met this objective 100% of the time during the specified period.  
  - Nineteen (19) centers attained less then 10% of a waitlist.  
  Challenges: Contracting with new partners negatively impacts the waitlist of other centers in the area. In order to fill the slots at the new partner site, the program contacts parents on the waitlist of other neighboring sites to offer them an opportunity to enroll their child(ren) at the new site. |
| Increase customer satisfaction by 10% each year of the 5-year project. | The program uses exit interviews when families separate from the program and satisfaction surveys to assess parents’ experiences in the program. Feedback from the surveys are used to address any concerns brought up by families. In the past year, 94.5% of families who left the program reported positive experiences while enrolled. This program year, 93% of families have shared that they were satisfied with the services offered by the program. |
| Conduct a coordinated annual open house at each center. | The program contracted with a videographer who is creating short videos that tour the center and give parent information about the center. Once open house activities resume in person, the program will continue to share the videos with families who are not able to participate in the open house events. |
Program Goal Update

Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and train five (5) teachers to coach peers in the implementation of the Science, Technology, Engineering, Art, and Math (STEAM) Integration Project by the end of year two (2) of the 5-year project.</td>
<td>During the 2021-2022 school year, a teacher who had previously participated in STEAM served as a peer coach for STEAM. The peer coach attended and supported Saturday trainings by participating and adding her experience and knowledge on the topic covered in each session. The peer coach co-presented at one of the meetings and was a sole presenter at another. The peer coach was also responsible for guiding and engaging the teachers via zoom and as the group explored the different areas of the museum on one of the in-person training.</td>
</tr>
<tr>
<td>Select and train two (2) teachers, by the end of year one (1) and every year after, to be co-trainers for a session during the annual Professional Development days, for a total of 8 co-trainers at the end of the five-year project</td>
<td>Four (4) teachers co-facilitated trainings for their peers on the topic of Classroom Transitions. Two teachers did the presentation in Spanish and two did the presentation in English.</td>
</tr>
</tbody>
</table>
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct seven (7) cohorts of nutrition education training each year, for a total of 35 cohorts at the end of the 5-year project.</td>
<td>There were six (6) Li’l Foodie Cook-Along virtual session in 2021-2022. During the sessions, the Early Head Start Nutrition Manager showed parents how to prepare simple and nutritious meals. The nutritionist shared information on the nutrients in the meals and their benefits. A food safety training was offered to parents on the proper handling techniques for potentially hazardous foods and to identify the types and causes of foodborne illnesses.</td>
</tr>
<tr>
<td>Provide support to five (5) centers a year in attaining Breastfeeding-Friendly designation (BFFD).</td>
<td>Seven (7) more centers received Breastfeeding Friendly Designation for a total of twenty-three (23) centers. The following centers have been designated as Breastfeeding Friendly:</td>
</tr>
<tr>
<td>1. 7 Heaven (new 2022-2023)</td>
<td>13. LORD's Learning Center</td>
</tr>
<tr>
<td>5. Kids Small World</td>
<td>17. Pink and Blue</td>
</tr>
<tr>
<td>6. Kinderkids Academy 3</td>
<td>18. Rainbow Intergenerational</td>
</tr>
<tr>
<td>11. Little Ones Academy</td>
<td>23. The Carter Academy II</td>
</tr>
<tr>
<td>12. Little Red School House</td>
<td></td>
</tr>
</tbody>
</table>
Program Goal Update

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train and implement a supplemental nutrition curriculum, Healthy Kids,</td>
<td>Total of twenty-five (25) teachers from twelve (12) classrooms, two (2) directors, and one (1) owner representing four (4) childcare</td>
</tr>
<tr>
<td>Healthy Future by Nemours, in 20 classrooms per year for a total of 100</td>
<td>partner sites participated in Healthy Kids, Healthy Future training during 2021-2022 program year. To date seventy-three (73) of the</td>
</tr>
<tr>
<td>classrooms by the end of the 5-year project.</td>
<td>approximately 100 classrooms have participated in training. Adamant is currently in the process of training the remaining 27 classrooms.</td>
</tr>
</tbody>
</table>
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quarterly information, resources, and activities that will promote wellness in general to include physical health, nutrition, and mental health.</td>
<td>Since the last grant application submission the program has promoted wellness in the following ways:</td>
</tr>
<tr>
<td></td>
<td>1. Wellness information and tips were shared with teachers bimonthly in the &quot;Wellness Corner&quot; of the Teacher’s Newsletter.</td>
</tr>
<tr>
<td></td>
<td>2. Monthly Action for Happiness calendars continue to be shared with the Board, staff, childcare partners, and parents.</td>
</tr>
<tr>
<td></td>
<td>3. Weekly Thoughtful Thursday emails continue to be sent to Early Head Start staff every Thursday to promote positive thinking.</td>
</tr>
<tr>
<td></td>
<td>4. Mental health tips and resources continued to be shared with families in the weekly Neighborhood Place Digest. Some tips and resources included information on local parenting workshops, activities to do at home with children, mindfulness practices, webinars, etc.</td>
</tr>
<tr>
<td></td>
<td>5. Early Head Start staff were offered a set of brief, evidenced-based activities designed for Early Head Start staff to increase emotional wellness.</td>
</tr>
</tbody>
</table>
# School Readiness Goals

<table>
<thead>
<tr>
<th><strong>Social and Emotional Domain:</strong></th>
<th>Children will develop and engage in positive relationships and interactions with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language and Communication:</strong></td>
<td>Children will demonstrate receptive and expressive skills.</td>
</tr>
<tr>
<td><strong>Approaches Towards Learning:</strong></td>
<td>Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them</td>
</tr>
<tr>
<td><strong>Cognition:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Perceptual, Motor, and Physical Development:</strong></td>
<td>Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.</td>
</tr>
</tbody>
</table>
Children Meeting and Exceeding Goals

Average Percentage of Children Meeting or Exceeding Goal

<table>
<thead>
<tr>
<th></th>
<th>20-21</th>
<th>21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Cognition</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Perceptual, Motor, and Physical Development</td>
<td>89%</td>
<td>85%</td>
</tr>
</tbody>
</table>

78% 80% 82% 84% 86% 88% 90% 92% 94% 96%
# January 2023 Expenditure Report

## Early Learning Coalition of Miami-Dade/ Monroe

### Early Head Start

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Budget</th>
<th>Forecast Expenses</th>
<th>Actual Year-To-Date Expenses</th>
<th>Surplus/Deficit (-)</th>
<th>Year-To-Date Percentage</th>
<th>Goal Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Fringe</td>
<td>$3,560,598.96</td>
<td>$3,003,480.50</td>
<td>$1,423,129.19</td>
<td>$557,118.46</td>
<td>40.25%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Child Care Services</td>
<td>$6,052,984.00</td>
<td>$6,371,185.23</td>
<td>$3,105,819.23</td>
<td>-$318,201.23</td>
<td>51.31%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$245,771.13</td>
<td>$296,219.33</td>
<td>$156,619.33</td>
<td>-$50,448.20</td>
<td>63.73%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Occupancy and Infrastructure (Other)</td>
<td>$322,400.00</td>
<td>$309,028.77</td>
<td>$147,262.01</td>
<td>$13,371.23</td>
<td>45.68%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Travel, Conf, Prof Dev</td>
<td>$123,050.00</td>
<td>$82,718.34</td>
<td>$3,918.34</td>
<td>$40,331.66</td>
<td>3.18%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Program and Activity Expenses</td>
<td>$315,731.00</td>
<td>$379,477.68</td>
<td>$238,157.68</td>
<td>-$63,746.88</td>
<td>75.43%</td>
<td>50.0%</td>
</tr>
<tr>
<td>IT</td>
<td>$68,000.00</td>
<td>$71,336.63</td>
<td>$25,458.13</td>
<td>-$3,936.63</td>
<td>37.44%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>$192,874.91</td>
<td>$182,161.46</td>
<td>$41,171.99</td>
<td>$10,713.45</td>
<td>21.35%</td>
<td>50.0%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$10,881,410.00</strong></td>
<td><strong>$10,696,207.95</strong></td>
<td><strong>$5,151,535.90</strong></td>
<td><strong>$185,202.05</strong></td>
<td><strong>47.3%</strong></td>
<td><strong>50.0%</strong></td>
</tr>
<tr>
<td>T/TA Total Expenses</td>
<td>$232,374.00</td>
<td>$230,406.38</td>
<td>$102,957.38</td>
<td>$1,967.62</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

### Pie Charts

- **Forecast Expenses**
  - Salary and Fringe: 38%
  - Child Care Services: 26%
  - Contractual Services: 16%
  - Occupancy and Infrastructure (Other): 9%
  - Travel, Conf, Prof Dev: 9%
  - Program and Activity Expenses: 6%
  - IT: 5%
  - Other Expenses: 2%

- **Actual YTD Expenses**
  - Salary and Fringe: 38%
  - Child Care Services: 26%
  - Contractual Services: 16%
  - Occupancy and Infrastructure (Other): 9%
  - Travel, Conf, Prof Dev: 9%
  - Program and Activity Expenses: 6%
  - IT: 5%
  - Other expenses: 3%
January 2023 Credit Card Report

There were no credit card expenses in January 2023.
February 2023 Expenditure Report

### Early Learning Coalition of Miami-Dade/ Monroe
#### Early Head Start

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Budget</th>
<th>Forecast Expenses</th>
<th>Actual Year-to-Date Expenses</th>
<th>Surplus/ Deficit ((-))</th>
<th>Year-To-Date Percentage</th>
<th>Goal Percentage</th>
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<td>Salary and Fringe</td>
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**Forecast Expenses**

- Salary and Fringe: 59%
- Child Care Services: 59%
- Contractual Services: 3%
- Occupancy and Infrastructure (Other): 3%
- Travel, Conf, Prof Dev: 1%
- Program and Activity Expenses: 3%
- IT: 1%
- Other Expenses: 1%

**Actual YTD Expenses**

- Salary and Fringe: 30%
- Child Care Services: 53%
- Contractual Services: 3%
- Occupancy and Infrastructure (Other): 3%
- Travel, Conf, Prof Dev: 0%
- Program and Activity Expenses: 4%
- IT: 1%
- Other Expenses: 1%
## February 2023 Credit Card Report

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<th>AMEX Description</th>
<th>Traveler</th>
<th>ELC Description</th>
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# February 2023 Meal Report

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<th>Snack</th>
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## March 2023 Meal Report

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## February 2023 Enrollment Report

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<th>Actual Enrollment</th>
<th>Vacancies</th>
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## March 2023 Enrollment Report

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<tr>
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<th>Actual Enrollment</th>
<th>Vacancies</th>
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</table>
February 2023 Attendance Report

- 7 Heaven Learning Center 80.90%
- B&G Preschool 85.03%
- Children Of The New... 89.88%
- It’s A Small World II 88.81%
- It’s A Small World... 96.71%
- It’s A Small World VII 95.23%
- Jitta Bug 87.96%
- K.K.L.B. Learning Center,... 99.41%
- Kids Small World... 83.86%
- Kinderkids Academy III 89.23%
- Kinderland 4 Kids 94.08%
- Lincoln Marti - 102 84.11%
- Lincoln Marti - 450 82.98%
- Lincoln Marti - 905 87.83%
- Little Ones Academy Corp 80.40%
- Little Red School House 100.00%
- Lord's Learning Center,... 80.59%
- Miami Gardens Learning... 72.47%
- My Little Angels Day... 83.07%
- Naranja Prep Academy... 86.84%
- New Aladdin Learning... 89.31%
- Pink And Blue Children’s... 86.49%
- Rainbow... 89.47%
- Shores School 89.02%
- Springview Academy Of... 90.65%
- Step Above Academy 71.43%
- Sunshine Preschool 92.11%
- The Carter Academy II 80.59%
- Thy Kingdom Kids 69.47%
- Tiny Tykes 90.57%
- Early Learning Coalition 86.34%
<table>
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<tr>
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<th>March 2023 Attendance Report</th>
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<tr>
<td>7 Heaven Learning Center</td>
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<td>B&amp;G Preschool</td>
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<td>Tiny Tykes</td>
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<tr>
<td>Early Learning Coalition</td>
<td>85.31%</td>
</tr>
</tbody>
</table>
Making a Motion

1. Member addresses chairperson to be recognized before speaking.

2. State the motion:
   “I (state your name) make a motion to approve (or disapprove):
   a. February 15, 2023 Meeting Minutes
   b. Resolution 04192023-01: Budget 2023-2024
   c. Resolution 04192023-02: Grant Application
   d. Resolution 04192023-03: Training and Technical Assistance Plan

3. Second the motion:
   “I (state your name) second the motion to approve (or disapprove):
   a. February 15, 2023 Meeting Minutes
   b. Resolution 04192023-01: Budget 2023-2024
   c. Resolution 04192023-02: Grant Application
   d. Resolution 04192023-03: Training and Technical Assistance Plan

4. The Chair states:
   “It has been moved by (name) and seconded by (name) that we approve (or disapprove):
   a. February 15, 2023 Meeting Minutes
   b. Resolution 04192023-01: Budget 2023-2024
   c. Resolution 04192023-02: Grant Application
   d. Resolution 04192023-03: Training and Technical Assistance Plan

   Is there any discussion?”

5. Once the discussion is complete, the Chair states:
   “If there is no further discussion. We’ll put the motion to a vote. Is there anyone opposed.

6. The Chair states, “the motion passes (or fails) with ___ votes in favor and ____ votes against.”